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# American English File

fourth edition

## Teacher's Guide with Digital Pack

Includes photocopiable Grammar, Communicative, and Vocabulary activities

Christina Latham-Koenig Clive Oxenden
Kate Chomacki Jerry Lambert Paul Seligson
with Anna Lowy

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Christina Latham-Koenig Clive Oxenden
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Paul Seligson and Clive Oxenden are the original co-authors of *English File 1* (published 1996) and *English File 2* (1997)

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# Contents


p.4 **Student Book contents**

p.8 **Course overview**

- Introduction
- What do Level 3 students need?

p.10 **Print components**

- For students
- For teachers

p.11 **Digital components on *Oxford English Hub***

- For students
- For teachers

p.12 **File overview**

p.18 **The role of video in language learning**

p.19 **Video in *American English File fourth edition***

p.20 **How to exploit video in the classroom**

p.22 **Lesson plans**

| | | |
|---|---|---|
| p.22 | File 1 A–B | Practical English Episode 1 |
| p.38 | File 2 A–B | 1&2 Review and Check |
| p.51 | File 3 A–B | Practical English Episode 2 |
| p.65 | File 4 A–B | 3&4 Review and Check |
| p.76 | File 5 A–B | Practical English Episode 3 |
| p.90 | File 6 A–B | 5&6 Review and Check |
| p.103 | File 7 A–B | Practical English Episode 4 |
| p.117 | File 8 A–B | 7&8 Review and Check |
| p.131 | File 9 A–B | Practical English Episode 5 |
| p.143 | File 10 A–B | 9&10 Review and Check |

p.155 **Photocopiable activities**

| | |
|---|---|
| p.155 | Introduction |
| p.156 | Grammar activity answers |
| p.159 | Grammar activity worksheets |
| p.181 | Communicative activity instructions |
| p.188 | Communicative activity worksheets |
| p.211 | Vocabulary activity instructions |
| p.215 | Vocabulary activity worksheets |

p.230 **Workbook answer key**

# Student Book contents


| | | GRAMMAR | VOCABULARY | PRONUNCIATION |
|---|---|---|---|---|
| **1** | | | | |
| 8 | **A How we eat** | simple present and present continuous, action and nonaction verbs | food and cooking | vowel sounds |
| 12 | **B Happy families?** | future forms: present continuous, *be going to*, *will* / *won't* | family, adjectives of personality | sentence stress, word stress |
| **2** | | | | |
| 18 | **A Spend or save?** | present perfect and simple past | money | the letters *o* and *or* |
| 22 | **B Life-changing** | present perfect + *for* / *since*, present perfect continuous | strong adjectives: *exhausted*, *amazed*, etc. | sentence stress |
| **3** | | | | |
| 28 | **A Who got there first?** | choosing between comparatives and superlatives | transportation | /ʃ/, /dʒ/, and /tʃ/; linking |
| 32 | **B Challenging stereotypes** | articles: *a* / *an*, *the*, no article | collocation: verbs / adjectives + prepositions | /ə/, two pronunciations of *the* |
| **4** | | | | |
| 38 | **A Modern manners** | obligation and prohibition: *have to*, *must*, *should* | phone language | silent consonants |
| 42 | **B Yes, we can!** | ability and possibility: *can*, *could*, *be able to* | *-ed* / *-ing* adjectives | sentence stress |
| **5** | | | | |
| 48 | **A Good sports** | past tenses: simple, continuous, perfect | sports | /ɔr/ and /ər/ |
| 52 | **B Best Friends Forever** | past and present habits and states | relationships | the letter *s*, *used to* |

| READING & LISTENING | SPEAKING & WRITING | |
|---|---|---|
| | | **Practical English** p.16 |
| **Reading** using personal experience to understand a text<br>**Listening** understanding key words in questions; predicting content using visual clues | **Speaking** asking for food preferences; agreeing and disagreeing | **Pictures of you**<br>Episode 1: *Surprise meetings*<br><br>**Practical English**<br>reacting to what people say<br>**Social English** |
| **Reading** identifying reasons<br>**Listening** understanding a story | **Speaking** talking about family; politely refusing to talk about something; retelling a story<br>**Writing** describing a person | |
| | | **Review and Check** p.26 |
| **Reading** understanding paragraph topics; using personal experience to respond to a text<br>**Listening** understanding the order of events | **Speaking** talking about spending habits; asking for more information | Review and Check 1&2 |
| **Reading** reading for detail<br>**Listening** using subtitles and other visual clues to understand the main information; understanding information in order to express personal opinions | **Speaking** asking about how long (+ present perfect forms); using strong adjectives<br>**Writing** a thank-you email | |
| | | **Practical English** p.36 |
| **Reading** using detail to make predictions<br>**Listening** confirming predictions; using own knowledge to understand factual information | **Speaking** role-playing being a tourist; giving your opinion<br>**Writing** an article for a website | **Pictures of you**<br>Episode 2: *Images of the city*<br><br>**Practical English**<br>giving opinions<br>**Social English** |
| **Reading** understanding the difference between two concepts<br>**Listening** understanding the evolution of a concept | **Speaking** generalizing; using collocations (verbs / adjectives + prepositions) | |
| | | **Review and Check** p.46 |
| **Reading** assessing a point of view<br>**Listening** understanding problems and advice | **Speaking** talking about phone use; saying what you think is right<br>**Writing** an email of complaint | Review and Check 3&4 |
| **Reading** figuring out meaning from context<br>**Listening** understanding tips and benefits; listening for gist | **Speaking** talking about ability and possibility; talking about tips for learning English | |
| | | **Practical English** p.56 |
| **Reading** understanding how examples support main points<br>**Listening** understanding an interview | **Speaking** talking about sports; telling an anecdote<br>**Writing** telling a story | **Pictures of you**<br>Episode 3: *The day before the show*<br><br>**Practical English**<br>permissions and requests<br>**Social English** |
| **Reading** understanding a relationship story<br>**Listening** understanding facts and supporting information | **Speaking** talking about relationships; talking about past and present habits; presenting an opinion | |

| | | GRAMMAR | VOCABULARY | PRONUNCIATION |
|---|---|---|---|---|
| **6** | | | | |
| 58 | **A Extra information** | passive (all tenses) | movies | regular and irregular past participles |
| 62 | **B In the picture** | modals of deduction: *might*, *can't*, *must* | the body | diphthongs |
| **7** | | | | |
| 68 | **A School time** | first conditional and future time clauses + *when*, *until*, etc. | education | the letter *u* |
| 72 | **B House or home?** | second conditional, choosing between conditionals | houses | sentence stress, the letter *c* |
| **8** | | | | |
| 78 | **A The right job for you** | choosing between gerunds and infinitives | work | word stress |
| 82 | **B Service with a smile?** | reported speech: statements and questions | making nouns from verbs | the letters *ai* and *air* |
| **9** | | | | |
| 88 | **A I was so lucky!** | third conditional | making adjectives and adverbs | sentence rhythm, weak pronunciation of *have* |
| 92 | **B Power outage** | quantifiers | electronic devices | linking, *ough* and *augh* |
| **10** | | | | |
| 98 | **A Idols and icons** | relative clauses: defining and nondefining | compound nouns | word stress |
| 102 | **B And the murderer is...** | tag questions | crime | intonation in tag questions |

108 **Communication** 119 **Writing Bank** 131 **Listening** 140 **Grammar Bank**

| READING & LISTENING | SPEAKING & WRITING | |
|---|---|---|
| | | **Review and Check** p.66 |
| **Reading** identifying positive and negative connotation<br>**Listening** focusing on content words for note-taking | **Speaking** talking about movies<br>**Writing** a movie review | Review and Check 5&6 |
| **Reading** interpreting visual information<br>**Listening** checking assumptions; understanding advice | **Speaking** talking about profile photos | |
| | | **Practical English** p.76 |
| **Reading** understanding points of view<br>**Listening** checking predictions | **Speaking** talking about your education; organizing and presenting your opinions | **Pictures of you**<br>Episode 4: *Together again?*<br>**Practical English**<br>making suggestions<br>**Social English** |
| **Reading** understanding pros and cons; understanding biographical information<br>**Listening** using visual information to understand biographical information | **Speaking** discussing pros and cons of living at home; talking about future possibility and imaginary situations (first and second conditionals); describing a dream home<br>**Writing** describing a house or an apartment | |
| | | **Review and Check** p.86 |
| **Reading** predicting from evidence<br>**Listening** listening for note-taking | **Speaking** asking about somebody's job; explaining what happened; presenting a product<br>**Writing** a cover email | Review and Check 7&8 |
| **Reading** understanding the main point in a short text; predicting the end of a story<br>**Listening** understanding the order of events; understanding how to do something better | **Speaking** sharing personal experience; role-playing complaining | |
| | | **Practical English** p.96 |
| **Reading** identifying topic sentences<br>**Listening** listening for retelling | **Speaking** talking about luck | **Pictures of you**<br>Episode 5: *Ben's big show*<br>**Practical English**<br>asking indirect questions<br>**Social English** |
| **Reading** understanding technical language<br>**Listening** listening for note-taking | **Speaking** talking about power outages; discussing digital habits<br>**Writing** a "for and against" essay | |
| | | **Review and Check** p.106 |
| **Reading** understanding biographical facts<br>**Listening** understanding biographical facts; listening for note-taking | **Speaking** asking questions using relative clauses; talking about things, people, and places you like or admire<br>**Writing** a biography | Review and Check 9&10 |
| **Reading** reading for detail; understanding characters, places, and events in a short story<br>**Listening** understanding evidence and opinion; making biographical notes | **Speaking** checking information (tag questions) | |

160 **Vocabulary Bank** 173 **Irregular verbs** 174 **Sound Bank**

# Course overview

## Introduction

Our aim with *American English File fourth edition* has been to improve every lesson, and to make it more engaging, motivating, and relevant to today's students. New video content is integrated into the lessons, which helps students learn and practice Grammar, Vocabulary, and Pronunciation and develops listening, speaking, and viewing skills. In addition, the Practical English lessons include a brand new drama called *Pictures of you*. Please refer to page 19 for more information on the video offer in *American English File fourth edition*.

As well as the main A and B Student Book lessons, there is a range of material that you can use according to your students' needs, and the time and resources you have available:

- Workbook
- Teacher's Guide notes
- Exam Confidence
- Tests

The **Workbook** provides review, support, and practice for students outside the class. The **Teacher's Guide** suggests different ways of exploiting the Student Book depending on the level of your class.

**Exam Confidence** gives students access to bite-size Reading, Listening, Speaking, and Writing practice.

We hope you and your students enjoy using *American English File fourth edition*.

## What do Level 3 students need?

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

### Grammar, Vocabulary, and Pronunciation

If we want students to speak English with confidence, we need to give them the tools they need – Grammar, Vocabulary, and Pronunciation (G, V, P). We believe that "G + V + P = confident speaking," and in *American English File Level 3* all three elements are given equal importance. Each lesson has clear G, V, P aims to keep lessons focused and give students concrete learning objectives and a sense of progress.

### Grammar

- Reinforcement and extension of main grammatical points
- Fun and engaging grammar videos to introduce and practice grammar
- Practice in using different tenses together
- Student-friendly reference material

We have tried to provide contexts for new language that will engage students, using real-life stories and situations, humor, and suspense. Grammar practice videos introduce or practice grammar in an engaging way. The **Grammar Banks** give students a single, easy-to-access grammar reference section, with example sentences with audio, clear rules, and common errors. There are at least two practice exercises for each grammar point. The **Workbook** provides a variety of practice exercises and the opportunity for students to use the new grammar to express their own ideas.

### Vocabulary

- Systematic expansion of topic-based lexical areas
- Building new words by adding prefixes and suffixes
- Opportunities to personalize new vocabulary
- Motivating and fun videos to present and practice vocabulary
- Review and reactivation of previously learned vocabulary

Every lesson focuses on high frequency vocabulary and common lexical areas but keeps the amount realistic. All new vocabulary is given with the phonetic script alongside, to help students with the pronunciation of new words. Vocabulary practice videos present and practice vocabulary in a motivating and fun way.

Many lessons are linked to the **Vocabulary Banks** that help present and practice the vocabulary in class, give an audio model of each word, and provide a clear reference so students can review and test themselves in their own time. Students can find further practice in the **Workbook**.

### Pronunciation

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

Clear, *intelligible* pronunciation (not perfection) should be the goal of students at this level. There is a pronunciation focus in every lesson, which integrates clear pronunciation into grammar and vocabulary practice. There is an emphasis on the sounds most useful for communication, on word stress, and on sentence rhythm. The Pronunciation videos show students the mouth positions to make English vowels and consonants. There is also a **Sound Bank** section on pages 174–175 of the Student Book and a full set of **Sound Bank** videos in the resources section on *Oxford English Hub*.

There is more practice of pronunciation in the **Workbook**.

## Speaking

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

Lack of self-confidence can be a barrier to successful speaking at this level. Each speaking task is supported by the necessary language (G + V + P) and 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 and viewing

- A reason to listen
- Confidence-building, achievable tasks
- Practice in dealing with authentic spoken language
- Video listening tasks

At Level 3 students need confidence-building tasks that are progressively more challenging in terms of speed, length, and language difficulty, but are always achievable. Longer listenings are broken into separate parts with different tasks to avoid overload. Students are exposed to a wide variety of accents, including some non-native speakers of English. Many of these listenings are now presented as video listenings. These provide visual contexts to traditional audio and help develop students' viewing skills, such as focusing on body language.

There is a wide variety of video types in *American English File fourth edition*, including:

- Grammar presentation and practice
- Vocabulary presentation and practice
- Pronunciation and Sound Bank videos
- Documentaries
- Dramas
- Teacher-generated videos
- "On the street" interviews
- Practical English drama *Pictures of you*

## Reading

- Engaging topics and stimulating texts
- Exposure to a wide variety of authentic task types
- Challenging tasks that help students read more skillfully

Many students need to read in English for their work or studies, and reading is also important in helping build vocabulary and 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 Level 3* reading texts have been adapted from a variety of authentic sources and have been chosen for their intrinsic interest and ability to generate discussion.

## Writing

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

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

## Practical English

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

The Practical English lessons give students practice in key language for situations such as reacting to what people say or giving opinions. To make these everyday situations come alive, there is a brand new drama called *Pictures of you* with an engaging storyline that follows the story of the two main characters, Ben (from California) and Izzy (from London), and how their lives, careers, and relationships develop. There is a clear distinction between what students will hear and need to understand and what they need to say. The lessons also highlight other key "Social English" phrases. The **Workbook** provides practice of all the language from the Practical English lessons.

## Review

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

Students will usually only assimilate and remember new language if they have the chance to see it and use it several times. Grammar, Vocabulary, and Pronunciation are recycled throughout the course. After every two Files there is a two-page Review and Check section. The left-hand page reviews the Grammar, Vocabulary, and Pronunciation of each File. The right-hand page provides a series of skills-based challenges, including street interviews, and helps students measure their progress in terms of competence. These pages are designed to be used flexibly according to the needs of your students. Every two Files, the **Workbook** contains a *Can you remember…?* page, which provides a cumulative review of language students have covered in the Student Book.

# Print components

## FOR STUDENTS

### Student Book

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

#### A and B lessons

Each File contains two four-page lessons that present and practice Grammar, Vocabulary, and Pronunciation as well as develop skills with a balance of reading and listening activities, and offer lots of opportunities for speaking. Video content is integrated throughout the lessons. All lessons have clear references to the Grammar Bank, Vocabulary Bank, and where relevant, to the Sound Bank at the back of the book. These banks support and extend the lesson material on the page.

#### Practical English

Every two Files (starting from File 1), there is a two-page lesson based on a new drama series for the fourth edition, *Pictures of you* – Season 3. This lesson teaches functional "survival English" (for example, language for reacting to what people say or making suggestions) and also "Social English" (useful phrases like *That's a shame, It's my fault.*). The video is in the form of a drama, featuring the two main characters, Ben and Izzy. The lessons have a storyline that runs through Level 1 and Level 2 and continues into Level 3 with *Pictures of you* – Season 3. There's a Season 1 and 2 recap at the beginning of the first lesson.

#### Review and Check

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

#### The back of the Student Book

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

The Student Book is also available as an e-Book.

### Workbook

For language practice after class.

- All the Grammar, Vocabulary, and Practical English
- Pronunciation exercises with audio
- *Can you remember…?* exercises for students to check their progress

The Workbook is also available as an e-Book.

## FOR TEACHERS

### Teacher's Guide

#### Step-by-step procedural notes for all the lessons

These notes include an optional "books-closed" lead-in for every lesson.

**Extra challenge** suggestions for ways of exploiting the Student Book material in a more challenging way if you have a stronger class.

**Extra support** suggestions for ways of adapting activities or exercises to make them work for students who need an alternative approach.

**Extra ideas** for optional activities.

All lesson plans include answer keys and audio scripts.

#### Photocopiable materials

There are over 50 pages of Grammar, Communicative, and Vocabulary worksheets, which can be done before, during, or after a lesson by students working individually or together.

#### Grammar

*see pp.156–180*

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

#### Communicative

*see pp.181–210*

Extra speaking practice for every A and B lesson

#### Vocabulary

*see pp.211–229*

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

There is more information on page 155 of this Teacher's Guide about the photocopiable worksheets and tips on how best to use them.

# Digital components
on Oxford English Hub

The digital materials and resources for this course can all be found at **oxfordenglishhub.com**

## FOR STUDENTS

### Student e-Book
- A digital version of the Student Book with audio and video

### Workbook e-Book
- A digital version of the Workbook with audio

### Course resources
- All course audio and video

### Exam Confidence
- Students can develop their skills confidence in English with access to bite-size Reading, Listening, Speaking, and Writing practice that complements the course. They can access it from their mobile device and use it in their own time and at their own pace.




## FOR TEACHERS

### Classroom Presentation Tool
The Classroom Presentation Tool digital component is for use in conjunction with the Student Book and Workbook print materials. It is a valuable tool for classroom management, providing a clear focus in the classroom and strong visual support for students, as well as additional material.
- The complete Student Book and Workbook
- All class audio and video, with interactive scripts
- Answer keys for exercises in the Student Book and Workbook

### Course assessment
- Tests and assessment material, including: an Entry Test; Progress Tests; an End-of-Course Test; a Quick Test for every File; and a complete test for every File. There are A and B versions of all the main tests and audio files for all the Listening tests.

### Teacher resources
- Course audio and video
- Photocopiable materials
- Downloadable wordlists

### Professional Development
- Video in ELT
- Multimodality
- Effective feedback

# File overview

Clear lesson summaries

Grammar, Vocabulary, and Pronunciation in every lesson

A range of Vocabulary and Grammar videos to bring language learning to life

Vocabulary Banks help present and practice vocabulary.

Pronunciation videos to model and practice English sounds

Opportunities for personalized speaking throughout the lesson

Tasks develop listening skills.

## 1A How we eat

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

*Do you eat a lot of red meat?* *Yes, but I'm trying to cut down.*

### 1 VOCABULARY food and cooking



a Video Watch the video. How many of the 16 circled food items can you remember?

b V **Vocabulary Bank Food and cooking** *p.160*

c Look at some common adjectives to describe food. What kind of food do we often use them with?

canned /kænd/ fresh /freʃ/ frozen /'froʊzn/
hot / spicy /'spaɪsi/ low-fat /ˌloʊ 'fæt/ raw /rɔ/

d 1.5 Listen to six conversations. Write the food phrase you hear for each adjective in c.

1 raw salmon

### 2 PRONUNCIATION vowel sounds

a Look at the sound pictures. What are the sound words and vowel sounds?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 |

b Video Watch and check. Watch again and repeat the words and sounds.

c 1.6 Match a phrase to each sound in a. Then listen and check. Practice the sounds and phrases.

- crab salad
- a good cook
- grilled squid
- hot lobster
- a fresh red pepper
- raw pork
- steamed green beans
- tuna with zucchini

### 3 LISTENING & SPEAKING

a Read the *Your food profile* questionnaire. What do you think the **bold** words and phrases mean?

**Your food profile**

1 What's your favorite...?
a snack
b pizza **topping**
c sandwich **filling**

2 Do you ever have...?
a **ready-made meals**
b **take-out food**
c very hot / spicy food
Give examples.

3 Are you **allergic** or **intolerant** to any food? How long have you had the problem?

4 What food do you usually eat...?
a to **cheer yourself up** when you're feeling sad
b when you're tired and don't want to cook

5 When you're away from home, is there any food or drink that you really **miss**?

6 Is there any food or drink that you couldn't live without? How often do you eat / drink it?

b 1.7 Listen to six people, each answering one question from *Your food profile*. Match each speaker to the question they are answering.

Naomi Emilio Austin
Sarah Tran Sean

c Listen again and write their answers.

d Ask and answer the questions in *Your food profile* with a partner. What do you have in common?



Reading tasks develop students' reading skills.

## 4 READING

**a** You're going to read an article about new rules for eating. Look at the six paragraph headings and try to guess the missing words.

1 Don't start the day with black _____
2 Eat plain _____ before a meal
3 Eat _____ before meat and fish
4 Eat _____ before carbs
5 _____ your food thoroughly
6 _____ up to digest a meal

**b** Read the article once and check your answers in **a**. Did you guess any of the words? Complete the article with the headings.

**c** Read the article again. Match the advice from each paragraph 1–6 to the reason why it's better for you.

A Eating like this makes you feel fuller.
B It's more difficult to manage your blood sugar levels.
C It increases the speed of digestion.
D You'll probably eat less.
E It helps you digest a meal more easily and you're less likely to develop heart problems.
F It helps you digest a meal more easily and you use more energy as you eat.

**d** Complete five compound nouns from the article. How do you say them in your language?

1 blood _____
2 _____ disease
3 _____ pressure
4 _____ science
5 stress _____

**Compound nouns**

Compound nouns are two nouns together, where the first noun describes the second one, e.g., *coffee machine*. The stress is usually on the first noun.

**e** With a partner, answer the questions for each piece of advice.

1 Do you usually do what the experts recommend? If not, why not?
2 Do you believe the information? Why (not)?
3 Will you change your habits as a result of the advice?



# How you should eat: the new rules

**Is it good to start the day with a coffee? Should you eat protein before carbs? These days, it's not just *what* we eat and drink that's important. Now, scientists are coming up with rules about *how* we should consume food and drinks. Here is some of their latest advice.**

1 Do you turn on the coffee machine as soon as you wake up? It's a habit you might want to change. Research shows that drinking black coffee in order to wake yourself up can have a negative effect. "Blood sugar control is impaired when the first thing our bodies come into contact with is black coffee," says Professor James Betts. "It's better to eat something first and then drink coffee later if you need it."

2 Yogurt is a great addition to your diet for many health reasons. And the best time to eat it is before a meal, according to food scientists at the University of Wisconsin–Madison. Participants in the research were asked to eat a dish of plain yogurt followed by a large high-fat, high-carb meal. The yogurt improved digestion and also helped reduce the chance of heart disease.

3 From a plate of meat or fish and green or brightly colored vegetables, it is the vegetables that should be eaten first. In one study, children who ate the meat or fish at the start of a meal were more likely to be overweight than children who ate the vegetables first. "Vegetables contain fiber, which fills you up," says nutritionist Ian Marber.



4 Eat the meat, fish, eggs, cheese, or tofu on your plate, that is, the protein, before potatoes, rice, pasta, or bread. Researchers in New York suggest that the worst time to eat carbs is at the beginning of a meal or on an empty stomach. In the study, participants ate ciabatta bread before or after eating a meal of grilled chicken with lettuce, tomatoes, and cucumber. The results showed that eating the carbs after the protein helped reduce appetite.

5 Spending time chewing your food can help with high blood pressure, heart disease, and diabetes. At Waseda University, in Japan, scientists found that when people chewed their food once a second for 30 seconds, it resulted in better digestion and they also used up more calories. According to Professor Naoyuki Hayashi, a researcher in the faculty of sports science, the effect is small for each meal, but over 365 days a year, it makes a big difference.

6 Eating your lunch on the run means you will probably eat faster and enjoy the food less, according to psychologists from the University of South Florida. But once you have finished eating, their research showed that it is best to stand up and move around. In their study, they asked 358 participants to rate their stress levels while eating sitting or standing. Those who ate while seated said they enjoyed their meals more, but scientists found that the people who walked around digested their meal about five minutes faster than the people lying down or sitting.

*Adapted from* The Times

Engaging texts and topics updated from the third edition

Vocabulary development in context

Each episode consists of three parts that develop the storyline and teach students everyday, survival English.

Practical English lessons teach functional English and are based on the new drama series *Pictures of you* – Season 3.

Part 2 provides the context for the functional English.

*The story so far* recaps what happened in Seasons 1 & 2.

Part 1 sets the scene for the episode.

Each video has two video tasks. The first is a viewing task, and the second is a comprehension task to check understanding.



EPISODE 1 PICTURES OF YOU

# Surprise meetings

Practical English reacting to what people say

## THE STORY SO FAR

Video Watch *The story so far*. What do you find out about these people?

Ben Izzy Andre Carla Max Emma Pamela

## 1 WHERE ARE THEY NOW?

a Video Watch *Where are they now?* Then answer the questions.

1 How much time has passed since the end of Season 2?
2 Who is Izzy calling? What about?
3 Where does Pamela meet Ben? What does he show her?

b **Watch again. Then complete the sentences with *Ben*, *Dominic*, *Izzy*, *Pamela*, or *Max*.**

1 _____ is now _____'s boss.
2 _____ hasn't finished the designs for a new magazine feature.
3 _____ and _____ are giving a presentation to _____ tomorrow morning.
4 _____'s photography show opens on Friday.
5 _____ really wants to see Ben's photos.

## 2 REACTING TO WHAT PEOPLE SAY

a Video Watch *Reacting to what people say*. Then answer the questions.

1 Why is Izzy happy for Carla?
2 Why is Carla happy for Izzy?
3 Has Izzy seen Ben recently?

b **Look at some extracts from the conversation. Try to remember the missing words. Then watch again and check.**

Carla Izzy! Hi! It's been so long!
Izzy Carla! I don't [1]_____ it! Do you still work here?

Carla It's my café now!
Izzy You're kidding! That's [2]_____! Congratulations!

Izzy I got a promotion and I'm Max's boss now.
Carla [3]_____? Wow! That's great [4]_____! Good for you.

Carla So, have you seen Ben recently?
Izzy No. I haven't seen him in more than a year.
Carla Oh, that's a [5]_____.

Izzy How's he doing?
Carla Really good, actually. He's having a big photography show soon.
Izzy [6]_____ fantastic! I'm so happy for him.

Izzy Hello. Oh [7]_____! One moment. Sorry, Carla. I have to go, it's work.
Carla No problem! It was lovely to see you.

c Video Watch and repeat the highlighted phrases and sentences in **b**. Copy the rhythm and intonation.

16

Focus on the key functional language

Pairwork tasks for students to practice the key language

**Reacting to what people say**

What you say when you hear...

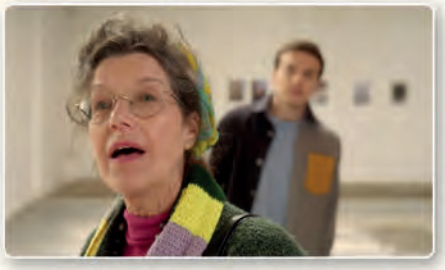
| | |
|---|---|
| something surprising | *I don't believe it!* |
| | *You're kidding!* |
| something interesting | *Really?* |
| some good news | *That's amazing!* |
| | *Congratulations!* |
| | *Wow!* |
| | *That's great news.* |
| | *Good for you.* |
| | *How fantastic!* |
| some bad news | *That's a shame.* |
| | *That's a pity.* |
| | *Oh no!* |

**d** Practice the extracts in **b** with a partner. Then change roles.

**e** **Communication** How fantastic! **A** *p.108* **B** *p.113* Practice reacting to news.

## 3 FEELING CONFIDENT?

**a** Video Watch *Feeling confident?* Do you think a) Ben's exhibition and b) Izzy's presentation are going to be a success?







**b** Watch again. Then answer the questions.

1 How does Pamela feel about...?
   a Ben's photos
   b Ben and Izzy breaking up
2 How does Ben feel about...?
   a his career and future
   b Izzy's promotion
   c the breakup with Izzy
   d the rent he has to pay for the gallery
3 How does Izzy feel about her meeting with Dominic?
4 How does Dominic feel about the meeting?

## 4 SOCIAL ENGLISH

**a** Match a phrase from **A** to a response in **B**.

| A | B |
|---|---|
| 1 Don't worry. I'll finish them, and Dominic will love them. | Really? Well, say hi from me. |
| 2 What a surprise! How are you? | Oh, that's a shame, Ben. |
| 3 These photographs are fantastic, Ben. Congratulations. | Great to see you too, Pamela. Take care. |
| 4 In fact, I'm seeing her later. We're meeting for coffee. | Oh, hi, Pamela. Wow! Nice to see you. |
| 5 I haven't seen Izzy since we broke up. | I hope so. I'm relying on you. |
| 6 It was good to see you, Ben. | Hey, thanks, Pamela. |

**b** Video Watch and check.

**c** Practice the phrases and responses in pairs. Then change roles.

**WHAT DO YOU THINK?**

In pairs, talk about Izzy and Ben. Do you think they're happy with their lives? How do you think they feel about each other now?

17

Focus on key Social English phrases from the episode

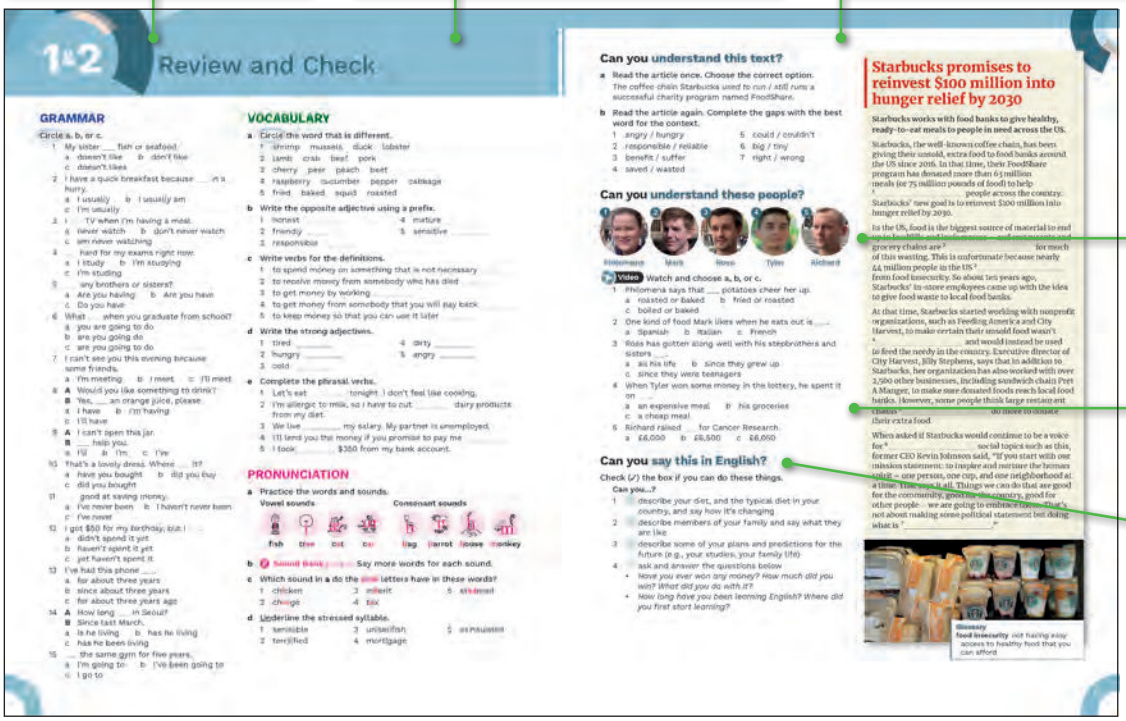
Opportunities for students to respond personally and critically to the video

Part 3 continues the story and ends with a cliffhanger before the next episode.

Review to be done individually or in pairs, in class, or at home

The left-hand page reviews the Grammar, Vocabulary, and Pronunciation of the previous Files.

The right-hand page provides a series of skills-based challenges.




"On the street" interviews with real people that can be done in class or at home

Exam-type tasks

Speaking challenge to assess students' ability to use the language in the Files

Vocabulary sections in the Student Book are linked to the Vocabulary Bank section on pages 160–172 of the Student Book to provide further development of lexical sets.

Students can easily review, and test their vocabulary.




Photos and illustrations give context to vocabulary items.

Phonetic transcriptions of new vocabulary and audio models of each word help students with pronunciation.

Each Vocabulary Bank has an Activation activity that provides additional practice of the vocabulary.

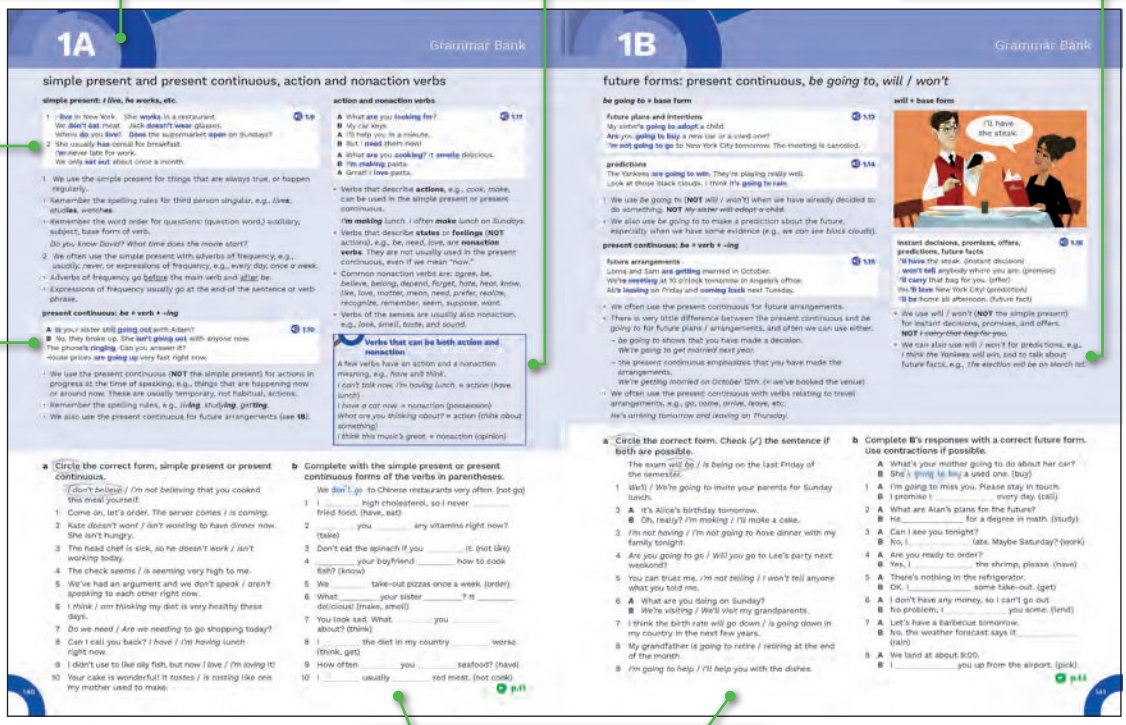
The Grammar Banks provide a single, easy-to-access grammar reference section to provide further grammar explanation.

Extended grammar rules for every lesson in the Student Book

Common errors are highlighted.

A focus on meaning, form, and use in each Grammar Bank section

Example sentences with audio provide context and focus on pronunciation.




Additional grammar practice with at least two practice exercises for each grammar point

A Writing Bank for every File provides guided writing tasks to develop students' writing skills, covering a range of writing genres.




A model text provides a clear context for writing.

Focus on key language needed for the writing task

A plan / write / review approach in each Writing Bank

# The role of video in language learning

## Introduction

Video viewing is increasingly becoming recognized as a "fifth skill" and is a hugely important part of the language learning classroom. It has become a predominant medium in how we receive information in today's world.

Video is not new in language teaching, but it has been seen as primarily a listening skill, where students have often been asked to watch a video and complete a written task while they are watching the video, which checks their comprehension of what they have heard. While comprehension is still very important, the visual and viewing aspects of video in the classroom have not always been fully exploited.

The approach to video in the classroom nowadays is changing, as we understand that students can benefit from engaging actively with it. It should be an integral part of teaching where students can participate in a multisensory way with a variety of information, have greater interaction with the content, and thus facilitate their language acquisition and confidence to communicate.

## The benefits of using video in the classroom

### Motivation and engagement

Most students respond well to video and can find it more engaging than text or audio as a medium of instruction, so video can help keep students motivated and focused.

### Providing a context for language input

Video helps contextualize new language, such as vocabulary and grammar, as well as more complex aspects of language, such as register and formality.

It's also hugely beneficial for modeling nonverbal communication. Video can give us the opportunity to observe nonverbal communication: the way people use their hands, bodies, and facial expressions to communicate in different contexts, something that would otherwise be very challenging to teach in the classroom.

### Language practice

Videos can provide us with models of the target language in conversation that students can follow and then personalize for their own practice, perhaps creating videos of themselves using the target language and sharing them with classmates.

### Skills practice

Watching a video provides more information than simply listening to an audio. Providing a balance of video and audio allows students to improve their ability to understand what is being said in real situations. Similarly, watching people speak will allow students to improve their ability to communicate effectively.

It's important that students are given the opportunity to develop their viewing skills, so material should provide activities that focus on what the students can see as well as hear.

### Achieve learning goals

Videos are an important part of a lesson and provide variety to help learners achieve their learning goals. There should be a clear reason for using video in the classroom. It shouldn't be used as a "reward" or an add-on at the end of the semester but must always have a clear purpose.

### Multimodal learning

Many videos that learners encounter in real life are multimodal. Multimodality is where there is the use of more than one mode of communication in a visual text to create meaning. Including some video in the classroom that is multimodal helps them develop their English both inside and outside of the classroom.

### Cultural aspects

As English is an international language spoken in different contexts around the world, each with their own cultural appropriacies, video is often rich in cultural information about the way people in different cultures live and interact.

## Integrating videos into a lesson

In *American English File fourth edition*, the concept of integrating a range of videos into each lesson enhances the learning experience for students. When teachers incorporate viewing into their classroom practices, it is essential that viewing does not seem radically different to their current teaching practices and that both teachers and learners are aware that understanding the viewing process is as important as understanding the listening and reading processes.

To encourage learners to become effective active viewers, teachers could use the following procedure:

- **Before Viewing:** learners prepare to view by activating the prior knowledge they bring to the study of a topic or theme (their schemata), anticipating a message, predicting, speculating, asking questions, and setting a purpose for viewing.
- **During Viewing:** learners view the multimodal text to understand the message by seeking and checking their understanding by making connections, confirming predictions and inferences, interpreting and summarizing, pausing and reviewing, and analyzing and evaluating. Learners should monitor their understanding by connecting to their background knowledge, questioning, and reflecting.
- **After Viewing:** learners should be given opportunities to respond personally, critically, and creatively to multimodal texts. Learners respond by reflecting, analyzing, evaluating, and creating.

# Video in *American English File fourth edition*

*American English File fourth edition* takes the principles of using video in the classroom, as seen on the previous page, and embeds them into the lessons throughout the book.

Look out for the Video icons Video in every File.

There is a lot of variety of video type and also of how and where the videos are used. The firm principle is that video is used to enhance a lesson in the natural place it works best, rather than sticking to a rigid formula with video tagged onto the end of a File.

The three key language elements of the course are Grammar, Vocabulary, and Pronunciation, and the video content sets out to help students learn and practice these elements as well as developing their listening and speaking skills.

The video content in *American English File fourth edition* also develops viewing skills, with tasks that focus on what they can see, body language, and other nonverbal communication.

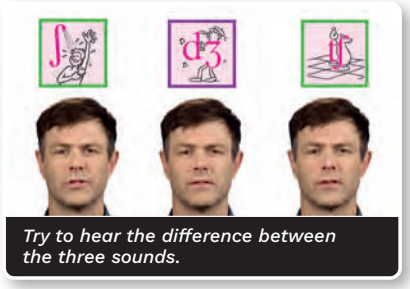
Types of video in the course include:




*Complete the sentences using reported speech.*




*What are the people doing? What part of the body are they using?*



*Try to hear the difference between the three sounds.*

## Grammar videos

The use of video brings situations to life and provides engaging practice. Students are exposed to real language in meaningful contexts that are used to present or practice target language through dramatized conversations, games, and quizzes.

## Vocabulary videos

Video helps contextualize language through carefully selected images and clips that are visually engaging and motivating. The videos include clips and visual prompts, games, and animations.

## Pronunciation videos

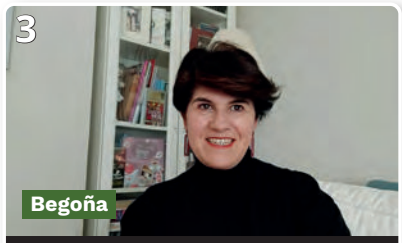
These provide modeling and practice of English sounds, showing the mouth position to help students both make and recognize the sounds. Pronunciation videos are embedded within lessons and a full set of Sound Bank videos can be found in the resources section on *Oxford English Hub*.



A product presentation




In conversation with Marianna Leivaditaki




Teachers' tips for practicing English

## Dramas

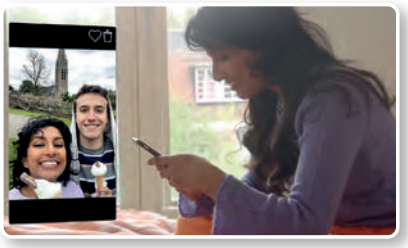
Short dramas, dramatized conversations, and comedy shorts, present or practice grammar and vocabulary and develop listening and viewing skills.

## Documentaries

Information films, documentaries, and biopics in a range of styles, with videos from around the world, develop listening and viewing skills.

## Interviews and teacher-generated content

Videos of street interviews expose students to authentic content from real people around the world and provide stimulating examples of language they can relate and aspire to. For this edition we invited teachers to submit their own videos for use in the course.



## Practical English videos

An exciting, new Netflix-style drama series for *American English File fourth edition*, *Pictures of you*, develops listening and viewing skills and provides valuable input and practice for functional language and social English.



# How to exploit video in the classroom

*American English File fourth edition* has tasks and teaching notes for every video. For example, with grammar and vocabulary practice activities where the video contains visual prompts for words, phrases, or sentences, the Teacher's Guide gives instructions as to how to use them in class. However, many of them can be used in other ways, depending on class numbers and what kind of practice you want to focus on. The following are possible ways to ring the changes and get the most out of the video material in *American English File fourth edition*:

- Written and oral practice
- Using subtitles
- Alternative video suggestions

## Written and oral practice

### Written practice

1 Ask Sts to work individually, or put them into pairs or teams.
2 Play the video once the whole way through.
3 If the activity ends with a grid showing a still image of all of the clips within the video, pause the video there, and give Sts time to write the answers. You may want to set a time limit.
4 If the video does not end with a grid, the second time you play it, pause it after each clip, again giving Sts a time limit.
5 You may want to ask Sts to spell their answers.

### Oral practice

1 Play the video once the whole way through.
2 Tell Sts they are going to watch it again. Pause the video toward the end of each clip and elicit the answers orally, either from the whole class, or individual Sts.
3 Make sure you correct any pronunciation errors.

## Using subtitles

Subtitles are being increasingly used by native speakers globally even when what they are watching is in their language. Reading English subtitles while watching is something that will benefit Sts' reading and listening skills, so there may be occasions, especially where the video is a grammar presentation, where you may want to have them on for the second listen. Where the aim is improving their listening skills, having a third listen with subtitles is a way of allowing Sts to confirm what they understood, and also for dealing with new vocabulary or pronunciation they were not expecting.

With a listening where you feel that the speed or accent is making it especially challenging for your Sts, having the subtitles on is a way of helping them enjoy what they are watching, and to show them how watching with subtitles makes video that might otherwise be above level more accessible.

## Alternative video suggestions

Once you are familiar with the way a video works in a lesson, you may want to try exploiting it in different ways, or even to reuse a video for a different purpose. The following list of tasks are things that you might choose to use with different videos. However, at lower levels make sure that you do not introduce an activity requiring language that Sts have not yet been taught.

### Noticing sounds

1 Play the video with the picture off.
2 Ask Sts to write down the noises they can hear, e.g., a door opening, a person walking, a dog barking, etc.
3 Put the Sts into pairs to compare their ideas.
4 Play the video with the picture on and check their ideas.

### Watching with the sound off 1

1 Play the video with the sound off.
2 Ask some questions while the video is playing to help Sts imagine / articulate what is happening.
3 Then ask Sts to discuss what they think the people in the video are saying or doing. Elicit some ideas.
4 Play the extract with the sound on and compare with the Sts' answers.

### Watching with the sound off 2

1 Play the video with the sound off.
2 Put the Sts in pairs. Ask them to write five questions that they want to know the answer to, based on the visuals they have seen.
3 Elicit some ideas and write them on the board.
4 Play the video again with the sound on and see if the Sts can answer their own questions.
5 Ask the Sts to share the information from their questions and answers.

### Screenshots

1 Before the lesson, watch the video and make five or six screenshots. Make a handout or a PowerPoint slide of the screenshots in a random order.
2 Distribute / Display the handout and ask Sts to discuss what the video is going to be about.
3 Ask Sts to put the screenshots in the order they expect to see them.
4 Compare their ideas as a group and then play the video to check them.
5 Extension: After you've done the exercises in the book, ask Sts to use the pictures to summarize the video in their own words.

### Watching on fast-forward

1 Play the video on fast-forward.
2 Give Sts a few gist questions to predict what they think is happening, e.g., *Are they talking or arguing? Does it end well?*
3 Put the Sts into pairs to compare their ideas.
4 Play the video with the picture on and check their ideas.

### Emotions

1 Play the video with the sound off. Ask the Sts to say how the people are feeling and why they think that.
2 Put the Sts into pairs and ask them to compare their ideas.
3 When doing the exercises in the book, the Sts can check their ideas.

### "Thing" bingo

1 Before the lesson, watch the video and make a list of things you see. This works for a video of stills, clips, a short drama or documentary, etc.
2 In class, write the list of things on the board. Ask Sts to choose and write down five of the words.
3 Play the video, and Sts check off the items on their list as they see them.
4 When a student has checked off all the items on their list, they shout "Bingo!" Keep playing the video until all the Sts have completed their lists.
5 Put Sts into pairs and ask them to discuss what they saw, when, and in what order.

### Pause and predict

1 Prepare by reading the script and choosing a few places where you could pause and ask Sts what they think happens next.
2 Put the Sts in pairs. Play the video and pause on the first screen.
3 Ask them to predict what they think is happening and what is going to happen next.
4 Ask for ideas from a couple of pairs.
5 Play the clip and ask the Sts if their predictions were right.
6 Play the video and pause on the next screen. Ask the Sts in their pairs to discuss what they would like to happen and why.
7 Ask a couple of different pairs for their predictions.
8 Play the next clip and ask the class how many of their predictions were right, and so on.

### Predicting images

1 Focus on the title of a video that Sts are going to watch.
2 Put Sts into pairs and ask them to predict five things they think they are going to see in the video.
3 Elicit their ideas and write them on the board.
4 Play the video and check or cross off their suggestions. See if any pairs predicted five correct images.

### Colors

1 Ask Sts to write a list of eight colors.
2 Tell them that they need to try to find at least one thing in the video that is of each of the colors on their lists.
3 Play the video.
4 Put the Sts in pairs and ask them to compare their lists. What were the most / least common colors? Can they describe the things?

### Memory / Observation

1 Play the video. Pause it at a specific point.
2 Tell the Sts they have 30 seconds to look at the image.
3 Turn off the video and ask Sts to write down what people are doing / what things are in the picture / what colors they can see (or other ideas depending on the video you have chosen).
4 Put the Sts in pairs and ask them to compare ideas.
5 Elicit feedback from the class.
6 Show the screen again and ask Sts how many of their observations were right. Did they miss anything?

### One-sentence video review

1 Tell Sts to write a one-sentence review of the video. (You could set a word limit to add to the challenge.)
2 Ask Sts to work in pairs and compare their summary with a partner.

### Memory test

1 After you've done the activities in the book with the Sts, tell them you are going to do a "test."
2 Ask Sts to work with a partner. Ask them 5–10 "observation" questions about the video, e.g., *What color was the girl's blouse? How many animals were there?* etc. Sts should discuss the answers with their partner and write them down.
3 After you've asked your questions, play the video again, and ask Sts to check their answers or go through the answers with the Sts to see who were the "winners."

# 1A How we eat

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

## Lesson plan

The topic of this first lesson is food and cooking. The lesson begins with a video reviewing food items, which leads into the **Vocabulary Bank**, where Sts extend their knowledge of words and phrases related to food and cooking. There is then a pronunciation focus on vowel sounds, which is relevant to this lexical area and will be especially useful if your Sts are not familiar with the *American English File* sound–picture system. Sts then do a food questionnaire before listening to six people, each answering one of the questions in the questionnaire. After this Sts read an article regarding new rules about how to eat that will help with both health and enjoyment.

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

If you would like to begin the first lesson without the book, there is a Communicative photocopiable *Getting to know you* activity on *pp.188–189* (instructions *p.181*), two photocopiable review Grammar activities on *pp.159–160* (key *p.156*), and one Vocabulary photocopiable *Classroom language* activity on *p.215* (instructions *p.211*).

There is an Entry Test on *Oxford English Hub* that you can give Sts before starting the course.

### Video material

Vocabulary – food and cooking

Pronunciation – vowel sounds

Listening – *In conversation with Marianna Leivaditaki* (Parts 1–2)

### More materials

**For teachers**

**Photocopiables**

*Grammar* Introduction What do you remember? *p.159*
Introduction Don't make these mistakes! *p.160*
simple present and present continuous, action and nonaction verbs *p.161*
*Communicative* Getting to know you *pp.188–189* (instructions *p.181*)
Describing a photo *p.190* (instructions *p.181*)
*Vocabulary* Classroom language *p.215* (instructions *p.211*) Food and cooking *p.216* (instructions *p.211*)

**Oxford English Hub**

Entry Test

**For students**

Workbook 1A

OPTIONAL LEAD-IN (BOOKS CLOSED) Put Sts in pairs or small groups. Write this activity on the board, or read the categories out one by one, and get pairs / small groups to write down their answers:
***one*** *red fruit,* ***one*** *yellow fruit,* ***one*** *green fruit*
***two*** *kinds of food that some people are allergic to*
***three*** *kinds of food that come from milk*
***four*** *vegetables that you can put in a salad*
***five*** *containers that you can buy food in*
***six*** *things that people sometimes have for breakfast*
Elicit answers and write them on the board (eliciting the spelling from Sts if you want to review the alphabet).

## 1 VOCABULARY food and cooking

**a** ▶ Books open. In this video, Sts will see ten clips of different market stalls or stores where some of the food items are circled.

Now tell Sts that they are going to watch ten short clips showing food items and they must try to remember the ones that are circled.

Play the video once.

Then tell Sts that 16 items were circled. Give them time to write down as many food items as they remember.

Get them to compare with a partner, and find out if any pair have 16 items.

Then play the video again.

Check answers.

**ANSWERS**
oranges, apples, potatoes, bananas, pasta, onions, carrots, tomatoes, red peppers, chicken, eggs, bread, herbs, spices, fish, cheese

EXTRA SUPPORT Pause the video after the first clip to make sure Sts understand what they have to do. You could also pause the video after each clip and check answers.

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

**b** Tell Sts to go to **Vocabulary Bank** Food and cooking on *p.160*.

### Vocabulary notes

**Food**

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

**Cooking**

Sts may ask what the difference is between *baked* and *roasted*, as both mean cooked in the oven: *baked* is used for bread, cakes, and most sweet things, and also fruit or whole potatoes. *Roasted* is used especially for meat, cut potatoes, and vegetables.



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

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

Check answers. Point out to Sts that there are several types of beans, e.g., *green beans*, *haricot beans*, *kidney beans*, *broad beans*, etc.

**1.2**

**Food and cooking, 1 Food**

**Fish and seafood**
1 crab
7 lobster
5 mussels
2 salmon
6 shrimp
3 squid
4 tuna

**Meat**
11 beef
12 chicken
9 duck
10 lamb
8 pork

**Fruits and vegetables**
14 avocado
27 beans
25 beet
13 cabbage
24 cherries
18 cucumber
20 eggplant
23 grapes
26 lemon
19 mango
15 melon
21 peach
16 pear
28 raspberries
17 red pepper
22 zucchini

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

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

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

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

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

Check answers.

**1.3**

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

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

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

Get some feedback from the class.

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

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

Check answers.

**1.4**

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

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

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

EXTRA PRACTICE OPTION Use the **1A Vocabulary** photocopiable activity.

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

Either put Sts in pairs or do this as a whole-class activity. If Sts worked in pairs, elicit their ideas. Elicit the meaning of each adjective and drill pronunciation.

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

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

Play the audio for Sts to complete the task.

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

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

**1.5**

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

## 2 PRONUNCIATION vowel sounds

### Pronunciation notes

Sts work on distinguishing between two similar sounds and they look at typical spelling for these sounds. They then practice these sounds in food phrases which also illustrate typical spellings for these sounds. If you want to focus on them after doing **c**, get Sts to look at these sounds in the **Sound Bank** on *p.174*.

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

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

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

**b** Play the video for Sts to watch and check their answers in **a**. Tell them to focus on the mouth position for each sound.

Check answers.

**ANSWERS**
**1** fish /ɪ/ **2** tree /i/ **3** cat /æ/ **4** car /ɑr/ **5** clock /ɑ/
**6** horse /ɔr/ **7** bull /ʊ/ **8** boot /u/

See sounds and words in Student Book on *p.8* and answer key

Finally, play the video again for Sts to watch and repeat the sounds and words, copying the mouth position.

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

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

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

Play the audio for Sts to listen and check.

Check answers.

**1.6**
**3 cat** /æ/ crab salad
**7 bull** /ʊ/ a good cook
**1 fish** /ɪ/ grilled squid
**5 clock** /ɑ/ hot lobster
**4 egg** /ɛ/ a fresh red pepper
**6 saw** /ɔ/ raw pork
**2 tree** /i/ steamed green beans
**8 boot** /u/ tuna with zucchini

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

## 3 LISTENING & SPEAKING understanding key words in questions

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

Check answers. Model and drill pronunciation.

**ANSWERS**
**topping** /ˈtɒpɪŋ/ = a layer of food that you put on top of a dish, to add flavor
**filling** /ˈfɪlɪŋ/ = food put inside a sandwich
**ready-made meals** /ˈrɛdi meɪd milz/ = meals that you buy already prepared so that you can eat them immediately or after heating
**take-out food** /ˈteɪkaʊt fud/ = a meal that you buy in a restaurant that cooks and sells food that you take away and eat somewhere else, usually at home
**allergic** /əˈlərdʒɪk/ = when you react badly or feel sick when you eat sth
**intolerant** /ɪnˈtɑlərənt/ = not able to eat particular foods without becoming sick
**cheer yourself up** /tʃɪr yərˈsɛlf ʌp/ = to make yourself happier
**miss** /mɪs/ = to feel sad because you can't have sth

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

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

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

**1.7**
**Naomi** Definitely tea. I went to Aruba on vacation recently and I was staying at a hotel and they didn't have any good green tea. I really missed it in the mornings.
**Sarah** I absolutely love pasta, and I try to eat it whenever I can, so I would find it really difficult to…to live without pasta. Pasta and pesto is my favorite meal, and I have it at least twice a week – usually when my husband's away, because he hates pasta!
**Emilio** Yes, uh, pretty often. My wife's from Asia, from Indonesia, so we often…we often eat hot food. Um, I love hot food, uh, curries, any Indonesian food. I also love Thai food, like a good green curry.
**Tran** I guess, like a lot of people, I tend to eat chocolate in that situation – chocolate or ice cream, maybe. Definitely something sweet.
**Austin** Only caffeine, actually, which I didn't use to be. I used to drink a lot of coffee, but a few years ago I started noticing that it was… it was affecting me pretty badly when I drank coffee. I was getting headaches and, uh, I've never been tested for it, but, uh, I've stopped drinking caffeine – caffeine in coffee – and I think…I think I feel better.
**Sean** I like spicy ones, and I like them with meat, so maybe pepperoni. That's what I always end up ordering in an Italian restaurant.

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

Check answers.

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

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

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

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

**ANSWERS**
**Naomi:** (green) tea
**Sarah:** pasta (and pesto)
**Emilio:** curries, Indonesian food, Thai food
**Tran:** chocolate, ice cream
**Austin:** caffeine / coffee
**Sean:** meat / pepperoni

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

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

Monitor and help with any food vocabulary.

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


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Highlight that the verb is plural after *Both of us* and singular after *Neither of us*.

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

## 4 READING using personal experience to understand a text

**a** Focus on the task. Individually or in pairs, Sts look at the six paragraph headings and try to guess the missing words.

If Sts worked individually, get them to compare with a partner.

EXTRA SUPPORT Before Sts read the article, check whether you need to pre-teach any vocabulary, but not the words in the answer key in **b**.

**b** Give Sts time to read the article and check their answers in **a**.

Check answers and make sure Sts understand the meaning of *chew*. Find out how many Sts guessed some of the words correctly.

**ANSWERS**
**1** coffee **2** yogurt **3** vegetables **4** protein **5** Chew **6** Stand

**c** Focus on sentences A–F and make sure Sts understand all the lexis. Then give Sts time to read the article again and match the advice in each paragraph 1–6 to the reason for it. Point out that the first one has been done for them.

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

**ANSWERS**
**A** 3 **C** 6 **D** 4 **E** 2 **F** 5

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

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

Now focus on the instructions and make sure Sts know what they have to do.

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

**ANSWERS**
**1** sugar **2** heart **3** blood **4** sports **5** levels

**e** Put Sts in pairs, tell them to look back at the headings in **a**, and discuss the three questions.

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

## 5 LISTENING predicting content using visual clues

**a** Focus on the photo and introduction. You could read the introduction as a class and do the questions as a whole-class activity. Or put Sts in pairs and get them to discuss the questions. You may want to tell Sts that *Aegean* /ɪ'dʒiən/ (the name of the cookbook) relates to the part of the Mediterranean Sea that is between Greece and Türkiye. You could also elicit from Sts that *Cretan* is the adjective used for someone from Crete, a Greek island.

Check answers to the first question.

**ANSWERS**
She's run a successful London restaurant and become a food consultant. She's also written a cookbook and articles for newspapers.

Now elicit opinions for the second question.

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

**b** Put Sts in pairs. Get them to look at the photos and then tell each other what they can see in each photo.

**c** Tell Sts they are going to watch **Part 1** of an interview with Marianna.

Go through 1–5 with the class. You could explain that *street food* is the kind of food that is sold from trucks or stalls on the street, or in markets.

Play the video once the whole way through.

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

EXTRA SUPPORT Read through the scripts and decide if you need to pre-teach any new lexis before Sts listen. You could do this with any video or script if you think your Sts need extra support.

**ANSWERS**
**1** B **2** C **3** A **4** E **5** D

**I = interviewer, M = Marianna**

**I** Marianna, what was your favorite food when you were a child?
**M** Well, at home we ate a funny mixture, because of my parents. So my dad was a Cretan fisherman and we ate lots of fresh fish every day, and my mum was Scottish, so we used to have bacon and eggs for a Sunday breakfast, or amazing apple pies. But I think my favorite food is fish. I absolutely love it, and I think it's my number one choice every time.
**I** Did you have fresh fish every day?
**M** Yes, we were really lucky because not all families could do that, could eat fish every day. So even being from an island and being surrounded by water, fish can be really expensive, so having my dad being a fisherman was the best thing that could ever happen to us.
**I** Did your dad catch fish for the family or for the restaurant?
**M** For both. Except for lobsters. So, every time he caught a lobster, we would never ever sell it. So he would keep it for the family. We would boil it in salty water and when it was ready, open it, and just drizzle it with olive oil and a squeeze of fresh lemon. And it was just so amazing. So we were lucky that he never sold the lobsters because we got to enjoy every single one of them.
**I** Were you interested in cooking when you were a child?
**M** Oh yes, I spent every evening in our restaurant and instead of playing with other children, I usually helped in the kitchen. I absolutely loved doing that and being surrounded by all the cooks. I used to collect lots of recipes and write them down in my blue notebook, which I still have, by the way.
**I** So your love of food and cooking came from your parents?
**M** From my parents and also from my aunt, and all the lovely ladies that were in our neighborhood and taught me so many amazing recipes over the years. My aunt Koula was a massive influence in my love for food because she had her own animals, her own garden. She used to know everything about foraging wild food. And she used to make the best lunches I've ever had. So yes, those are the people that really influenced me.
**I** Did you ever eat out, in other restaurants, when you were a child?
**M** Never in the evening, because our restaurant was open for dinner seven days a week. Occasionally at lunchtime my mum would take me

and my brother into town and we would all share a souvlaki, which is very traditional, or, not really traditional, but very popular in Greece – lovely soft pita bread, thin slices of pork, oregano, tomato, onion, and then lots of Greek thick yogurt, so delicious street food, let's say.

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

**d** Now tell Sts to watch again, and listen out for what she says about 1–5.

Play the video again the whole way through. You may want to point out that Marianna uses *would* to refer to repeated **actions** and **events** in the past, e.g., *So every time he caught a lobster, we would never, ever sell it. Would* can be used in this way, similar to *used to* (but not for states), e.g., *She used to be very shy* NOT ~~*She would be very shy.*~~

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

**ANSWERS**

1 Because her mother was Scottish and her father was Cretan.
2 Very expensive even though Crete is an island, so they were lucky that her father was a fisherman.
3 As a child she collected lots of recipes and wrote them in it. She still has it.
4 Her aunt Koula was an important influence on Marianna. (She had her own animals and garden, knew everything about foraging wild food, and used to make the best lunches.)
5 She never did it, because their family restaurant was open every evening, but they sometimes went into town and bought souvlaki for lunch.

**e** ▶ Tell Sts they are now going to watch **Part 2** of the interview.

Focus on the list of events and quickly go through them.

Now play the video once the whole way through.

Put Sts in pairs and get them to number the events. Play it again if necessary for them to check their answers.

Check answers.

**ANSWERS**

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

▶

**I** So did you always want to be a chef, and to have your own restaurant?
**M** Not at all. I wanted to be a psychologist. When I was eighteen, I came to the UK, at the University of Kent. And after my studies, I realized that, actually, I didn't want to be a psychologist. So I went on a cycling trip around Europe – well, France and Spain – and then I went to Ecuador for six months, which was amazing. Now these trips were what reignited my passion for food and I fell in love with food again, and wanted to cook more and more and more. And that's what led me to where I am today.
**I** So you started cooking professionally?
**M** I went back to Crete and cooked in our family restaurant for two years.
**I** Why did you come back to the UK?
**M** I wanted to continue working as a chef, but I needed a bigger challenge. And when I was a student in the UK and I missed good food, I used to save money to go to London to have dinner in a restaurant called Moro. It wasn't Greek food, but it was Mediterranean, Spanish, North African, and I loved it. So when I came back to London, I went to Moro and I said, "I want a job" – and they gave me one.
**I** What happened then?
**M** Well, really slowly, and through hard work, and after seven years, I became head chef and it was magic. A few years later the owners of Moro, Samuel and Samantha Clark, came to me and said, "Would you like to help us open Morito?" And I was thrilled.
**I** Morito was a huge success. So why did you leave?
**M** Well, because I became a mama, to this amazing boy called Ermis, and the restaurant world is quite difficult, so being a head chef in a very busy restaurant requires a lot of devotion, a lot of hours, a lot of hard work, and so it was a very conscious decision for me to say, "Actually, now I would like to spend more time with my son" – and that's what I did.
**I** So what are you doing now, Marianna?
**M** Now I'm doing a lot of different things, and they're all very creative. I develop recipes, I write recipes down for magazines, I cook for local mums and families, and I look after this beautiful café in Enfield. I have also written *Aegean*, which is my own cookbook, and it's like a life journal, which I love and will cherish forever.

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

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

**f** Put Sts in pairs and get them to tell each other about their answers to the three questions.

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

## 6 GRAMMAR simple present and present continuous, action and nonaction verbs

**a** Give Sts time to circle the correct form in each sentence. Then get them to compare with a partner.

**b** 1.8 Play the audio for Sts to listen and check.

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

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

**ANSWERS**

1 have (It's a nonaction verb, not usually used in the continuous.)
2 I'm doing (It's what I'm doing now.)
3 love (It's a nonaction verb, not usually used in the continuous.)

**1.8**
See sentences in Student Book on *p.11* and answer key

**c** Tell Sts to go to **Grammar Bank 1A** on *p.140*. If your Sts haven't used the *American English File* series before, explain that all the grammar rules and exercises are in this part of the book.



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## Grammar notes

### Simple present

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

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

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

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

### Present continuous

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

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

### Action and nonaction verbs

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

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

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

Focus on the example sentences and play audio **1.9**, **1.10**, and **1.11** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

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

Check answers, getting Sts to read the full sentences.

**ANSWERS**

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

**b** **1** have, eat **2** Are, taking **3** don't like **4** Does, know **5** order **6** is / 's, making, smells **7** are, thinking **8** think, is getting **9** do, have **10** don't, cook

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

EXTRA PRACTICE OPTION Use the **1A Grammar** photocopiable activity.

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

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

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

**ANSWERS**

**On a typical day**

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

**Right now / Nowadays**

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

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

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

Get some feedback from various pairs.

## 7 SPEAKING

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

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

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

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

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

Get some feedback from various pairs or groups.

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

# 1B Happy families?

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

## Lesson plan

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

In the second half of the lesson, Sts extend their knowledge of adjectives to describe personality, and also practice the word stress in these adjectives. They then read an article about how birth order may affect our personality. The lesson ends with a listening where two people tell anecdotes about their siblings behaving badly, and Sts talk about any of their own experiences. Finally, there is a writing focus on describing a person.

**Video material**
Vocabulary – family

**More materials**

**For teachers**

**Photocopiables**
*Grammar* future forms: present continuous, *be going to*, *will / won't p.162*
*Communicative* Who is it? *p.191* (instructions *p.181*)
*Vocabulary* Personality *p.217* (instructions *p.211*)

**For students**
Workbook 1B

OPTIONAL LEAD-IN (BOOKS CLOSED) Review family words by drawing a quick family tree of your family (including, if possible, aunts, uncles, nephews, nieces, and cousins) and tell Sts a little about them.
Put Sts in pairs and get them to do the same.

## 1 VOCABULARY & SPEAKING family

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

Check answers.

**ANSWERS**
1 **a father** = the male parent of a child
**a parent** = the mother or father
2 **a single mother** = a woman who is bringing up children on her own
**a stepmother** = the woman married to your father, but not your biological mother
3 **a brother** = a boy or man who has the same parents as you
**a brother-in-law** = the brother of your husband / wife, or your sibling's husband
4 **a grandfather** = your father's or your mother's father
**a great-grandfather** = your father's or your mother's grandfather
5 **an adopted child** = a child who has become part of a family that is not the one into which he or she was born
**an only child** = a child who doesn't have brothers or sisters
6 **brothers and sisters** and **siblings** = they mean the same thing, but *sibling* is a more formal word and is used for both genders
7 **immediate family** = your parents, children, brothers, and sisters
**extended family** = anyone related to you who is not your immediate family, e.g., your uncles, aunts, cousins, grandparents, etc.
8 **a blended family** = a family consisting of a couple, any children they might have together, and their children from previous relationships
**a multigenerational family** = a family where three or more generations live together, e.g., grandparents, parents, children

**b** Focus on the instructions and make sure Sts understand *survey* (= an investigation of the opinions, behavior, etc., of a particular group of people) and *habits* (= a thing that you do often).

Now give Sts time, in pairs, to try to guess the missing words.

Elicit some ideas, but don't tell Sts if they are right or not.

**c** ▶ In this video, Sts will see some facts about modern American family life.

Tell Sts to watch the video and check their answers to **b**.

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

**ANSWERS**
1 men 2 get married 3 their parents 4 eat 5 visit 6 speak

▶
**The modern American family**
Family life is changing all over the world, and it's not just the structure of the family, but also its habits. Surveys of American family life show some surprising statistics.
**Family structure**
Fifty-six percent of all American households include children of any age.
Seventy-three percent of the parents are married couples, six percent are cohabiting couples, and twenty-one percent are single parents.
Fourteen percent of Americans have one child, twenty-eight percent have two, twenty-seven percent have three or more.
Twenty percent of single parents of children under 18 are men.
Ninety-eight point eight percent of marriages are between opposite-sex couples and one point two percent are between same-sex couples.
On average, women get married at 28 and men at 30.
Over twenty percent of families are blended; that is, with parents and children from different relationships.
More than fifty percent of people between the ages of 18 and 24 live with their parents.
Over seven percent of US families are multigenerational; that is, they have at least three generations living in the same household.
**Family habits**
Eighty-six percent of people aged 18-29 think it's very important to spend time with family while 93 percent of people over 65 think it's important.
Seventy-three percent of families with children under age 18 eat together most of the time. Fifty percent of families eat while the TV is on.
Thirty-two percent of adults visit friends or extended family a few times a week.
Twenty-seven percent of people have family members who they never speak to.
Seventy-three percent of Americans usually get their local news from family and friends.
Thirty-one percent of Americans argue with their in-laws about politics.


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

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

**d** Give Sts time, individually, to read questions 1–8 and see if they can remember any information from the video.

Now put Sts in pairs and get them to compare their answers.

Play the video again for Sts to watch and change any incorrect answers or complete the ones they didn't know.

In their pairs, Sts compare their answers again.

Check answers.

**ANSWERS**
1 When two people in a relationship live together without being married
2 Children
3 Opposite-sex couples
4 Blended families
5 Spend time with family
6 The TV
7 Family and friends
8 They argue about politics.

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

Get some feedback.

**f** Focus on the questions.

Give Sts time to think about their answers.

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

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

Monitor and help when necessary.

Get some feedback from various pairs or groups.

## 2 GRAMMAR future forms

**a** **1.12** Focus on the instructions. Play the audio once the whole way through.

Check answers.

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

**1.12**
(script in Student Book on *p.131*)

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

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

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

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

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

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

Play the audio again, pausing after each conversation. Play again if necessary, and then check answers.

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

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

Put Sts in pairs to complete the task.

Check answers.

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

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

**d** Tell Sts to go to **Grammar Bank 1B** on *p.141*.

### Grammar notes

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

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

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

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

Focus on the example sentences and play audio **1.13**, **1.14**, **1.15**, and **1.16** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Check answers, getting Sts to read the full sentences.

**ANSWERS**

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

**b** **1** will / 'll call **2** is / 's going to study **3** am / 'm working **4** will / 'll have **5** will / 'll get **6** will / 'll lend **7** is / 's going to rain / will rain **8** will / 'll pick

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

EXTRA PRACTICE OPTION Use the **1B Grammar** photocopiable activity.

## 3 PRONUNCIATION & SPEAKING sentence stress

### Pronunciation notes

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

**a** **1.17** Focus on the **Sentence stress** box and go through it with the class.

Give Sts time to read the sentence, and then elicit with a show of hands who thinks the pink words are stressed. Play the audio once the whole way through.

Check the answer.

**ANSWER**

They are stressed.

**1.17**

See sentence in Student Book on *p.13*

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

**b** **1.18** Tell Sts they are going to hear four sentences and they must listen for the stressed words and write them in the pink boxes in the sentences. Point out that the first two (*sister's*, *having*) have been done for them.

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

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

**1.18**

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

**c** Now tell Sts to look at the words they have written and try to remember what the complete statement or question is. Tell Sts to listen to the audio again and fill in any blanks they have. Play the audio again.

Check answers, eliciting the sentences and writing them on the board.

**ANSWERS**

See script 1.18

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

Then repeat the activity, eliciting responses from individual Sts.

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

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

Get some feedback from various pairs.

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

**ANSWERS**

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

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

**Do you think…?**
- more couples will have just one child in the future
- more young adults will live with their parents in the future
- anyone in your family will live to be 100 or older
- you'll move away from (or back to) the area where your family lives



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EXTRA SUPPORT Write possible short responses on the board to help Sts answer the questions, e.g., *Maybe. / Perhaps. / Probably. / I don't think so. / I have no idea.* Tell them that they should then give a reason for their answer.

## 4 VOCABULARY adjectives of personality

**a** Focus on the instructions. Point out the heading, *Opposites attract*, and ask Sts if they think this is true. Tell them that the adjectives they have to complete are the opposites of the first adjectives. Give Sts time to complete the adjectives in 1–5.

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

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

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

**b** Tell Sts to go to **Vocabulary Bank** Personality on *p.161*.

### Vocabulary notes

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

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

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

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

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

Check answers.

**1.19**
**Personality, 1 What are they like?**
1 **Selfish** people think about themselves and not about other people.
2 **Spoiled** children are rude and behave badly because they are given everything they want.
3 **Mature** people behave like adults.
4 **Honest** people always tell the truth and never steal or cheat.
5 **Charming** people have an attractive personality and people like them.
6 **Sensible** people have common sense and are practical.
7 **Sociable** people are friendly and enjoy being with other people.
8 **Anxious** people are often worried or stressed.
9 **Imaginative** people have a good imagination.
10 **Independent** people like doing things on their own, without help.
11 **Bossy** people like telling other people what to do.
12 **Insecure** people are not confident about themselves.
13 **Sensitive** people can be easily hurt or offended.
14 **Stubborn** people never change their opinion or attitude about something.
15 **Patient** people can wait for a long time or accept difficulties without getting angry.
16 **Ambitious** people want to be successful in life.
17 **Reliable** people are ones who you can trust or depend on.
18 **Self-confident** people are sure of themselves and their abilities.
19 **Rebellious** people don't like obeying rules.
20 **Moody** people have moods that change quickly and often.
21 **Competitive** people always want to win.
22 **Affectionate** people show that they love or like other people very much.

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

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

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

Get feedback.

**SUGGESTED ANSWERS**
mature, honest, charming, sensible, sociable, imaginative, independent, patient, reliable, self-confident, affectionate

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

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

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

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

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

Check answers.

**1.20**
**2 Negative prefixes**
***un-* / *dis-*:** unambitious, unclean, unfriendly, dishonest, unimaginative, unkind, disorganized, unreliable, unselfish, unsociable
***in-* / *im-* / *ir-*:** immature, impatient, irresponsible, insensitive

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

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

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

**ANSWER**
*Unselfish* has a positive meaning.

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

Finally, focus on the **False friends: *sensible, sensitive,* and *sympathetic*** box and go through it with the class.

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

EXTRA PRACTICE OPTION Use the **1B Vocabulary** photocopiable activity.

EXTRA IDEA Tell Sts to write down the first three adjectives of personality that come into their heads.
Get Sts to compare their adjectives with a partner.

Then tell them that the activity they have just done is a personality test. The first adjective they wrote down is how they see themselves, the second is how other people see them, and the third is what they are really like.
Ask Sts if they agree with their results.

## 5 PRONUNCIATION word stress

### Pronunciation notes

**Adjective prefixes and suffixes**

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

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

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

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

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

**b** **1.21** Play the audio for Sts to listen and check.

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

**1.21**
1 anxious, ambitious, generous, rebellious
2 sociable, reliable
3 responsible, sensible
4 competitive, talkative, sensitive
5 unfriendly, insecure, impatient, immature

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

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

**ANSWER**
No, prefixes and suffixes are unstressed.

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

## 6 READING identifying reasons

**a** Either put Sts in pairs or do this as a whole-class activity. If Sts worked in pairs, get some feedback from various pairs. You could also get a show of hands for each "category" to find out which is the most common.

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

Elicit some opinions, but don't tell Sts if they are right or not.

**c** This article is adapted from a book by clinical psychologist Linda Blair called *Birth Order*. Give Sts time to read the article to check their answers to **b**. Tell them not to worry about the blanks. Before they start, you might want to check that they know what a *psychologist* is (= a scientist who studies and is trained in psychology, which is the scientific study of the mind and how it influences behavior).

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

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

Elicit opinions about whether they think it is possible that birth order affects personality. You could also tell Sts what you believe.

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

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

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

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

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

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

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

EXTRA CHALLENGE If you want to focus on some useful phrases from the article, write these sentences on the board (without the answer in parentheses):
*They get impatient, especially when things go wrong*. (only child)
*They're good at dealing with arguments*. (middle child)
*They get along with everybody*. (middle child)
*They tend to be ambitious*. (oldest child)
*They can lack direction in life*. (middle child)
*They spend a lot of time by themselves*. (only child)
*They try to get the attention of their parents*. (youngest child)
Ask Sts which category of child they describe (see answers in parentheses above), and what the underlined phrases mean.

## 7 LISTENING & SPEAKING understanding a story

**a** Focus on the instructions and the words and phrases, making sure Sts understand all the lexis. You might want to tell Sts that the verb *burst* is irregular (*burst–burst–burst*), and that *burst into tears* is an idiom. The literal meaning is to break because of pressure inside, e.g., a balloon bursts if you blow it up too much.

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

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


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**b** **1.22** Play the audio for Sts to listen and check their predictions in **a**.

Elicit each story.

**1.22**
(script in Student Book on *p.131*)

**Adam's story**

I think there was always some rivalry between my brother and me, probably because I was the eldest, and, when I was sixteen and he was twelve, I was allowed to have a lock on my bedroom door so that I could have some privacy – but he wasn't. He couldn't lock his door and he hated that – because I could go into his room whenever I wanted, but he couldn't go into mine. Anyway, one day we were arguing about something – I can't actually remember what it was now – and he got very angry, and he chased me. So I ran into my bedroom and I locked the door. And, of course, that made him even angrier, and he started kicking the door. He was wearing these heavy boots – you know, Doc Martens or something like that – and he kicked the door really hard, and the door was damaged! Of course, my parents came running when they heard the noise, and when they saw the door was broken, they were furious! And both of us were punished, which I thought was really unfair, because it wasn't me who broke the door! And on top of it all, they didn't repair the lock for a really long time. So unfair!

**Cecile's story**

So, when I was very young, about four, I started taking violin lessons, and I had a small violin to practice on. At the beginning I loved it, but as soon as I got a bit better, maybe when I was six, and I could play little tunes, my parents told my older brother that he had to practice with me every day – he had to accompany me on the piano when I played my tunes. Now, my older brother, he was seven years older than me, and he was very good at music, he could play the piano really well, and he really didn't want to have to practice with me. So, every day after school, I would get my violin out, but as soon as we started each piece, he would deliberately start playing the piano part faster and faster, and of course, I couldn't keep up. I got really frustrated and I used to just end up bursting into tears and crying and crying. My mother always told him not to do it, but he didn't take any notice, and after a while I refused to practice with him, and later I just stopped playing. I'm absolutely sure the reason I gave up the violin was my brother. We get along OK now, though.

**c** Tell Sts they are going to listen to the two stories again and this time they must answer questions 1–3 for each story. Give them time to read the questions.

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

Check answers.

**ANSWERS**
**Adam**
1 16 (and his brother was 12)
2 His brother kicked his bedroom door and damaged it (the lock broke).
3 They were both punished and their parents left the lock broken for a long time.

Now play the second story.

Check answers.

**ANSWERS**
**Cecile**
1 6 (and her brother was 13)
2 When she played the violin, her brother accompanied her on the piano. He then played faster and faster.
3 She cried. Then she refused to practice with him.

Finally, ask the class who they think behaved worse, Adam's brother or Cecile's brother.

EXTRA CHALLENGE Put Sts in pairs, **A** and **B**. Tell Sts **A** that they are Adam's brother and Sts **B** that they are Cecile's brother. They must retell the story from their point of view. You could start the first story with the class:
*I have an older brother, and I used to be jealous of him because he was the eldest and he had a lock on his bedroom door, but I didn't. One day,…*
Monitor and help with vocabulary if necessary.
You could get a couple of Sts **A** and **B** to tell the class their story.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.131* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

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

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

Monitor and help if necessary.

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

## 8 WRITING describing a person

**a** Focus on the instructions and make sure Sts know what a *self-portrait* is (= a painting, etc., that you do of yourself). Read the poem together or give Sts time to read it alone.

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

Monitor and help if necessary.

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

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

Tell Sts to go to **Writing Bank 1** on *p.119*.

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

Check answers.

**ANSWERS**
To suggest that Gustavo's friend Camila can stay with her and her roommates when she's in Oakland.
He thinks Carrie's suggestion is a great idea!

Focus on **b** and tell Sts to find Gustavo's answers to Carrie's questions in his email.

Check answers.

**ANSWERS**
4 Would they get along well together?
1 What's she doing right now?
3 What does she like doing?
2 What's she like?

Now focus on **c** and tell Sts to correct the five spelling mistakes in Gustavo's email.

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

**ANSWERS**
~~responsable~~ responsible
~~freindly~~ friendly
~~fotography~~ photography
~~listenning~~ listening
~~independant~~ independent

Now focus on **d** and tell Sts to read Gustavo's email again and find the answers for 1–4.

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

**ANSWERS**
**Paragraph 1:** She studied economics in college. She graduated last year. She did some traveling. She's living at home with her parents. She's looking for a job. She's trying to improve her English.
**Paragraph 2:** patient, kind, sensible, responsible, shy, friendly
**Paragraph 3:** She loves going to the movies, photography, and listening to music.
**Paragraph 4:** She's independent, she doesn't mind doing housework, and she's good with animals.

Now focus on **e** and go through the **Modifying adjectives and adverbs in a description** box with the class. Point out that the sentences in the chart should go from the most to the least and that one of the answers (*very*) has been done for them.

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

Check answers.

**ANSWERS**
**1** incredibly
**2** really
**4** quite
**5** a little

! Highlight that we usually only use *a little* (or *a bit*) with negative adjectives.

Now focus on **f** and tell Sts to imagine they received an email asking for a description of a friend and they need to write back. They should focus on Gustavo's email and plan four paragraphs. Give them time to make notes to answer Carrie's questions in **b**.

Focus on **g** and go through the instructions with the class. Remind Sts that they can use the **Vocabulary Bank Personality** on *p.161*. You may want to get Sts to do the writing in class, or you could assign it as homework. If you do it in class, set a time limit for Sts to write their description, e.g., 15–20 minutes.

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


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EPISODE 1 PICTURES OF YOU

# Surprise meetings

**Practical English** reacting to what people say

## Lesson plan

This is the first in a series of five Practical English lessons (one episode every other File) that teach Sts functional language to help them "survive" in English in travel and social situations. All the content for these lessons is on video. The functional language is embedded within a video drama called *Pictures of you*, which started in Level 1 and continued in Level 2. It has a storyline based on two characters, Ben Fischer, a 25-year-old American who goes to London to study for his Masters in photography, and Izzy Silva, who now works as a photo editor for a magazine called *Light on London*. Both Ben and Izzy have a passion for photography. The first part of the video in this lesson recaps what happened in Level 1 (Season 1) and Level 2 (Season 2) – all the main characters are introduced, so it doesn't matter if Sts haven't seen the two previous seasons. From then on, these lessons follow the same pattern. The first scene carries the storyline, the second scene has the functional language, and the third scene picks up the storyline again. There is then a focus on useful social English expressions that have appeared in either the first or the second scene. In this episode, scene 1 looks at where the characters are now in their lives, the functional language in scene 2 focuses on reacting to what people say, and in scene 3, the story moves on again as Pamela and Ben catch up on news and she admires his photos, and Izzy has to deal with a crisis at work.

Apart from teaching Sts functional language, the skills focus throughout these lessons is on training Sts to follow and enjoy a video in English. Each part of the video has two tasks. The first is usually a simple heads-up task so that Sts focus on watching and following the story. The second task is generally a longer comprehension task where the focus is on helping Sts understand the language in more detail. It is usually done after Sts have seen the video and not while they are watching.

Sts can find the video and extra activities on *Oxford English Hub*.

**Video material**

*Pictures of you* – Episode 1

**More materials**

**For teachers**

**Oxford English Hub**

Quick Test 1
File 1 Test

**For students**

Workbook Practical English 1
Can you remember…? 1

## THE STORY SO FAR

Books open. Focus on the photos. If your Sts watched *Pictures of you* in either Level 1 or Level 2, elicit who each person is and the relationship between them. Don't tell them if they are right or not.

Play the first part of the video (*The story so far*) – the recap of Seasons 1 and 2 – for Sts to answer the two questions.

Check answers.

**ANSWERS**

**Ben** (Fischer) is a young American who went to the UK to study photography (at the Tensquare School of Photography). He was Izzy's boyfriend for several months.
**Izzy** (Silva) is a young British woman. She was working as a bike courier in London when she met Ben and they began going out. She was Ben's girlfriend for several months. Izzy applied for and got a job as a photo editor at *Light on London* magazine.
**Andre** is Ben's tutor.
**Carla** works at a local coffee shop (near Ben's school). Ben worked part time for Carla at the coffee shop.
**Max** is Izzy's boss at *Light on London*.
**Emma** is Ben's twin sister, who visits him from the US in Season 2.
**Pamela** is Izzy's landlady and friend.

## 1 WHERE ARE THEY NOW?

**a** In this part of the video, *Where are they now?*, Sts will see some of the same characters one year after the end of Season 2 – Izzy is talking on the phone to Max, and Pamela bumps into Ben.

Focus on the photo and the questions, and get Sts to predict possible answers.

Play the video once the whole way through.

Now give Sts time to answer questions 1–3 in pairs or individually.

Check answers.

**SUGGESTED ANSWERS**

1 A year.
2 She's calling Max (who now works for her). She wants to know if he's finished the designs.
3 They meet on the street. He shows her the poster of his photography exhibition.

**M = Max, I = Izzy, P = Pamela, B = Ben**

**M** Hi, boss.
**I** Max. Are you in the office?
**M** I am.
**I** Have you finished the designs?
**M** …Yes? Well, not completely finished.
**I** Max?
**M** Relax, I'll finish them by the end of the day.
**I** You know we're presenting to the head of design first thing in the morning, don't you?
**M** I know! Don't worry. I'll finish them, and Dominic will love them. I'm sure of it.
**I** I hope so. I'm relying on you.
**P** Ben? Ben Fischer! What a surprise! How are you?
**B** Oh, hi, Pamela. Wow! Nice to see you. Yeah, I'm fine. How are you?
**P** I'm very well. So…what are you doing here?
**B** Well, this is my photography show. My exhibition opens on Friday.

P And is this your work?
B Yeah.
P Fabulous. I'd love to see more.
B It's not finished yet, I…OK, but please don't touch anything!

**b** Tell Sts they are going to watch the video again and then they will need to complete sentences 1–5 with a name.

Play the video again.

Now give Sts time to complete 1–5.

Check answers, making sure Sts understand all the lexis, and explain that, in the context of art or photography, *exhibition* and *show* are interchangeable.

**ANSWERS**
**1** Izzy, Max **2** Max **3** Izzy / Max, Max / Izzy, Dominic **4** Ben **5** Pamela

EXTRA CHALLENGE Get Sts to complete the sentences first and then watch and check their answers.

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

## 2 REACTING TO WHAT PEOPLE SAY

**a** In this part of the video, *Reacting to what people say*, Izzy goes to Carla's coffee shop, and they catch up with news.

Play the video once the whole way through.

Now focus on the questions and make sure Sts know the meaning of *pleased*.

Give Sts time to answer questions 1–3 individually or in pairs.

Check answers.

**ANSWERS**
1 Izzy is happy for Carla because she now owns the café.
2 Carla is happy for Izzy because she got a promotion and is now Max's boss.
3 No, she hasn't.

**C = Carla, I = Izzy**
C Izzy? Hi! It's been so long!
I Carla! I don't believe it! Do you still work here? I thought you left ages ago.
C I left last year. But now I'm back. My old boss was leaving, so I had the chance to take the shop over.
I Wait, so…
C It's my café now!
I You're kidding! That's amazing! Congratulations!
C Thank you. It's been hard work. Can I get you a coffee?
I Yes, please.
C Flat white?
I Perfect.
C Do you still work for that magazine?
I Yes, I do.
C And is that Max guy still your boss?
I Actually, no. I have some good news, too.
C Really? What's that?
I I got a promotion, and I'm Max's boss now.
C Really? Wow! That's great news! Good for you.
I Yeah.
C So, have you seen Ben recently?
I No. I haven't seen him in more than a year.
C Oh, that's a pity.
I Well, that's life. Do you still see him?
C Yeah, I do.
I How's he doing?
C Really good, actually. He's having a big photography show soon.
I How fantastic! I'm so happy for him…Hello. Oh no! One moment. Sorry, Carla. I have to go, it's work.
C No problem! It was lovely to see you.
I It was so good to see you, too! Let's catch up soon.
C That sounds good. Speak soon!
I Oh, and say hi to Ben from me.

**b** Focus on the instructions and make sure Sts understand that these extracts are from the video they have just watched.

Give Sts a minute to read through the extracts and to think about what the missing words might be.

Get Sts to compare with a partner, and then play the video for them to watch and check, pausing if necessary after each extract.

Check answers.

**ANSWERS**
**1** believe **2** amazing **3** Really **4** news **5** pity **6** How **7** no

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

**c** Now play the video and tell Sts to watch and repeat the highlighted phrases and sentences. They should repeat the phrases when the video pauses. Encourage them to copy the rhythm and intonation.

Focus on the **Reacting to what people say** box and go through it with the class.

Same as previous video with repeat pauses

EXTRA IDEA You could elicit / teach some more phrases and expressions, e.g., for something interesting: *How interesting! That's fascinating!*; for bad news: *Never mind!* You could also tell Sts that upon hearing very bad news, they could say *That's terrible / very sad., I'm very sorry to hear that.*, and not one of the expressions in the box.

**d** Put Sts in pairs, **A** and **B**. **A** is Carla, and **B** is Izzy. Get Sts to read the extracts in **b** aloud, paying attention to rhythm and intonation.

When they have finished, they should change roles.

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

**e** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** How fantastic!, **A** on *p.108*, **B** on *p.113*.

Go through the instructions with them carefully.

Monitor and help, encouraging Sts to use appropriate intonation.

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

Tell Sts to go back to the main lesson.


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## 3 FEELING CONFIDENT?

**a** In this part of the video, *Feeling confident?*, Sts will see Pamela and Ben talking about his photos and Izzy, and then they will see Izzy talking on the phone to her boss, Dominic.

Focus on the title and elicit the meaning of *confident* (= feeling sure about your own ability to do things and be successful).

Now focus on the photos and make sure Sts know who the man is in the second photo (Dominic, the head of design).

Play the video for Sts to watch and answer the questions.

Elicit some ideas, but don't tell Sts if they are right or not.

**P = Pamela, B = Ben, S = Sue, I = Izzy, D = Dominic, C = Carla**

**P** These photographs are fantastic, Ben. Congratulations.
**B** Hey, thanks, Pamela.
**P** You're looking really well.
**B** I am well. Yeah. I just finished my course. And I'm working now. I just need some clients, though.
**P** That's exciting. I'm sure you'll do very well.
**B** Thank you. How's Izzy doing?
**P** Oh, she's well. She got a promotion at the magazine. She's doing very well there. Very well.
**B** Well, that's great. I'm happy for her.
**P** In fact, I'm seeing her later. We're meeting for coffee.
**B** Really? Well, say hi from me.
**P** So you two aren't in contact at all?
**B** No, we aren't. I haven't seen Izzy since we broke up.
**P** Oh, that's a shame, Ben. I'm sorry you broke up.
**B** To be honest, I don't really know why it happened. It was complicated. We just wanted different things, I guess…
**P** Well, I'll tell her I saw you.
**S** Ben! Can I speak to you?
**B** Oh. Yes. Of course, Sue.
**P** I'll say goodbye, then. It was good to see you, Ben.
**B** Great to see you, too, Pamela. Take care.
**S** Ben. I need you to make the payment on the rent. It's eight hundred pounds, remember.
**B** Yeah, of course. Sorry, Sue. I'll make the transfer right now.
**S** Good.
**I** Yeah, Dominic. It'll all be ready by the morning.
**D** Great, great. I'm looking forward to seeing it. We have to show London in an original and exciting way. This could be an amazing feature, Izzy.
**I** It will be.
**D** Good. Show me what you can do.
**C** You'll never guess who I saw today!
**P** You'll never guess who I saw today!

**b** Give Sts time to read questions 1–4 and see if they can remember any of the answers.

Tell Sts not to write as they watch the video again.

Now play the video again.

Give Sts time to answer the questions individually or in pairs.

If Sts answered individually, get them to compare with a partner, and then check answers.

**SUGGESTED ANSWERS**

**1 a** She thinks they are fantastic.
**b** She's sorry that it happened.
**2 a** He's positive, but he needs to get clients / money.
**b** He's happy for her.
**c** He doesn't know why it happened, but he thinks they wanted different things.
**d** He looks worried. He doesn't have enough money in his account.
**3** She seems confident (though maybe also worried that Max hasn't finished the designs).
**4** He's excited / enthusiastic.

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

## 4 SOCIAL ENGLISH

**a** Focus on the phrases in the chart and go through them with the class.

Now give Sts time to match a phrase in **A** to a response in **B**. They can do this individually or in pairs.

**b** Play the video for Sts to watch and check.

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

**ANSWERS**

**1** I hope so. I'm relying on you.
**2** Oh, hi, Pamela. Wow! Nice to see you.
**3** Hey, thanks, Pamela.
**4** Really? Well, say hi from me.
**5** Oh, that's a shame, Ben.
**6** Great to see you too, Pamela. Take care.

Now play the video again for Sts to watch and repeat.

**c** Focus on the instructions and put Sts in pairs, making sure they understand what they have to do.

Monitor and help. Make sure they change roles. If there's time, you could get Sts to close their books and respond from memory.

## WHAT DO YOU THINK?

This regular exercise gives Sts a chance to give their opinion on what is happening or going to happen in *Pictures of you*.

Put Sts in pairs and get them to talk about Izzy and Ben.

Elicit some feedback from various pairs.

Then focus on the last question and elicit some ideas about the next episode.

# 2A Spend or save?

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

## Lesson plan

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

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

In the second half of the lesson, a conversation where two people are arguing about money provides the context for the grammar focus. This leads into a money questionnaire with Sts asking and answering questions in the present perfect and simple past. Finally, Sts read about a common scam and then listen to a true story about a woman who nearly fell for a scam.

| Video material |
|---|
| Vocabulary – money |
| Pronunciation – the letters *o* and *or* |
| Grammar – present perfect and simple past (lead-in, full video) |
| Listening – *A WhatsApp scam* |

**More materials**

**For teachers**

**Photocopiables**

*Grammar* present perfect and simple past *p.163*
*Communicative* Are you a saver or a spender? *p.192* (instructions *p.182*)
*Vocabulary* Money *p.218* (Instructions *p.211*)

**For students**

Workbook 2A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the verbs *spend* and *save* on the board and elicit the two nouns most commonly used after them (*time* and *money*).
Then elicit the form of a verb following *spend / save time* (the gerund), and the preposition after *spend money* (*on*), *save money* (*for / by*).
Put Sts in pairs and get them to answer these questions:
*What do you often spend a lot of time doing during vacations?*
*What do you usually spend money on on weekends?*
*What do you save money for?*
Get some feedback from various pairs.

## 1 VOCABULARY money

**a** Books open. Put Sts in small groups and make sure they know the meaning of *currency* (= the system of money that a country uses). Model and drill its pronunciation /ˈkʌrənsi/.
Get Sts to do *The money quiz*.
Check answers and, with a show of hands, find out if any groups got all the answers correct.

**ANSWERS**
**1** **1** Russia, ruble **2** China, yuan **3** Thailand, baht **4** Japan, yen **5** Switzerland, franc **6** Brazil, real **7** Canada, dollar **8** Mexico, peso **9** Egypt, pound **10** Türkiye, lira
France and Italy use the euro.
**2** **a** F (They were made around 600 BC by the Lydians of Asia Minor, present-day Türkiye.)
**b** F (The largest American bill ever used was worth $100,000.)
**c** F (For example, in the UK, most banknotes are made of polymer, a flexible plastic material.)
**d** T
**e** F (The British pound is the world's oldest currency still in use.)

**b** Tell Sts to go to **Vocabulary Bank** Money on *p.162*.

### Vocabulary notes

**Verbs**

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

**Nouns**

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

**Phrasal verbs**

Highlight that *take out* and *pay back* are separable, i.e., you can also put the particles (*out* and *back*) after the noun, e.g., *When can you **pay** me the money **back**?*
Also highlight the difference between *live on* (= have enough money for your basic needs, e.g., *I can live on 250 euros a week*) and *live off* (= receive the money you need to live from somebody / something because you don't have any yourself, e.g., *I have to live off my parents while I'm looking for a job.*).

Focus on **1 Verbs** and get Sts to do **a** individually or in pairs.
**2.1** Now do **b**. Play the audio for Sts to listen and check.
Check answers. Make sure Sts are clear about the meaning of all the verbs.

**2.1**
**Money, 1 Verbs**
1 I'm going to **inherit** five thousand dollars.
2 I **save** money every week.
3 He has promised to **lend** me fifty dollars.
4 I need to **borrow** twenty dollars from my mom.
5 I often **waste** money.
6 I **can't afford** to buy that car.
7 The mechanic **charges** me four hundred dollars.
8 They **cost** two hundred dollars.
9 I **owe** Jim one hundred dollars.
10 I want to **invest** some money.
11 I **earn** one thousand eight-hundred dollars a month.
12 My house **is worth** about three-hundred and fifty thousand dollars.
13 We want to **raise** money for the new hospital.
14 I want to **transfer** some money to my son.


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

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

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

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

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

**2.2**

**2 Prepositions**

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

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

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

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

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

Check answers. Make sure Sts know the meaning of *PIN* (= Personal Identification Number).

**2.3**

**3 Nouns**

1 bill
2 account
3 tax
4 loan
5 budget
6 mortgage
7 contactless payment
8 insurance
9 donation

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

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

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

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

Check answers.

**2.4**

**4 Phrasal verbs**

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

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

EXTRA PRACTICE OPTION Use the **2A Vocabulary** photocopiable activity.

**c** In this video, Sts will watch a series of eight clips and answer eight questions with a word or phrase from the **Vocabulary Bank**. The video starts with a grid showing all the numbered clips. Then each clip 1–8 enlarges to fill the screen. Sts watch the clip and then the pause button appears on the screen to give Sts time to answer the question.

Focus on the instructions and the example (*How is she paying? With…*). Tell Sts they should write down a word or phrase from the **Vocabulary Bank** to answer the question for each clip.

Play the video and pause as indicated on the screen. Sts can work individually or in pairs / groups. Pause the video when the final grid appears and give Sts time to review their answers for each clip.

Play the video again and check answers. Pause after clip 1 and elicit the answer. Continue eliciting answers for clips 2–8. At the end, find out who got the most correct answers.

**ANSWERS**

1 With **contactless payment. / By card.**
2 Because she's **saving money**.
3 Because they're **raising money** (for charity).
4 She's asking for the **check / bill**.
5 Because he **can't afford** it.
6 They're getting a **mortgage**.
7 He's **taking out money** from the ATM.
8 She's making a **budget**.

1 How is she paying?
2 Why is she putting coins in the jar?
3 Why are they running?
4 What's she doing?
5 Why doesn't he buy the shirt?
6 What are they getting from the bank?
7 What's he doing?
8 What's she making?

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

## 2 PRONUNCIATION & SPEAKING the letters *o* and *or*

### Pronunciation notes

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

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

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

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

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

**b** Focus on the activity and elicit the three words and sounds.

Play the video for Sts to watch and check their answers.

Tell them to focus on the mouth position and the difference between the three sounds.

**ANSWERS**
*up* /ʌ/, *clock* /ɑ/, and *phone* /oʊ/

See sounds in Student Book on *p.18* and answer key

Play the video again for Sts to watch and repeat. Encourage them to copy the mouth position.

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

**c** **2.5** Focus on the instructions and point out that the first one (*borrow*) has been done for them.

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

Get Sts to compare with a partner.

Play the audio for Sts to listen and check.

Check answers.

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

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

Then repeat the activity, eliciting responses from individual Sts.

**d** **2.6** Now tell Sts to focus on the words with the letters *or*. In pairs, get Sts to answer the two questions.

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

Play the audio for Sts to listen and check.

Check answers.

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

**2.6**
See words in Student Book on *p.18*

Play the audio again for Sts to listen and repeat. Elicit more words beginning *wor-* where the pronunciation is /wər/, e.g., *word*, *worse*, *world*.

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

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

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

Check answers, eliciting the sentences and writing them on the board.

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

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

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

**f** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** Money Q&A, **A** on *p.108*, **B** on *p.113*. Go through the instructions with them carefully.

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

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

Get some feedback from the class.

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

## 3 READING understanding paragraph topics

**a** Focus on the questions and make sure Sts know the meaning of *cosmetics* (= something that you put on your face or body to make it more attractive, e.g., moisturizer, make-up). Either put Sts in pairs or do this as a whole-class activity.

If Sts worked in pairs, get some feedback.

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

Check answers.

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

**c** Tell Sts to read the article again and choose the correct options in 1–5.

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

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

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

**d** Do this as a whole-class activity.

**e** Remind Sts of the meaning of a *compound noun* (they learned about them in **1A**).

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

Check answers.

**ANSWERS**
electricity bill, cleaning products, beauty treatments, olive oil, tap water, bike trip

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

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



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

## 4 GRAMMAR present perfect and simple past

**a** In this video, Sts will see a couple having a short conversation about money.

Focus on the photo and elicit where the couple are and what they are doing (probably at home, working at their computers).

Play the video (lead-in) once.

Elicit some ideas about what is going on.

**ANSWER**
They are having money problems.

**K = Kate, D = David**

**K** Have you seen our gas and electricity bill? It arrived this morning. I'm going to send it to you.
**D** Wow! And have we paid the house insurance yet?
**K** I don't think so.
**D** Oh dear…

**b** Focus on the task. Play the video once, and check the answer to the question.

**ANSWER**
They both bought something online that was delivered (sneakers and jeans) but realize that they can't afford them and agree to send them back.

Then tell Sts to read the extracts from the conversation and complete them with the verbs in either the present perfect or the past tense. Point out that the first one (*Have you seen*) has been done for them.

Play the video again for Sts to watch and check.

Check answers.

**ANSWERS**
**2** arrived **3** Have we paid **4** haven't seen **5** Were they **6** ordered

**K** What's in your package?
**D** What package?
**K** That one, behind your chair.
**D** Let me show you.
**K** Nice sneakers! I haven't seen those before. Are they a new model?
**D** Yes, they just came out. Do you like them?
**K** They're great! Were they very expensive?
**D** Oh, not very. What's in yours?
**K** Oh, it's just something I ordered last week. I'll open it later.
**D** Go on, open it now…Nice jeans!
**K** Yes, they're amazing.
**D** Maybe I should send the sneakers back.
**K** Yes. Maybe I should send the jeans back, too.

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

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

**ANSWERS**
**1** SP (e.g., *It arrived this morning.*)
**2** PP (e.g., *Have you seen our gas and electricity bill?*)

**d** Tell Sts to go to **Grammar Bank 2A** on *p.142*.

### Grammar notes

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

**Present perfect**

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

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

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

**Simple past**

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

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

Refer Sts to the **Irregular verbs** list on *p.173* 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 for which they had forgotten the past form. Test them periodically on the past and participle forms.

Focus on the example sentences and play audio **2.8**, **2.9**, and **2.10** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Check answers, getting Sts to read the full sentences.

**ANSWERS**
**a 1** Have, ever traveled **2** have / 've already saved
**3** Have, paid, yet **4** Have, ever lent **5** have / 've never used
**6** Have, ever been **7** have / 've already spent
**8** have / 've already had
**b 1** ✓
**2** ✗ **Has** your sister **paid** you back yet?
**3** ✓
**4** ✗ When **did** you **buy** that leather jacket?
**5** ✗ **They finished** paying back the loan last month.
**6** ✓
**7** ✓
**8** ✗ I'm sure I **didn't borrow** any money from you last week.
**9** ✓
**10** ✗ **Did** you **see** the Black Panther movie on TV yesterday?

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

EXTRA PRACTICE OPTION Use the **2A Grammar** photocopiable activity.

## 5 SPEAKING

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

Focus on the questionnaire and point out that the first circle has been completed (*saved*). Point out that the *Have you ever…?* questions in the questionnaire are in the present perfect because they are asking about your whole life until now.

Give Sts time to fill in the blanks in the questions in the other circles.

Check answers, checking that Sts are pronouncing the past correctly, especially the regular verbs (/seɪvd/, /'weɪstɪd/, /ɪn'herɪtɪd/).

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

**b** Focus on the example speech bubbles. Remind Sts that the first question is in the present perfect, but if the answer is *Yes*, then the follow-up questions, asking for more information, should be in the simple past because you are now referring to a specific time in the past, e.g., *How much was the deposit?* If you think some Sts may just answer "No, I haven't." to many of the questions, you could make this into a Truth or Lie activity. Tell Sts they MUST answer "Yes, I have." to all the questions. Then if they have had the experience, they give true answers to the follow-up questions. If they haven't, they must invent answers. Their partner will then guess if the answer was the truth or invented.

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

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

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

## 6 READING & LISTENING using personal experience to respond to a text; understanding the order of events

**a** Focus on the task and give Sts time to read the first part of the article.

Do the question as a whole-class activity and elicit different opinions, but don't tell Sts if it is the right thing to do or not.

EXTRA SUPPORT You could pre-teach some lexis to make sure Sts understand the messages, or ask some comprehension questions after Sts have read the messages, e.g., *Who sent you the messages?* (My child / son / daughter), *Why did they send the first message?* (Their phone broke.), *Why did they send the second message?* (Their bike was stolen and they want some money for a new one.), etc.

**b** Give Sts time to read the rest of the article to see if they chose the best options in **a**.

Check the answer.

**ANSWER**
According to the article, the best answer for both is *c*.

**c** Focus on the instructions and then give Sts time to read the article again and match the highlighted words to definitions 2–8. Point out that the first one (*scam*) has been done for them. You could also tell Sts that a person who commits a scam is called a *scammer* /'skæmər/.

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

**ANSWERS**
**2** block **3** amount **4** gains **5** requesting **6** suspicious
**7** fake **8** fallen for

**d** Tell Sts they are going to watch a video in which Chris explains a scam she was sent. Tell Sts they must number messages A–C according to the order Chris received them and answer the question.

Give Sts time to read the messages.

Play the video once the whole way through.

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

**ANSWERS**
**A** 3 **B** 2 **C** 1
Chris didn't fall for the scam.

Since the pandemic, I've been doing a lot of shopping online, and different shops tend to use different delivery people. So, I wasn't really surprised when I got a text message from FedEx, saying that they had tried to deliver a parcel for me, but I had been out. They gave me a link to click on to rearrange the delivery for the next day or something like that. I couldn't remember what it was that I'd bought, but because I'd bought so many things…um…I just thought, "Oh, I'm sure it's something that I ordered." So, I clicked on the link, and it took me to a webpage, which looked perfectly authentic and it asked me for information. So, first, it asked me for my name, then it asked me for my address, then it asked me for my date of birth. And suddenly, I thought, "This is a bit strange. Why is it asking for my date of birth?" But…uh, I put it in, and then I…I went on to the next page, and it said, "In order to redeliver your package, you need to pay two pounds fifty pence" or something like that – a very small amount – and it asked me for my bank details. And suddenly, at that moment, I remembered that I'd been reading about a scam where people had been asked to pay a small amount for a package to be delivered from the post office or from one of these delivery companies, and they looked completely authentic, but in fact, it was a scam to get your bank details. And I felt so stupid that I'd started to put my details in because I know all about scams. I'm always telling my mother, "Be careful about scams!" and yet I still fell for it. I still almost believed it, but, luckily, I didn't put my bank details in, and nothing has happened since then, so I assume nothing has happened. But it does show how easy it is to…um…to believe these scams and to fall for them.

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

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

**e** Put Sts in pairs to answer the questions, or do this as a whole-class activity.

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


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# 2B Life-changing

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

## Lesson plan

In this lesson, Sts review the present perfect (with *for* and *since*) and they are introduced to the present perfect continuous. The context is charities and raising money.

The lesson begins with a video about a school in Uganda that was set up by a charity called Adelante Africa. Children from the school show viewers around their school and talk about what they do. The children speak with an accent that will probably be unfamiliar to most Sts, so they are encouraged to use the subtitles to help them understand. Then Sts watch an interview with the head teacher that presents the grammar of the present perfect and present perfect continuous with *for* and *since*. This is followed by a pronunciation focus on sentence stress in present perfect continuous sentences, and a speaking activity where Sts put the grammar into practice. The first half of the lesson finishes with a writing activity where Sts write an informal email.

In the second half of the lesson, Sts read an article about people who raised money or helped others during the Covid-19 pandemic in the early 2020s. The lexical focus in this part of the lesson is on using strong adjectives, like *furious* and *exhausted*. The lesson ends with a video documentary about a charity bake sale at Oxford University Press.

| Video material |
|---|
| Listening – *Welcome to Adelante Africa Secondary School* |
| Grammar – present perfect + *for* / *since*, present perfect continuous |
| Listening – *The Great OUP Bake Sale* (lead-in, full video) |

| More materials |
|---|
| **For teachers** |
| **Photocopiables**<br>*Grammar* present perfect + *for* / *since*, present perfect continuous *p.164*<br>*Communicative* How long have you been…? *p.193* (instructions *p.182*) |
| **For students** |
| Workbook 2B |

OPTIONAL LEAD-IN (BOOKS CLOSED) Review the present perfect with *for* and *since* by writing these prompts on the board:

*1 How long / be a teacher?*
*2 How long / work at this school?*
*3 How long / live in this town?*
*4 How long / know your best friend?*

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

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

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

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

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

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

### 1 LISTENING using subtitles and other visual clues to understand the main information

**a** Books open. Focus on the instructions. Make sure Sts remember what a *charity* is (= an organization for helping people in need) and that they know the meanings of *objective* (= something that you are trying to achieve) and *financed* (= given money for a project).

Give Sts time to read about Adelante Africa.

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

**ANSWERS**
It works in Uganda.
Its main objective is to support vulnerable children.
Its largest project is Adelante Africa Secondary School.
It's financed through donations, fundraising events, and the sale of products.

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

**b** ▶ Tell Sts they are now going to watch a documentary about the Adelante Africa Secondary School in Uganda. Focus on the **Glossary** and check Sts understand the meaning.

Now focus on the **Using subtitles** box and go through it with the class. Point out that English isn't the children's first language, so it may sometimes be challenging to understand what they are saying.

You may want to let Sts know that the children use British English, and that revising = *reviewing*.

Focus on the sentences that they are going to complete with information about the school. Check that they know the meaning of *motto* (= a short sentence or phrase that expresses the aims and beliefs of a person, a group, an institution, etc., and is used as a rule of behavior).

Play the video once the whole way through.

! Be sure to turn on the subtitles before playing the video.

Then get Sts to complete the information. Get them to compare with a partner, and then check answers.

**ANSWERS**
**1** 2017 **2** learn **3** sleeping **4** free time **5** Education Changes Lives

Adelante Africa Secondary School opened in twenty seventeen. Like most Ugandan secondary schools, it is a boarding school, and there are four levels, Senior One, Two, Three, and Four. Since it opened, students have been getting really good exam results, and the school is regularly rated the best in the district. A third of the children are sponsored, as their parents are not able to afford school fees. The children will now show you round the school.
[**text on screen:** *Where we learn*
*1 A classroom*]
This is the Senior Four classroom. We are…we are in an English lesson. We are learning about formal letters. For example, how to write apology letters, application letters, how to apply for a job. And we are revising for an exam, which we are going to do next week.
[**text on screen:** *2 A laboratory*]
In Adelante Africa Secondary School we have got two co… two science laboratories. This is one of the laboratory and Senior Four students are doing their chemistry practical paper.
[**text on screen:** *3 The computer lab*]
This is computer lab for Adelante Africa. It consists of twenty computers. We study computer and make research for other subjects. It is connected to internet by Wi-Fi.
[**text on screen:** *Eating and sleeping*
*4 Food*]
In Adelante Africa we eat well during the week; we eat posho and beans. And during the weekend we change the diet, of course, to rice and meat. Yeah, they feed us on vegetables and fruits as you can see. Yes, and they help us to grow well. Yeah, right here are the stoves we use to cook our meals. Yeah, this is where we cook our food from.
[**text on screen:** *5 The boys' dormitory*]
Yes, this is one of the boys' dormitories at Adelante Africa Secondary School, where boys come and rest after classes. We keep it clean and tidy.
[**text on screen:** *6 The girls' dormitory*]
This is the girls' dormitory. The students sleep with the mosquito nets on their beds. It's a very organized room.
[**text on screen:** *Our free time*
*7 Sports*]
This is sports field of Adelante Africa Secondary School, Igayaza. Students, they come here to play football, netball, and volleyball.
[**text on screen:** *8 Music, dance, and drama*]
At Adelante Africa Secondary School we have the music, dance, and drama club. And here you see the Senior Three performing.
The motto of Adelante Africa Secondary School is "Education Changes Lives," and staff and students work very hard to make this come true.

**c** Tell Sts they are going to watch the video again and this time they need to number the photos in the order in which they see them. Focus on the **Glossary** and check Sts understand the meaning.

Play the video again.

Give Sts time to decide where each student is in the photos.

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

**ANSWERS**
**A** 2 (In the science laboratory)
**B** 3 (In the computer lab)
**C** 5 (In the boys' dormitory)
**D** 7 (On the sports field)
**E** 1 (In a classroom)
**F** 8 (At the dance club)
**G** 4 (In the kitchen)
**H** 6 (In the girls' dormitory)

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

**d** Individually or in pairs, Sts see how many questions they can answer.

If Sts worked individually, get them to compare with a partner.

Check answers. Find out with a show of hands who has the best memory.

**ANSWERS**
**1** An English lesson (writing formal letters)
**2** A chemistry project
**3** 20, yes
**4** Rice and meat
**5** They keep it clean and tidy (neat).
**6** Mosquito nets
**7** Football, netball, and volleyball
**8** Drama

**e** Do this as a whole-class activity.

**SUGGESTED ANSWER**
The students seem to feel very positive / proud about their school.

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

**a** In this video, Sts will see the head teacher of the school being interviewed.

Focus on the photo and tell Sts that this is Evas Katusiime, the head teacher of the Adelante Africa Secondary School. Make sure they know what a *head teacher* is (= a teacher who is in charge of a school). In American schools this is called a *principal*.

Play the video for Sts to watch and answer the question.

! Be sure to turn on the subtitles before playing the video.

Check the answer.

**ANSWER**
She likes her teachers best.

**I = interviewer, E = Evas Katusiime**
**I** Evas Katusiime is the head teacher of the Adelante Africa Secondary School. How long have you been working here?
**E** I've been working at the Adelante Africa Secondary School since January two twenty twenty-two.
**I** And how long have you been a teacher?
**E** I've been a teacher for twenty-three years. I started working in September nineteen ninety-nine.
**I** What changes have you made to the school since you arrived?
**E** Since I arrived, I have made so many changes, but I'm going to talk about a few. When I came, I realized that there was need to improve time management…For example, lunch was taking a full hour, and I believe that was a waste of time, so I made sure that break is for twenty minutes and lunch is for forty minutes so that we can utilize the remaining time.
**I** Have you been doing anything new this term?
**E** Yes, I have been doing something different this term, whereby I introduced a project to work with the boys. The boys this term have done art pieces, such as flowerpots out of cement and sand, cooking stoves, pavers…I have also grown vegetables to improve the diet of our students, so we no longer buy vegetables from the market because we have plenty of them in the school garden.
**I** What do you like best about Adelante Africa Secondary School?
**E** What I like best about Adelante Africa Secondary School is my teachers. Because they are cooperative, respectful, and hard workers. When there is something to do, we approach it with energy, with vigor, and finish it in a short time. I love my teachers. So far so good!

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

**b** Focus on the task and tell Sts to cover Evas's answers.

Play the video again for Sts to fill in the blanks in the interviewer's questions 1–4. Point out that the first one (*have*, *working*) has been done for them.

Check answers.


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**ANSWERS**
**2** have, been **3** have, made **4** Have, been doing

Now give Sts time to see if they can remember Evas's answers. They can do this individually or in pairs.

Check answers.

**ANSWERS**
**5** January (2) **6** 23 **7** 20, 40 **8** boys; vegetables

**c** Tell Sts to look at the questions and answers in **b** and answer the two questions.

Check answers.

**ANSWERS**
**1** b
**2** 1 and 4 are present perfect continuous (*have / has* + *been* + *-ing* form).
2 and 3 are present perfect simple (*have / has* + past participle).

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

**d** Tell Sts to go to **Grammar Bank 2B** on *p.143*.

### Grammar notes

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

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

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

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

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

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

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

Some typical mistakes include:

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

**Present perfect continuous (for continuous or repeated recent actions)**

We also use the present perfect continuous to talk about recent continuous actions that have either just stopped or are still continuing, e.g., **A** *You look tired.* **B** *Yes, I've been cleaning the house all afternoon* (= I've just finished).

**A** *You look tired.* **B** *Yes, I haven't been sleeping well recently* (= I still have problems sleeping at night).

Focus on the example sentences and play audio **2.11** and **2.12** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

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

Check answers, getting Sts to read the full sentences.

**ANSWERS**
**a 1** She's been studying English for three years.
**2** How long have they been watching TV?
**3** It's been raining since lunchtime.
**4** I haven't been living here for very long.
**5** How long have you been learning to drive?
**b 1** for **2** haven't seen **3** have you known **4** ✓
**5** I've been cleaning
**c 1** We've known each other since we were children.
**2** The children have been playing computer games for two hours.
**3** Has your sister had that hairstyle for a long time?
**4** I've loved her since the first day we met.
**5** My internet connection hasn't been working since yesterday.
**6** How long have you been waiting?
**7** I've been a teacher for three years.
**8** It's been snowing since 5:00 this morning.
**9** Sam hasn't been studying enough recently.
**10** Have you been living in Los Angeles for a long time?

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

EXTRA PRACTICE OPTION Use the **2B Grammar** photocopiable activity.

## 3 PRONUNCIATION sentence stress

### Pronunciation notes

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

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

**a** **2.13** Tell Sts that they are going to hear two present perfect continuous questions and answers. The first time they listen, they should try to write down the stressed words in the pink boxes. Point out that the first two (*How*, *long*) have been done for them.

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

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

**2.13**

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

**b** Now tell Sts to look at the words they have written and try to remember what the complete question or statement is. Tell Sts to listen to the audio again and fill in any blanks they have. Play the audio again.

Check answers, eliciting the sentences and writing them on the board.

**ANSWERS**
See script 2.13

**c** Play the audio again, pausing after each question and statement for Sts to listen and repeat, copying the rhythm. Encourage them to pronounce the stressed words (in the pink boxes) more strongly and not to stress the other words. Remind Sts that unstressed words are often weakened, e.g., *been* becomes /bɪn/ and *for* becomes /fər/. Then repeat the activity, eliciting responses from individual Sts.

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

**d** **2.14** Focus on the instructions and example.

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

**2.14**

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

EXTRA SUPPORT To help Sts make the questions, write the following on the board:
*How long has* _____ *been* + -ing…*?*
*How long have* _____ *been* + -ing…*?*

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

## 4 SPEAKING

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

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

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

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

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

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

Monitor and help.

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

## 5 WRITING a thank-you email

Tell Sts to go to **Writing Bank 2** on *p.120*.

**a** Focus on the photo and the top of the email. Elicit who Camila and Carrie are (they are the people from **Writing Bank 1** – Gustavo wrote to Carrie about his friend Camila).

Tell Sts to read Camila's email to find out why she wrote to Carrie.

Check the answer.

**ANSWER**
Camila wrote to Carrie to say thank you for letting her stay with her in the apartment.

**b** Now focus on the instructions and give Sts time to match sentences 1–6 to sections A–F in the email. Tell them not to worry about the blanks in the email.

Check answers.

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

**c** Tell Sts to read the email again and fill in the blanks 1–7 with the phrases in the list.

Check answers.

**ANSWERS**
**1** I got back from the US
**2** I loved Oakland
**3** I really enjoyed it
**4** I've been working
**5** I've also been spending
**6** I hope you know that
**7** I didn't take many

**d** Focus on the **Informal language** box and go through it with the class, making sure Sts understand the headings.

Give Sts time to fill in blanks 1–6 with words and phrases from Camila's email.

Check answers.

**ANSWERS**
**1** Love
**2** 'm
**3** Thank
**4** Can you
**5** Sorry for not writing earlier.
**6** Hope to hear from you soon.


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**e** Tell Sts to imagine that they have some American friends in the US, and that they stayed with them last month. Now they need to write an email to say thank you. Tell Sts to use the topics in **b** in the correct order for their plan. They should plan five paragraphs and a PS.

**f** You may want to get Sts to do the writing in class, or you could assign it as homework. Get them to write the email according to the model and encourage them to use expressions from the **Informal language** box. If Sts do it in class, set a time limit for them to write their email, e.g., 15–20 minutes.

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

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

## 6 READING reading for detail

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

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

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

**b** Focus on the instructions and make sure Sts know the meaning of *pandemic* (= a disease that spreads across a whole country or the whole world – here, Covid-19) and *inspiring* (= encouraging or making you want to do something). Point out the **Glossary** and go through it with the class.

Give Sts time to read the article and to answer the questions.

Put them in pairs to compare ideas, and then elicit opinions.

**c** Focus on the instructions and make sure Sts understand all the lexis in the questions, e.g., *convince*, *skills*, etc.

Now give Sts time to read the article again and complete the task.

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

**ANSWERS**
**1** TM and JW **2** MR and HA **3** BW **4** MR **5** HA **6** BW **7** JW **8** TM

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

**d** If your Sts come from the same country, do this as a whole-class activity. Otherwise put Sts in pairs and get them to tell each other about people who became famous in their country for helping others during the pandemic.

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

## 7 VOCABULARY & SPEAKING strong adjectives

### Vocabulary notes

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

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

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

**a** Give Sts time to read the two extracts and complete each definition with an adjective.

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

**ANSWERS**
**1** big **2** angry

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

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

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

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

**2.15**
**1** A Is Omar's apartment **small**?
B Yes, it's really tiny – just a bedroom and a living room.
**2** A Are you **afraid** of flying?
B Yes, I'm terrified! I never fly anywhere.
**3** A There was an **interesting** documentary about whales on TV last night.
B Yes, I thought it was fascinating.
**4** A Are you very **hungry**?
B I'm starving! I haven't eaten all day.
**5** A Was it **hot** in Dubai?
B It was boiling! One hundred ten degrees.
**6** A Was Jack's kitchen **dirty**?
B It was filthy. It took us three hours to clean it.
**7** A Are your parents **happy** about the wedding?
B They're delighted. In fact, they want to pay for everything!
**8** A Was the movie **funny**?
B It was hilarious. We laughed all the way through.
**9** A Are you **sure** you locked the door?
B I'm positive. I remember turning the key.
**10** A Were you **surprised** to hear that Tyler and Kimiko have broken up?
B I was absolutely amazed! I never thought it would happen.
**11** A Are you **cold**? You still haven't taken your coat off!
B I'm freezing. Can you turn the heat up?
**12** A You look very **tired**. What have you been doing?
B I just finished a four-hour meeting with my boss! I'm absolutely exhausted!

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

Put Sts in pairs and get them to practice the conversations. Get some pairs to perform in front of the class.

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

**d** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** Are you hungry?, **A** on *p.108*, **B** on *p.113*.

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

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

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

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

Monitor and help with vocabulary. Get some feedback from various pairs.

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

## 8 LISTENING understanding information in order to express personal opinions

**a** Focus on the photo. Tell Sts that they are going to watch a video about an event at Oxford University Press – a sale of homemade cakes and cookies to raise money for charity.

Play the video (lead-in) for Sts to watch and answer the question.

Check the answer.

**ANSWER**
Running a marathon, skydiving, baking

People do many different things to raise money for charity. These runners are doing the New York Marathon. Every year, the race raises about forty million dollars.
And these people are doing a sponsored skydive. There are also ways to raise money without exercising or jumping out of an airplane.
These people are bringing cakes to a charity bake sale. The popularity of bake sales in the UK has increased dramatically over the last decade, thanks, in part at least, to the popularity of *The Great British Baking Show*.

**b** Now tell Sts they are going to watch the whole video and then decide if they think the right person won the baking competition.

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

Play the video once the whole way through.

Before Sts give their opinion about the winner, elicit which cake won (*The winning cake is number 2, the Neapolitan cake*).

Now either ask the question to the whole class or put Sts in pairs to discuss it.

If Sts worked in pairs, get some feedback from the class.

**N = narrator, E = Emma, J = James, D = Daisy**

N *People do many different things to raise money for charity. These runners are doing the New York Marathon. Every year, the race raises about forty million dollars.*
*And these people are doing a sponsored skydive. There are also ways to raise money without exercising or jumping out of an airplane.*
*These people are bringing cakes to a charity bake sale. The popularity of bake sales in the UK has increased dramatically over the last decade, thanks, in part at least, to the popularity of* The Great British Baking Show.
*This show which began in twenty ten, has encouraged people of all abilities to bake, especially when it's for charity.*
*Today's sale – at Oxford University Press – will raise money for two charities: Macmillan Cancer Support and Adelante Africa, a charity that supports education and other projects in a rural area of Uganda. But this bake sale is different – it's also a competition and will be judged by Daisy Watt and Emma Collen, who are chefs and professional bakers. And from the moment the posters appeared, people have tried to persuade their colleagues to join in.*
J I don't know. I'm not a very good baker.
E Oh, go on. It's for charity.
J Hmm, maybe, maybe.
N *Emma is going to make Viennese whirls – cookies with buttercream and jam.*
E I bake quite often, probably once or twice a month. It's one of my main hobbies that I enjoy – um, kind of a stress-reliever for me, just being in the kitchen by myself, with some music on, just enjoying baking.
N *James is going to make a sponge cake with blueberries.*
J I bake not that often, maybe about, I don't know, once a month or something, I might bake. Um, when I, when I do, it's usually baking with my kids, I suppose, so, um, you know, we make something really easy like cookies or something like that.
N *The finalists in this competition bake sale are a baklava cake, a Neapolitan cake, Emma's Viennese whirls, a loaf cake, and a chocolate cake.*
*And it's now time to judge the five finalists.*
D That's fantastic! Very clever and you've even done the different-colored icing in between – a labor of love…Really good sponge. The chocolate sponge is delicious. It's not over chocolatey, it's just…
N *And then to choose the winner.*
D So I've conferred enough, because it is really close, but there is one winner, who has obviously put so much effort, not just in the decoration, but also her sponge is technically brilliant. So, are you going to come up here?
[**text on screen:** *The cake sale raised over two hundred and seventy pounds for Macmillan Cancer Support and Adelante Africa.*]

**c** Focus on the questions and make sure Sts understand all the lexis, e.g., *filling*.

Put Sts in pairs to see how much they can remember.

Check answers.

**ANSWERS**
1 Because of a TV show called *The Great British Baking Show*
2 We saw Emma and James. Emma made Viennese whirls and James made a sponge cake with blueberries. No, neither of them won.
3 b and d
4 Macmillan Cancer Support and Adelante Africa, £270

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

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

**d** Either put Sts in pairs to answer the questions or do them as a whole-class activity.

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

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


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# 1&2 Review and Check

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

The first page reviews the Grammar, Vocabulary, and Pronunciation of the two Files. The exercises add up to 50 (grammar = 15, vocabulary = 25, pronunciation = 10), so you can use the first page as a mini-test on Files 1 and 2.

The Pronunciation section sends Sts to the **Sound Bank** on *pp.174–175*. Explain that this is a reference section of the book, where they can check the symbols and see common sound–spelling patterns for each of the sounds. Highlight the video showing the mouth position for each sound. Sts may want to watch it for any sounds that they have not seen in class, and to practice making them saying the words.

The second page presents Sts with a series of skills-based challenges. First, in *Can you understand this text?*, there is a reading text that is of a slightly higher level than those in the Files, but that reviews grammar and vocabulary Sts have already learned. In the listening in *Can you understand these people?*, there is a video of some unscripted street interviews, where people are asked questions related to the topics in the Files. You can find the video on *Oxford English Hub* and *Classroom Presentation Tool*. Alternatively, you could assign these sections / activities as homework. Sts can find the video on *Oxford English Hub*.

Finally, in *Can you say this in English?*, there is a speaking challenge that assesses Sts' ability to use the language of the Files orally. You could get Sts to do these activities in pairs, or Sts can check the boxes if they feel confident that they can do them.

**Video material**

Can you understand these people? 1&2

**More materials**

**For teachers**

**Oxford English Hub**
Quick Test 2
File 2 Test

**For students**

Workbook Exam skills 1 Reading
Exam skills 2 Listening

## GRAMMAR

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

## VOCABULARY

**ANSWERS**
**a 1** duck (the others are seafood)
**2** crab (the others are meats)
**3** beet (the others are fruits)
**4** raspberry (the others are vegetables)
**5** squid (the others are ways of cooking)
**b 1** dishonest **2** unfriendly **3** irresponsible **4** immature **5** insensitive
**c 1** waste **2** inherit **3** earn **4** borrow **5** save
**d 1** exhausted **2** starving **3** freezing **4** filthy **5** furious
**e 1** out **2** out **3** on **4** back **5** out

## PRONUNCIATION

**ANSWERS**
**c 1** ch**i**cken /ɪ/ **2** ch**ar**ge /ɑr/ **3** in**h**erit /h/ **4** t**a**x /æ/ **5** st**ea**med /i/
**d 1** sensible **2** terrified **3** unselfish **4** mortgage **5** exhausted

## CAN YOU understand this text?

**ANSWERS**
**a** still runs
**b 1** hungry **2** responsible **3** suffer **4** wasted **5** could **6** big **7** right

## CAN YOU understand these people?

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

**1 Philomena**

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

**2 Mark**

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

**3 Ross**

**I = interviewer, R = Ross**
**I** Do you have brothers and sisters?
**R** I have step brothers and sisters – two stepsisters and one stepbrother.

**I** Do you get along with them?
**R** Yes, we didn't grow up together, but we're now all adults and we get along really well.

**4 Tyler**

**I = interviewer, T = Tyler**

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

**5 Richard**

**I = interviewer, R = Richard**

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

# 3A Who got there first?

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

## Lesson plan

The context for this lesson is transportation, both public transportation and driving.

The lesson begins with vocabulary, and Sts first review some forms of transportation and then learn more words and phrases connected to transportation, focusing particularly on road travel. This is followed by a pronunciation focus where the consonant sounds /ʃ/, /dʒ/, and /tʃ/ are contrasted. Sts then read about a race organized by The Points Guy, a team of people who create videos and write articles to help travelers. The three participants traveled from New York City's Time Square to JFK Airport using three different modes of transportation. Sts then watch an extract from the video documentary made about the race, to find out how the three participants fared. The first half ends with Sts discussing transportation in their nearest big city.

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

### Video material

Vocabulary – transportation
Pronunciation – /ʃ/, /dʒ/, and /tʃ/ (1 & 2)
Listening – *Race to the airport* (Parts 1–2)

### More materials

**For teachers**

**Photocopiables**
*Grammar* choosing between comparatives and superlatives *p.165*
*Communicative* Questionnaire *p.194* (instructions *p.182*)
*Vocabulary* Transportation *p.219* (instructions *p.212*)

**For students**

Workbook 3A

OPTIONAL LEAD-IN (BOOKS CLOSED) Play ten chances with the phrase PUBLIC TRANSPORTATION:

- Write a dash on the board for each letter of the phrase; 6 dashes, a space, then 14 dashes. Off to the side, list numbers 1–10.
- Sts call out letters one at a time. If the letter is in the word, fill it in each place it occurs.
  If the letter is not in the word, write the letter next to the number 1 on the board. Write the next wrong letter next to number 2, then number 3, and so on.
- The object of the game is to guess the words before they have used up all ten chances.
- Students can guess the phrase at any time, but each wrong guess is punished with "wrong guess" written by the next available number.
  Drill the pronunciation. Then get a show of hands to find out how many of the class regularly use public transportation to get to work / school.
  You can continue the game with other words and have Sts play in pairs / groups, writing on a piece of paper.

## 1 VOCABULARY & SPEAKING transportation

**a** Books open. In this video, Sts will see clips of ten different forms of transportation. Focus on the task, and play the video once the whole way through. Make sure none of the students are writing anything down.

Set a time limit of 30 seconds for Sts to write down the forms of transportation they can remember.

When time is up, find out how many forms of transportation Sts remembered, and if anyone remembered all ten. Play the video again, pausing after each clip and eliciting the word. Elicit / Explain that in the last clip they saw an *e-scooter* (= an electric scooter).

**ANSWERS**
train, car, bike / bicycle, motorcycle, taxi / cab, bus, truck, van, tram (light rail / streetcar), e-scooter

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

**b** Tell Sts to go to **Vocabulary Bank** Transportation on *p.163*.

### Vocabulary notes

**On the road**

Sts may need reminding that compound nouns are two nouns together, where the first one describes the second, e.g., *bike lane*.

Focus on **1 Public transportation and vehicles** and make sure Sts know the meaning of *vehicle* (= something used for transporting people or things from one place to another). Model and drill its pronunciation /'viəkl/.

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

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

Check answers.

**3.1**
**Transportation, 1 Public transportation and vehicles**

| | |
|---|---|
| 2 bus | 4 scooter / e-scooter |
| 8 ferry | 7 subway |
| 6 freeway / highway | 3 truck |
| 5 light rail | 1 van |
| 9 motorcycle | |

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

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

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

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

Check answers.

**3.2**

**2 On the road**

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

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

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

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

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

Then get some feedback.

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

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

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

Check answers.

**3.3**

**4 Phrasal verbs**

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

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

EXTRA PRACTICE OPTION Use the **3A Vocabulary** photocopiable activity.

**c** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication I'm a tourist – can you help me?, A** on *p.108*, **B** on *p.113*.

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

Monitor and help.

Make sure Sts change roles. Now Sts **B** are foreign tourists who want to use a rental car in the town. They should ask Sts **A**, who live in the town, their five questions.

Monitor and help.

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

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

## 2 PRONUNCIATION /ʃ/, /dʒ/, and /tʃ/

### Pronunciation notes

These three consonant sounds are often confused by Sts:

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

**a** Focus on the sound pictures. Elicit the words and sounds, but don't tell Sts if they are right or not.

**b** Play the video once for Sts to listen and check their answers. Tell them to focus on the mouth position for the three sounds, and to try to hear the difference between them.

Check answers.

**ANSWERS**
shower /ʃ/, jazz /dʒ/, chess /tʃ/

See sounds in Student Book on *p.28* and answer key

Now either get Sts to practice saying the words and sounds, or play the video again for Sts to repeat, making sure they copy the mouth position.

**c** Have Sts look at the list of words and put them in the correct column in **a**. Remind them that this is easier if they say the words aloud to themselves.

Get Sts to compare with a partner.

Play the video for Sts to watch and check their answers.

Check answers.

**shower** /ʃ/ crash, rush, station
**jazz** /dʒ/ bridge, journey, traffic jam
**chess** /tʃ/ adventure, catch, coach

Either put Sts in pairs and get them to practice saying the words, or play the video again, pausing after each group of words for Sts to listen and repeat.

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

**d** **3.4** Focus on the pairs of words, and make sure Sts know what they mean.

Now play the audio once the whole way through for Sts just to listen. Ask if they can hear the difference.

**3.4**

See words in Student Book on *p.28*

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

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



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**e** 3.5 Tell Sts that this time they will only hear one word from each pair in **d** and they must circle the one they hear.

Play the audio once the whole way through for Sts to complete the task.

Check answers.

**ANSWERS**
1 b 2 a 3 b 4 b 5 a 6 b

**3.5**

| | | |
|---|---|---|
| 1 jeep | 3 joke | 5 shoes |
| 2 chain | 4 chip | 6 watch |

**f** 3.6 Tell Sts they are going to hear five short sentences or questions and they need to write them down.

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

**3.6**

1 Do you like potato chips?
2 I'm going to wash it.
3 You choose.
4 Don't joke about it.
5 Is it cheap?

Now play the audio again, pausing after each sentence or question to give Sts time to write.

Check answers by eliciting the sentences and writing them on the board.

**ANSWERS**
See script 3.6

## 3 READING & LISTENING using detail to make predictions, confirming predictions

**a** Focus on the instructions and make sure Sts understand *race* (= a competition between people, cars, etc., to see who is faster or the fastest).

Get Sts to read the introduction and answer the three questions.

Check answers for 1 and 2.

**ANSWERS**
1 The race starts at Times Square and ends at JFK Airport Terminal A.
2 The four forms of transportation are: a yellow taxi, a train, a subway, and a helicopter.

Now elicit opinions for question 3. You could write their predictions on the board.

**b** Now give Sts time to read about the different trips to see if they want to change their predictions in **a**.

When they have finished reading, they should tell another student what they think.

Find out if anyone has changed their prediction.

**c** Focus on the instructions and get Sts to read about the four trips again and complete sentences 1–6 with the correct names.

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

**ANSWERS**
1 Melanie 2 Tanner 3 Liam and Madison 4 Melanie
5 Nicky 6 Tanner

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

**d** Focus on the task. Get Sts to work individually or in pairs.

Check answers.

**ANSWERS**
1 travel, change 2 took 3 run / ran 4 arrived 5 took
6 dropped 7 got

**e** This video is part of the show The Points Guy made about doing this race. Do the question as a whole-class activity by getting a show of hands for each participant.

Play the video once for Sts to watch.

Find out if any Sts want to change their answer.

! Be sure to turn on the subtitles before playing the video.

**N = Nicky, L = Liam, Ma = Madison, T = Tanner, Me = Melanie**
**All** Welcome to New York City!
**N** Today is race day, and it's an exciting one. We're going from here, Times Square, the center of New York, to JFK Terminal A, the home of British Airways and American Airlines.
**L** Well, there's plenty of ways to get to JFK and there's only two of us, so I think we're going to need a bit of help to get there.
**N** We've got some of our amazing US colleagues. Come on, guys! Get in! Get in! Are you ready to race?
**All** Yes!
**Ma** I'm Madison, and I'm headed to JFK in a cab, and I'm taking Liam along with me.
**T** I'm Tanner, and I'm taking the Long Island Rail Road.
**Me** I'm Melanie, and I'm taking the subway.
**N** And I'm Nicky, and I'm going to take the Blade helicopter, so I think I've got you all beat, right? Are you ready to race? Three, two, one! Let's go!
**Me** I am running to 50th and 8th, dodging crowds. It's going to be tough to win, but I'm going to give it my all.
**Ma** Alright, first things first, we need to hail a cab. Slight problem… I've never hailed a cab.
**L** I assume it's the same in London as it is here. There's plenty of cabs about.
**Ma** I hear it is all about confidence.
**T** OK. I'm taking the Long Island Rail Road. You could take the 7 train to Grand Central. It's a brand new terminal, but I'm close enough. I'm going to walk. I actually think if I hurry, I could maybe beat Nicky on the helicopter.
**N** There is no way any of them are going to beat me. I'm going to be taking the Blade helicopter. They don't stand a chance…I'm taking a helicopter! Do they not understand?

**f** Now tell Sts they are going to watch the participants arriving at the airport.

Play the video once the whole way through.

Get Sts to compare with a partner, and then check answers. With a show of hands, find out how many Sts guessed correctly.

! Be sure to turn on the subtitles before playing the video.

**ANSWERS**
**a** Nicky's trip (the helicopter) was the quickest.
**b** Nicky's trip was the most comfortable.
**c** Melanie's trip (the subway) was the cheapest.

**Ni = Nicky, L = Liam, Ma = Madison, Me = Melanie, T = Tanner, Na = narrator**
**Ni** OK. We're here. Thank you, sir. The moment of truth. I've arrived. But is anybody else here? I don't see anybody. Winner! Winner! This is it! I've done it! I can see a train here. Maybe someone's in one of those. I can see a few cars around. Maybe someone's in one of those. But, this race was mine.
**L** Thank you so much.

**Ni** I see cameras. I see a Madison.
**Ma** You're here!
**Ni** Too slow! Too slow! But you probably had quite a relaxing time, right?
**Ma** It was so lovely.
**Ni** OK. We are the first two, though.
**Ma** We are?
**Ni** And this is pretty good, and you weren't long after me. Here he is…
**Li** Oh, we were close.
**Ma** Were were so close.
**Ni** Good job, guys. Let's wait for the next.
**Me** Now Tanner and I are a team. Now we're just the public transportation team. I'm looking…oh, I see them, I see them! It's pretty clear we didn't win. I think I'm going to try to race past Tanner so I can get third place because I told you earlier, I hate to lose.
**T** We're going to die!
**Me** Where are we going?
**T** Oh, wait we're already up? Arrivals or departures? This is insane. Oh my God. Now where?
**Me** I'm already so sweaty.
**T** One more escalator.
**Ni** Well done. Look at that. You lost, though.
**T** That's OK.
**Na** So how did the four forms of transportation compare? Well, for speed, Nicky knew the helicopter was actually the fastest. Second was the yellow cab with Madison and Liam. Melanie came in third using the subway. And Tanner came in last using the Long Island Rail Road. What about comfort? The winner again was the helicopter. Nicky said it was a luxurious and quick experience. Liam and Madison also enjoyed their trip in the cab. Tanner's trip was a little more relaxing because he took a train, and Melanie's trip was the least comfortable on the subway. And finally, price. Which was the cheapest? The clear winner was the subway, at only $10.75. Next was the Long Island Rail Road, at $13. Third was the yellow cab at $98. Last was the helicopter, at a whopping $295.
But all five of them were happy with the way they traveled and wouldn't mind going that way again.

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

**g** Put Sts in pairs or small groups, and get them to answer the questions.

Get some feedback.

## 4 GRAMMAR choosing between comparatives and superlatives

**a** Focus on the task and get Sts to do this individually or in pairs.

Get Sts to compare with a partner if they worked individually, and then check answers. Make sure Sts explain why the ✗ phrases are wrong.

**ANSWERS**

1 ✗ the **quickest** way
2 ✓
3 ✗ as fast **as**
4 ✓
5 ✗ as **many** trains as
6 ✗ the **most** exciting trip
7 ✓
8 ✗ more **carefully** than

**b** Tell Sts to go to **Grammar Bank 3A** on *p.144*.

### Grammar notes

Sts have likely been taught the basic rules for comparative and superlative forms of adjectives and adverbs, so this focus should be mainly review and reinforcement. Sts may still mix up comparative and superlative forms (~~*This is the older building in the town*~~) and make mistakes with forming comparatives and superlatives.

Some other typical mistakes include:

- confusing *as* and *than*, e.g., ~~*The train isn't as cheap than the bus*~~.
- omitting the definite article, e.g., ~~*He's best player on the team*~~.
- confusing adjectives and adverbs, e.g., ~~*You drive more quick than me*~~.

Focus on the example sentences and play audio **3.7**, **3.8**, and **3.9** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the two information boxes and go through them with the class.

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

Check answers, getting Sts to read the full sentences.

**ANSWERS**

**a** **1** easier than **2** the hottest **3** more powerful than **4** more slowly than **5** The worst **6** The furthest / The farthest **7** older than **8** the most relaxing **9** the best
**b** **1** as **2** the **3** than **4** ever **5** him **6** most **7** as **8** more **9** as **10** in

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

EXTRA PRACTICE OPTION Use the **3A Grammar** photocopiable activity.

**c** Focus on the task. Point out the example, explaining that first Sts have to make a superlative sentence using the given adjective, i.e., *Riding a bike is the most dangerous*. Then they must compare the other two remaining, i.e., *Riding a motorcycle is more dangerous than driving*.

Put Sts in pairs and get them to complete the task.

EXTRA CHALLENGE Get pairs to compare with another pair, to see if they agree. Get them to defend their choices.

Get some feedback from various pairs, asking them to give reasons where possible.

## 5 PRONUNCIATION & LISTENING linking; using own knowledge to understand factual information

**a** Tell Sts they are going to read a text about some American research looking at the causes of road accidents. Pre-teach / Elicit the meaning of *distracting* (= taking your attention away from what you are trying to do).

Give Sts time to read the text.

EXTRA SUPPORT Ask Sts some comprehension questions, e.g., *How did the scientists do their research*? (They put video cameras and other gadgets into more than 3,500 cars.), *How old were the drivers*? (Between 16 and 98), *How long did the research take*? (Three years), etc.

Now put Sts in pairs and get them to discuss questions 1–3, making sure they understand the lexis, e.g., *reliable*. You might also check Sts understand the meaning of the eight things listed, especially *adjust* and *reach*.

Elicit some opinions from various pairs, but don't tell them if they are right or not.

Tell Sts they will find out the answers later in the lesson.


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## Pronunciation notes

The focus here is on understanding rather than on production. Something that can make fast spoken English difficult for Sts to understand is linking. This makes words sound as if they're running into each other, and Sts can find it hard to identify individual words. They may get lost and not understand overall meaning. Here we focus on identifying and understanding linking, without trying to push Sts into producing it themselves. This is an important first step which will improve Sts' comprehension. There are many kinds of linking in English, and here the focus is on three common types, examples of which frequently occur in superlative sentences.

**b** **3.10** Focus on the **Linking** box and go through it with the class.

Now tell Sts they're going to listen to some extracts from an interview with a traffic safety expert and they must complete the seven sentences with words that are linked.

Give Sts time to read 1–7.

Focus on sentence 5 and the word *likely*. Tell Sts that although it ends in *-ly*, it is an adjective that means *probable*.

Play the audio once the whole way through, pausing after each sentence to give Sts time to write.

Check answers.

**ANSWERS**

**1** most dangerous **2** bad decisions **3** look at an accident
**4** cause of accidents on **5** twice as, have an accident
**6** What did, most interesting **7** your eyes on

**3.10**
See sentences in Student Book on *p.31* and answer key

**c** **3.11** Tell Sts they're going to listen to the full interview with the traffic safety expert. They must listen and number the eight actions or feelings listed in the text in **a** from 1 (= the most likely to cause an accident) to 8 (= the least likely to cause an accident).

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.

**ANSWERS**

**1 D** feeling emotional **2 G** reaching for something in the car
**3 F** looking at something by the road **4 B** adjusting the GPS
**5 E** feeling tired **6 A** adjusting the radio or music system
**7 C** eating or drinking **8 H** talking to a passenger

**3.11**
(script in Student Book on *p.131*)

**H = TV host, T = Tom**

**H** On today's show we're talking about how to drive safely. There's a great book called *Survive the Drive* that has lots of useful tips, and we asked Tom, our transportation and travel correspondent, to take a look. Welcome, Tom.
**T** Thank you.
**H** So, tell us – what's the most dangerous thing you can do while you're driving? Obviously, we're not talking about drinking alcohol, taking drugs, or using a handheld phone to make calls or text, which everyone knows you must never do.
**T** Well, this is really surprising – at the top of the list is driving when you're feeling emotional. The researchers found that you're nearly ten times more likely to have an accident if you're feeling very sad or angry or stressed. If you're emotional, then you can't concentrate on the road, and you'll probably make bad decisions if you find yourself in a dangerous situation. In fact, if you're feeling very emotional, it'd be better not to drive at all!
**H** Wow, OK. I'll try to remember that next time I have a bad day at work! What's the second most dangerous thing?
**T** This one's less surprising – it's reaching for something in your car. It might be your phone, or a map, or some candy. If you're reaching down, or trying to get something from the back seat, then you aren't looking at the road, and you're nine times more likely to have an accident.
**H** And number three?
**T** Number three is looking at something interesting or something that's happening by the road. A really common example of this is when people slow down to look at an accident – they don't realize that by looking at the accident and not at the road, the chance of having an accident themselves goes up over seven times. In fact, this is a really common cause of accidents on freeways.
**H** So the message is, don't be distracted.
**T** Yes, exactly. If you're driving fast, you can travel over three hundred feet in less than three seconds. And a lot can happen in three seconds.
**H** So that's the top three – what about other things to avoid?
**T** Well, at number four is adjusting your GPS, which can be very distracting, and makes you nearly five times more likely to have an accident. At number five is driving when you're tired. Sixty percent of drivers say they've driven when tired in the last year, so it's a big problem – and you can lose control of your car completely. At number six is adjusting your radio or music system. This makes you twice as likely to have an accident. Again, it's the distraction from the road that's the problem, and only having one hand on the wheel.
**H** And the last two?
**T** The seventh is eating or drinking, because, again, you usually take one hand off the wheel. And the eighth is talking to a passenger, which can be distracting because the driver often turns to look at the passenger.
**H** So how would you summarize the research? What did you find most interesting?
**T** I think for me the most interesting thing is that some of these things don't seem very dangerous and good drivers often do them – but the research shows that they are. So next time you get in your car to drive somewhere, think about what you're doing, and always, always keep your eyes on the road!

Find out, with a show of hands, if anyone guessed the top three correctly; then find out if the class agrees with the expert's top three.

**d** Tell Sts they are going to listen to the interview again and this time they must write down any numbers or facts related to the eight actions or feelings. Point out that the first one has been done for them.

Play the audio again the whole way through.

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

Check answers.

**ANSWERS**

2 **reaching for something in the car:** nine times more likely to have an accident
3 **looking at something by the road:** over seven times more likely to have an accident
4 **adjusting the GPS:** nearly five times more likely to have an accident
5 **feeling tired:** 60 percent of drivers say they have driven when tired in the last year

6 **adjusting the radio or music system:** twice as likely to have an accident
7 **eating or drinking:** you usually take one hand off the wheel
8 **talking to a passenger:** the driver often turns to look at the passenger

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.131* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**e** Do this as a whole-class activity.

## 6 SPEAKING

**a** **3.12** Focus on the instructions and the statement.

Play the audio once the whole way through.

Get Sts to compare with a partner, and then check the answer. You could then find out with a show of hands if Sts agree with the speakers.

**ANSWER**
They disagree with the statement.

**3.12**
(script in Student Book on *p.132*)
**A** Personally, I don't think people should need a driver's license for an e-scooter. You don't need a driver's license for a bike, after all.
**B** I agree. In my opinion, e-scooters are more like bicycles than cars. But I think people shouldn't be allowed to ride them on the sidewalk. It's very dangerous for pedestrians. I think there are lots of accidents when people ride them on the sidewalk.
**A** It depends. Sometimes the street's too dangerous for e-scooters. But I agree, I don't think people need to have a driver's license to ride them.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.132* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**b** **3.13** Focus on the **Giving your opinion** box and give Sts time to read the sentences.

Play the audio for Sts to listen and fill in the blanks.

Check answers.

**ANSWERS**
**1** Personally, should need **2** my opinion **3** shouldn't be allowed

**3.13**
See sentences in Student Book on *p.31* and answer key

**c** Focus on the statements and go through them with the class. Give Sts time to decide if they agree or disagree with them and to think of their reasons.

**d** Put Sts in small groups of three or four. Sts should take turns reading out the statements in **c**, give their own opinion and reasons, and then invite opinions and reasons from the other Sts in the group.

Monitor and help, encouraging Sts to use the expressions in the box.

Get feedback to find out if there was a general consensus of agreement or disagreement on each statement.

## 7 WRITING an article for a website

Tell Sts to go to **Writing Bank 3** on *p.121*.

**a** Focus on the instructions and questions.

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

Get some feedback from the class.

**b** Tell Sts to read the article to check their answers to **a**. Tell them not to worry about the blanks in the article.

Check answers.

**ANSWERS**
- **usually the fastest:** the subway
- **the most dangerous / risky:** bikes and e-scooters
- **the best for sightseeing:** double-decker buses
- **the safest late at night:** taxis and ride-hailing / sharing services

Then put Sts in pairs to see how much they can remember about 1–6.

Check answers.

**ANSWERS**
**1** You can buy OMNY cards at subway stations, convenience stores, and online.
**2** You can also use a contactless debit or credit card to pay, or your phone (if you have a payment app).
**3** When there isn't too much traffic
**4** You need to download an app.
**5** Ride-hailing services are normal car owners that drive for a company.
**6** Most subway lines and buses

**c** Now tell Sts to read the article again and to fill in the blanks with prepositions from the list. Point out that the first one (*around*) has been done for them.

Check answers.

**ANSWERS**
**2** onto **3** on **4** off **5** with **6** into **7** at

Highlight that we use *into* / *onto* rather than *in* / *on* to express movement to a particular place or position, e.g., *Come into the kitchen – it's warmer here. Be careful when you step onto the platform.*

**d** Focus on the **Impersonal *you*** box and go through it with the class.

Give Sts time to find more examples of the impersonal *you* in the article.

Elicit some answers.

**ANSWERS**
You can buy OMNY cards at subway stations, convenience stores, and online; You can also use contactless payment with a debit or credit card, or your phone if you have a payment app; … so you can also use them late at night; … as many times as you like…; You need to download an app; When you've finished riding…; You don't need to go on the app to end your ride; You usually tell the driver where you want to go after you get into the taxi.

**e** Now tell Sts they are going to write a similar article about public transportation in their (nearest) town / city. Tell them to plan at least three paragraphs and to use headings as in the model. Give them time to make notes about the information in **a** and **b** for their town / city.

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

**g** Sts should check their work for mistakes before handing it in.


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# 3B Challenging stereotypes

**G** articles: *a / an*, *the*, no article
**V** collocation: verbs / adjectives + prepositions
**P** /ə/, two pronunciations of *the*

## Lesson plan

This lesson examines the difference between generalizations and stereotypes, and encourages the avoidance of stereotyping. First, there is a reading text to help Sts understand the difference. Next is the grammar focus on articles: when (and when not) to use an article, and which article to use. This is followed by a pronunciation focus on the schwa in unstressed syllables and words, and on the two pronunciations of *the*. The first half of the lesson ends with a speaking activity on generalizing.

In the second half of the lesson, Sts listen to a psychologist talking about children and stereotypes, and then Sts talk about their own childhood. This is followed by a vocabulary focus on verbs and adjectives with dependent prepositions, which is practiced with a video activity, and then with questions for Sts to ask and answer.

**Video material**

Pronunciation – /ə/
Vocabulary – collocation

**More materials**

**For teachers**

**Photocopiables**

*Grammar* articles: *a / an*, *the*, no article *p.166*
*Communicative* Generally speaking *p.195* (instructions *p.183*)
*Vocabulary* Dependent prepositions *p.220* (instructions *p.212*)

**For students**

Workbook 3B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the following on the board:
*fairy tales*
Elicit what they are (stories about magic or fairies, usually for children) and get Sts to tell you the names of some of them, e.g., *Cinderella*, *Sleeping Beauty*, and what happens in the story. Even if they haven't read any fairy tales they may know some from Disney movies.

### 1 READING understanding the difference between two concepts

**a** Books open. Focus on the illustration and the task. Make sure Sts know what a *stereotype* /ˈstɛrɪətaɪp/ is (= a fixed idea or image that many people have of a particular type of person or thing, which is often not true in reality).

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

If Sts worked in pairs, check answers to the first two questions.

**ANSWERS**
A brave young woman is riding to save a man from a dragon. It's challenging the stereotype that women need to be saved from danger by brave men.

Now elicit some ideas for the third question, but don't tell Sts if they are right or not.

**b** Tell Sts to read the article and check their answers to question 3 in **a** and answer the question.

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

**ANSWERS**
Stereotypes are harmful because they are general statements that aren't based on evidence and are often negative. Generalizations are simply general statements based on facts and evidence.

**c** Give Sts time to read the article again and match statements 1–4 to endings A–D.

Check answers.

**ANSWERS**
**1** C **2** B **3** D **4** A

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words. You might want to check Sts know the meaning and pronunciation of *gender* /ˈdʒendər/ (= the fact of being male or female) as it appears later in the lesson.

**d** Either do this question as a whole-class activity or put Sts in pairs and get them to discuss the question.

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

### 2 GRAMMAR articles: *a / an*, *the*, no article

**a** Focus on the instructions and make sure Sts know what a *quote* is (= a group of words taken from a book, play, speech, etc., and repeated because it is interesting or useful).

Tell Sts to fill in the blanks with *a*, *an*, *the*, or no article at all.

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

**ANSWERS**
**1** A **2** – **3** an **4** The **5** a **6** – **7** – **8** the **9** a **10** a **11** – **12** – **13** an **14** a **15** a

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

**b** Give Sts time to think about which quotes they agree with.

Put Sts in pairs or small groups to discuss the quotes.

Get feedback from the class.

**c** Tell Sts to go to **Grammar Bank 3B** on *p.145*.

### Grammar notes

Sts have learned rules for using articles before, but here the main ones are brought together. Most nationalities will have some problems using articles correctly, but especially those who don't have articles in their language.

In this lesson, the basic rules are covered. Other more specific uses, e.g., with geographical names, are introduced in *American English File Level 4*.

Some typical mistakes include:

- omitting the article, e.g., ~~*I saw old man with dog*~~.
- the incorrect use of the definite article when generalizing, e.g., ~~*The men usually love the football*~~.

Focus on the example sentences and play audio **3.14**, **3.15**, and **3.16** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Check answers, getting Sts to read the full sentences.

**ANSWERS**

**a** **1** a nurse, The hospital **2** a horrible day, the car **3** love stories, action movies **4** the theater, once a month **5** dinner, next Friday **6** a chef, the best cook **7** the windows, home **8** dogs, the dogs **9** school, last week **10** happiness, money

**b** **1** the, a, – **2** the, the, – **3** an, the, – **4** the, the, the **5** –, –, the **6** –, –, the **7** –, –, an **8** a, the **9** the, the, –

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

EXTRA PRACTICE OPTION Use the **3B Grammar** photocopiable activity.

## 3 PRONUNCIATION /ə/, two pronunciations of *the*

### Pronunciation notes

/ə/ is the most common sound in English.

/ə/ can be spelled with any vowel. It always occurs in unstressed syllables, or unstressed words, e.g., articles and prepositions.

You may want to let Sts know a simple rule that *-tion* is always pronounced /ʃən/ – note that some dictionaries may write this as /ʃn/.

**a** Play the video for Sts to watch and repeat.

See sound and words in Student Book on *p.33*

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

**b** **3.17** Focus on the instructions and the phrases in the list. Demonstrate clearly the two different pronunciations of *the*, /ði/ and /ðə/.

Play the audio once for Sts to listen and underline the five phrases where *the* is pronounced /ði/.

Check answers.

**ANSWERS**

the office, the umbrella, the internet, the accident, the evening

**3.17**

See phrases in Student Book on *p.33*

Now ask Sts why *the* is pronounced differently in those five phrases.

**ANSWER**

Because the noun starts with a vowel sound (*a*, *e*, *i*, *o*, *u*).

Now ask Sts which phrase in the list is an exception.

**ANSWER**

*The universe* is the exception because it starts with the /yu/ sound (not /ʌ/).

Play the audio again for Sts to listen and repeat the phrases.

**c** Put Sts in pairs and get them to practice saying the phrases. You may want to point out that *It's not the end of the world* is used idiomatically to mean that something isn't a complete disaster.

EXTRA SUPPORT Model and drill each phrase first.

## 4 SPEAKING

**a** **3.18** Focus on the instructions and the generalization.

Play the audio once the whole way through.

Get Sts to compare with a partner, and then check the answer. You could find out with a show of hands who Sts agree with.

**ANSWER**

Two agree with it and one disagrees.

**3.18**

(script in Student Book on *p.132*)

**A** Generally speaking, I think it's true that only children are self-confident. They spend a lot of time with adults, so they learn to discuss things and, in general, they behave in a more grown-up way.

**B** I agree. On the whole, I think that only children are more independent than children with brothers and sisters.

**C** I don't think it's true that only children are self-confident. They tend to spend a lot of time by themselves and they can be pretty quiet and shy around other people. Also, because they don't have brothers or sisters, they aren't usually very good at working out problems with other children.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.132* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**b** **3.19** Focus on the instructions and the **Generalizing** box. Encourage Sts to guess what the missing words might be.

Now play the audio, pausing after each sentence to give Sts time to fill in the blanks.

Check answers.

**ANSWERS**

**1** speaking **2** general **3** On **4** tend **5** usually

**3.19**

See sentences in Student Book on *p.33* and answer key



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**c** Focus on the instructions and the eight generalizations, making sure Sts understand them. You could point out that the items in **bold** remind Sts when to use an article and when not to.

Then put Sts in groups of three or four, and get them to take turns discussing each one.

Monitor and check, correcting any misuse of articles and encouraging Sts to use the expressions for generalizing.

Get feedback from a different group for each topic. You could tell Sts if you agree or not, and why.

## 5 LISTENING understanding the evolution of a concept

**a** Focus on the two photos and ask Sts what they think the artist is saying. Elicit as many opinions as possible. There are many more "pink and blue" photographs on JeongMee Yoon's website.

Now give Sts time to read about the artist and answer the two questions.

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

**ANSWERS**
She's focusing on the stereotype that girls like pink things and boys like blue things.
It makes children think and behave differently.

**b** Focus on the list of toys and do the questions as a whole-class activity, or put Sts in pairs.

If Sts worked in pairs, check answers and make sure Sts know what all the toys are. Model and drill pronunciation.

**ANSWERS**
In the pink photo we can see: dolls, dress-up clothes, soft toys; in the blue photo we can see: action figures, construction toys, soft toys, toy vehicles.

**c** **3.20** Focus on the instructions and make sure Sts remember the meaning of *gender*.

Go through the timeline as a class, making sure Sts understand all the lexis.

Then play the extracts.

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

Check answers.

**ANSWERS**
**1** White **2** pink / blue **3** blue / pink **4** pink **5** blue **6** blue **7** pink **8** red / yellow **9** yellow / red **10** Pink / Blue **11** blue / pink

### 3.20

**I = interviewer, D = Dora Vanette**

**I** Has the "pink for girls, blue for boys" rule always been around?

**D** Actually, not at all. Until about nineteen forty, the colors didn't have these meanings at all. From the seventeen hundreds to around the eighteen fifties, white was the preferred color for children's clothes. Between eighteen fifty and about nineteen forty, both genders dressed in pink and blue, but pink was thought to be a strong color suitable for boys to wear, while blue was considered softer and therefore better for girls – the complete opposite to what we are now familiar with.

**I** Oh really? That's so interesting. So when did our modern blue and pink idea come in?

**D** Well, from nineteen forty to nineteen fifty, the convention of "blue for boys, pink for girls" was established in children's clothes, and this idea gradually expanded to include the toys girls and boys played with, even though only thirty percent of toys were labeled for girls or boys at this time.

**I** Did the pink and blue fashion continue through the nineteen seventies?

**D** Actually, during the seventies, with feminist activism, gender-neutral colors like red and yellow became more popular both for clothes and toys. But by the nineteen eighties, companies realized that they could sell more products if parents bought different things for each gender. Today, pink and blue are more prevalent than ever.

**d** Now tell Sts they are going to listen to the whole show and this time they must choose the correct options to complete sentences 1–6. Give Sts time to read the sentences and options. Make sure they understand all the lexis.

Play the audio again the whole way through.

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

**ANSWERS**
**1** b **2** c **3** c **4** a **5** b **6** c

### 3.21

(script in Student Book on *p.132*)

**I** Welcome to the podcast. And today we're going to talk about a fascinating topic: how color became linked to gender in some countries. I'm with Dora Vanette, a lecturer in the history of design. Dora, thanks for joining us today. Let's start with JeongMee Yoon's "The Pink and Blue Projects."

**D** Yes, sure, well, in "The Pink and Blue Projects," the artist photographed children's rooms – the boys' rooms are full of blue things, and the girls' rooms are full of pink ones.

**I** That's a familiar sight for most people. Is this something we need to worry about?

**D** I think the photos are disturbing because they show how these two colors dominate for children, especially with toys. Toys become the way that gendered ideas influence a child's developing mind.

**I** Has the "pink for girls, blue for boys" rule always been around?

**D** Actually, not at all. Until about nineteen forty, the colors didn't have these meanings at all. From the seventeen hundreds to around the eighteen fifties, white was the preferred color for children's clothes. Between eighteen fifty and about nineteen forty, both genders dressed in pink and blue, but pink was thought to be a strong color suitable for boys to wear, while blue was considered softer and therefore better for girls – the complete opposite to what we are now familiar with.

**I** Oh really? That's so interesting. So when did our modern blue and pink idea come in?

**D** Well, from nineteen forty to nineteen fifty, the convention of "blue for boys, pink for girls" was established in children's clothes, and this idea gradually expanded to include the toys girls and boys played with, even though only thirty percent of toys were labeled for girls or boys at this time.

**I** So, when did this change? I mean, when did toys start being marketed almost exclusively to either boys or girls?

**D** In about the early nineteen sixties. The American company Hasbro started producing soldier dolls called GI Joes, and they were marketed to boys – they became incredibly popular. And at the same time, the even more famous and very pink Barbie doll was also introduced. With GI Joe and Barbie, the idea of certain toys for girls and different ones for boys very quickly became widely accepted. Toys for girls encouraged them to play at being wives and mothers, while toys for boys encouraged them to be adventurous and aggressive.

**I** Did the pink and blue fashion continue through the nineteen seventies?

**D** Actually, during the seventies, with feminist activism, gender-neutral colors like red and yellow became more popular both for clothes and toys. But by the nineteen eighties, companies realized that they could sell more products if parents bought different things for each gender. Today, pink and blue are more prevalent than ever.
**I** Is it really the parents who push their children in these directions, or do the children themselves choose the colors?
**D** Well, there's a famous book called *Cinderella Ate My Daughter*, by Peggy Orenstein, and she describes a problem that many mothers face today, when they find that their daughters actually choose to be a "pretty pink princess" without any encouragement from their parents – actually, sometimes even with opposition from their parents.
**I** Why do you think this is?
**D** Well, mainly because they want to fit in, to belong to a group.
**I** Do you think gendered toys are more a problem for girls? I mean, that girls suffer because their parents don't buy them construction toys or science toys?
**D** No, not at all, it affects both. In fact, even in the twenty-first century, it seems to be a lot more socially acceptable for girls to be interested in science toys than for boys to like dolls.
**I** Well, thank you so much, Dora. That was fascinating.
**D** I'd just like to add that JeongMee Yoon's daughter is now grown-up, and pink is apparently no longer her favorite color!

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.132* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**e** Put Sts in pairs and get them to discuss questions 1–3.

Get feedback from various pairs. You could also tell Sts your answers to one or two of the questions.

EXTRA IDEA If any of your Sts have young children, you could ask them what kinds of toys they play with and what kinds of clothes they wear.

## 6 VOCABULARY & SPEAKING collocation: verbs / adjectives + prepositions

**a** Focus on the instructions and remind Sts that they have to remember which prepositions to use after certain verbs and adjectives, e.g., *you talk to somebody about something*. Get Sts to complete the extracts, and then check answers.

**ANSWERS**
**1** about **2** in

**b** Tell Sts to go to **Vocabulary Bank** Dependent prepositions on *p.164*.

### Vocabulary notes

You may want to point out that some adjectives can be used with more than one preposition, depending on the meaning, e.g., we use *good at* for something you are an expert at, but *good for* when something is beneficial.

Focus on **1 After verbs** and get Sts to do **a** individually or in pairs. Remind them to write the prepositions in the column on the right, not in the sentence.

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

Check answers.

**3.22**
**Dependent prepositions, 1 After verbs**
**1** He apologized **to** the police officer **for** driving fast.
**2** I never argue **with** my husband **about** money.
**3** We're arriving **in** Miami on Sunday.
**4** We're arriving **at** O'Hare Airport at three forty-five.
**5** Could you ask the waiter **for** the check?
**6** Do you believe **in** stereotypes?
**7** Who does this book belong **to**?
**8** I can't choose **between** these two bags.
**9** We might go out. It depends **on** the weather.
**10** I dreamed **about** my childhood last night.
**11** Don't laugh **at** me! I'm doing my best!
**12** I'm really looking forward **to** the party.
**13** If I pay **for** the meal, can you get the tip?
**14** This music reminds me **of** our honeymoon in Italy.
**15** I don't spend a lot of money **on** clothes.
**16** We need to talk **to** Anita **about** her report card.

EXTRA SUPPORT You could play the audio again, pausing after each sentence for Sts to listen and repeat, to give them extra practice with sentence rhythm.

Focus on **Activation** and tell Sts to cover the **Preposition** column on the right and say the sentences with the correct preposition.

Now focus on **2 After adjectives** and get Sts to do **a** individually or in pairs.

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

Check answers.

**3.23**
**2 After adjectives**
**1** My brother is afraid **of** bats.
**2** She's really angry **with** her boyfriend **about** last night.
**3** I'm very close **to** my older sister.
**4** This exercise isn't very different **from** the last one.
**5** We're really excited **about** going to Brazil.
**6** Krakow is famous **for** its main square.
**7** I'm fed up **with** sitting in this traffic jam.
**8** I'm very fond **of** my little nephew. He's adorable.
**9** I've never been good **at** sports.
**10** Eat your vegetables. They're good **for** you.
**11** My sister is very interested **in** astrology.
**12** She's very passionate **about** riding her bike. She does about thirty miles every weekend.
**13** I don't like people who aren't kind **to** animals.
**14** She used to be married **to** a pop star.
**15** I'm really happy **with** my new motorcycle.
**16** My dad was very proud **of** learning to ski.
**17** Why are you always rude **to** waiters and salespeople?
**18** Rachel is worried **about** losing her job.
**19** I'm tired **of** walking. Let's stop and rest.

EXTRA SUPPORT You could play the audio again, pausing after each sentence for Sts to listen and repeat, to give them extra practice with sentence rhythm.

Focus on the **Gerunds after prepositions** box and go through it with the class.

Finally, focus on **Activation** and tell Sts to cover the **Preposition** column on the right and say the sentences with the correct preposition.

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

EXTRA PRACTICE OPTION Use the **3B Vocabulary** photocopiable activity.


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**c** This vocabulary practice video activity focuses on ten phrases with dependent prepositions. Sts watch a series of numbered clips (five verbs, followed by five adjectives) and make sentences using prepositions.

Focus on the photo. Tell Sts that they need to watch the clips and choose a verb (1–5) or adjective (6–10) from the list on the left of the screen, and a preposition, and make a sentence. Use the photo to elicit ideas for the first one.

Play the video once the whole way through. Then play it again, pausing after each clip to elicit answers, or to give Sts time to write them.

**ANSWERS**

1 She's choosing between two bags.
2 She's talking to her family / parents online.
3 They're arguing with each other.
4 They're laughing at something they can see on the phone.
5 They're arriving at Istanbul Airport. / They're arriving in Istanbul.
6 He's fed up with waiting (for somebody).
7 They're worried about money / the bills.
8 He's angry with his dog.
9 He's good at skiing.
10 The cat's afraid of the dog.

**d** Tell Sts to complete questions 1–12 with a preposition.

**e** **3.24** Play the audio for Sts to listen and check.

Check answers, making sure Sts understand the questions.

**3.24**

1 When you're with your close friends, what do you usually talk **about**?
2 Is there anything you're really looking forward **to**?
3 Who in your family are you closest **to**?
4 What kind of movies are you most interested **in**?
5 What's your town or region famous **for**?
6 What superstitions do you believe **in**, if any?
7 Is there a story in the news right now that you're really tired **of**?
8 Have you bought anything recently that you're very happy **with**?
9 What does success on an exam depend **on**?
10 What do you hate spending money **on**?
11 What achievement are you most proud **of**?
12 Who was the last person you apologized **to**? What **for**?

Tell Sts that the preposition is usually unstressed, but that at the end of a question, both parts of the phrase are stressed (e.g., …*tired of* – here *of* isn't weak /əv/).

EXTRA SUPPORT Play the audio again for Sts to listen and repeat the questions, making sure they stress the final preposition.

Now put Sts in pairs and get them to ask and answer the questions, giving as much information as possible.

Get some feedback from various pairs.

EXTRA SUPPORT Get Sts to choose a few questions to ask you first.

EPISODE 2 PICTURES OF YOU

# Images of the city

**Practical English** giving opinions

## Lesson plan

In this lesson, Sts learn to give opinions. *Pictures of you* continues with Episode 2, *Images of the city*. After a recap of what happened in Episode 1, we see Izzy giving her presentation to Dominic. It doesn't go well, since, as Izzy had anticipated and in fact agrees, the images are not right. Izzy and Max then discuss what they think the photos should be for when they present again in a few days' time. Later that day, at home, Izzy tells Pamela about her day and how stressed she is about her problems at work. Pamela thinks she can help Izzy, and at the end of the episode we see Izzy go into Ben's exhibition.

**Video material**

*Pictures of you* – Episode 2

**More materials**

**For teachers**

**Oxford English Hub**

Quick Test 3

File 3 Test

**For students**

Workbook Practical English 2

Can you remember…? 1–3

## THE STORY SO FAR (books closed)

Play the first part of the video – the recap of Episode 1 (*Previously*) – and elicit from Sts who the characters are and what happened in the first episode of *Pictures of you*. You could also elicit some of the language Sts learned for reacting to what people say.

## 1 IZZY GIVES A PRESENTATION

**a** Books open. Focus on the photos and do the questions as a whole-class activity, eliciting ideas and opinions from Sts.

**ANSWER**

Some London sights in the photos, clockwise from top: Big Ben, Parliament, double-decker bus, Buckingham Palace, fish and chips restaurant

**b** In this part of the video, *Izzy gives a presentation*, Izzy gives the presentation that Max was working on in Episode 1.

Focus on the question. Play the video once.

Check the answer.

**ANSWER**

Izzy defends the photos and says they are iconic (= something famous that people admire), but she knows they aren't right. Dominic doesn't like them because he thinks they are boring; they are things everyone has seen.

**M = Max, I = Izzy, D = Dominic**

**M** Coffee, boss.
**I** Thank you. Have you finished the pages for *Images of London*?
**M** Don't worry. I finished them last night. We're ready to go.
**I** I'd like to see them before the meeting.
**M** Relax! Dominic's going to love them.
**I** What am I looking at?
**M** The new *Images of London* design.
**I** This is not what we talked about at all.
**M** What, don't you like it?
**I** It's…um…How can I say this nicely?…It's boring. And these photos aren't original at all. These are the same old images we've seen so many times before. Why didn't you do what I asked you to?
**M** I…I thought this was better.
**I** These are the photos we've chosen and…we think they're very iconic…
**D** Stop! What is this, Izzy? This isn't new or exciting. I told you I wanted something new and unique! These images are all so clichéd.
**I** I'm sorry. We…I had some issues.
**D** I want the real London. I want it to be fresh. I want it to be unique. I want people to look at it and say "Wow. London is cool. London is the place to live." This isn't good enough. These photos look like a… London tourist brochure.
**I** I know. I'm sorry, Dominic. It's my fault. Can you give me some time to put it right?
**D** You've got two days to come up with something much better. And I want the photographs to be exceptional. And Izzy…
**I** Dominic.
**D** I don't want to be disappointed again.
**M** Well, that didn't go very well, did it?
**I** No, it didn't.

**c** Focus on sentences 1–8 and give Sts time to read them. Elicit / Explain the meaning of *clichéd* (= something that has been used so often that it is not interesting).

Put Sts in pairs to discuss if they can remember who said the sentences.

Play the video again.

Then give Sts time to check their answers in pairs.

**ANSWERS**

**1** M **2** I **3** M **4** D **5** I **6** I **7** D **8** M

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

## 2 GIVING OPINIONS

**a** In this part of the video, *Giving opinions*, Izzy and Max are discussing what kinds of photos of London they need when they present again in two days' time.

Focus on the photo and the questions. Play the video for Sts once.

Check answers.



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**ANSWERS**
Izzy wants new and exciting photos. She wants to show a different side of London, things they haven't seen before.
Max wants glamorous photos of expensive hotels and restaurants, and the iconic sights of London.

**I = Izzy, M = Max**
**I** OK. Let's start again. We need a completely new and exciting vision of London.
**M** Personally, I think we didn't go big enough. I think the photos of the most exclusive restaurants and the most luxurious hotels are great. But we just need more glamorous images.
**I** To be honest, I think you're wrong. People are tired of that. Anyway, our magazine isn't just for rich people. It's for everyone.
**M** Oh, sure. But if you ask me, people want to see what they can't have. London is a glamorous city – you know, that's what people dream about. That's what people want to see.
**I** I don't agree. You think everyone wants the same thing. In my opinion, we need to show the readers something they've never seen before. A side of London they didn't even know existed. A hidden London.
**M** I don't think that's right. I think people want to see the most iconic sights in London. Don't you agree?
**I** OK, I agree people like the iconic sights of London, but they've probably seen them already. There is so much more for them to see. Things they haven't seen before. We just have to find it and show it to them.
**M** Fine…so how do we do that?
**I** I don't know…yet.

**b** Focus on the instructions. Then give Sts time to read through the extracts and to think about what the missing words might be.

Now play the video again, pausing if necessary after each extract to allow Sts to fill in the blanks.

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

**ANSWERS**
**1** Personally **2** honest **3** wrong **4** sure **5** ask **6** agree **7** opinion **8** right **9** Don't **10** agree

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

**c** Play the video and tell Sts to watch and repeat the highlighted phrases and sentences in **b** when the video pauses. Encourage them to copy the rhythm and intonation.

Same as previous video with repeat pauses

**d** Put Sts in pairs, **A** and **B**. **A** is Izzy and **B** is Max. Get Sts to read the conversation in **b** aloud, paying attention to rhythm and intonation.

When they have finished, they should change roles.

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

**e** Focus on the **Giving opinions** box and go through it with the class. Then get Sts to read the instructions and look at the three discussion topics. Put Sts in small groups of three or four.

Give Sts time, in their groups, to discuss each topic. Encourage them to use the phrases from the focus box.

When time is up, choose one of the topics and elicit different opinions from the class.

## 3 PAMELA HAS AN IDEA

**a** Focus on the photos and do the questions as a whole-class activity. Elicit some ideas, but don't tell Sts if they are right or not.

**b** In this scene, *Pamela has an idea*, Izzy tells Pamela about her work issue, and Pamela makes a suggestion.

Play the video for Sts to watch and check their answers.

Check answers.

**SUGGESTED ANSWERS**
**1** She's feeling stressed / unhappy, etc., because of Max / the presentation to Dominic went badly, and she only has two days to come up with something new.
**2** Pamela has seen Ben's photos, and thinks they are the images that Izzy needs. She tells Izzy to go and see Ben's show.

**P = Pamela, I = Izzy, B = Ben**
**P** So…how's work?
**I** It could be better…It's very stressful at the moment.
**P** Why's that?
**I** It's Max. He let me down.
**P** Again?
**I** I asked him to do an important job and he didn't do it properly.
**P** That's annoying.
**I** It's very annoying! Why did I trust him? I know what he's like.
**P** Don't blame yourself, Izzy. You're Max's boss. You can't do it all on your own.
**I** But this is an important project for the magazine. And now we only have two days to get it right. Dominic is really unhappy about it.
**P** You need some inspiration.
**I** No. It isn't inspiration I need. I want to show the real London. I know exactly the kind of images I need. But I don't have enough time to find them.
**P** What do you mean by "the real London"?
**I** I want to show a side of London the readers of our magazine have never seen. Not the London you always see in magazines. Not the London the tourists always see. I want to show the hidden London. The secret London…And to show the real people that live there.
**P** Izzy, I think I can help you.
**I** Can you? How?
**P** I have an idea.
**B** Sorry, the exhibition isn't until…tomorrow. Izzy!

**c** Give Sts time to read sentences 1–3 and the options, and see if they know the answers.

Play the video again.

Now give Sts time to choose the correct answers.

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

**ANSWERS**
**1** b **2** c **3** b

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

## 4 SOCIAL ENGLISH

**a** Focus on the phrases in the chart and go through them with the class.

Now give Sts time to match a phrase in **A** to a response in **B**. They can do this individually or in pairs.

**b** ▶ Play the video for Sts to watch and check.

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

**ANSWERS**

1 Relax! Dominic's going to love them.
2 What, don't you like it?
3 You've got two days to come up with something much better.
4 It could be better.
5 That's annoying.
6 Don't blame yourself, Izzy.

Now play the video again for Sts to watch and repeat.

**c** Focus on the instructions and put Sts in pairs, making sure they understand what they have to do.

Monitor and help. Make sure they change roles. If there's time, you could get Sts to close their books and respond from memory.

## WHAT DO YOU THINK?

Focus on the questions and make sure Sts understand all the lexis.

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

Elicit some feedback from the class.



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# 4A Modern manners

G obligation and prohibition: *have to*, *must*, *should*
V phone language
P silent consonants

## Lesson plan

The main topic of this lesson is manners in today's world – how people should behave in a variety of common situations.

In the first half of the lesson, the focus is on phone etiquette. The lesson begins with a vocabulary focus on words and phrases related to phones. A short article about Michael Sheen, the actor, asking a member of the audience during a performance to turn their phone off provides the context for Sts to practice common ways of expressing obligation using *must*, *have to*, and *should*. Sts will have met these verbs separately, but will probably not have contrasted them before. In Pronunciation, Sts work on silent letters in, for example, *should* and *wrong*. Then they put the new grammar into practice in a speaking activity about annoying things people do with their phones.

In the second half of the lesson, Sts read an article extracted from a book about modern manners. In Listening, the focus is on people's problems with rude relatives. This leads into an extended speaking activity where Sts discuss "modern manners" and their relative importance in different situations. The lesson ends with Sts writing an email of complaint about a restaurant meal they did not enjoy.

**More materials**

**For teachers**

**Photocopiables**

*Grammar* obligation and prohibition: *have to*, *must*, *should p.167*

*Communicative* Me and my opinions *p.196* (instructions *p.183*)

**For students**

Workbook 4A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write these questions on the board and get Sts to talk about them in small groups:

*What brand is your phone?*
*How long have you had it?*
*Would you like to get a new one? Why (not)?*
*Do you keep your phone on silent? Or do you have a special ringtone?*
*What do you use your phone for (apart from talking)?*
*Where and when do you usually turn off your phone?*

Get some feedback from various groups.

## 1 VOCABULARY phone language

**Vocabulary notes**

As with all technology-related vocabulary, things change rapidly and you may find that there are more verbs / expressions that have come into use recently that you would like to teach.

You may want to point out that although people no longer physically "hang up" their phones at the end of a conversation, the expression continues to be used for putting an end to a phone conversation.

**a** 4.1 Books open. Focus on the instructions and sentences A–L. Give Sts time to go through them in pairs and say what they think the **bold** words and phrases mean. Clarify the meaning of any words or phrases they don't know.

Now play the audio, pausing after the first one, and elicit that what Sts heard was someone saying goodbye and ending the call, so the answer is *C*.

Continue playing the audio to the end, pausing after each item to give Sts time to number the correct one.

EXTRA SUPPORT Alternatively, you could pause the audio after each item and let Sts, in pairs, choose the correct sentence.

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

**4.1**

1 Thanks very much. OK. Goodbye. [Hangs up.]
2 A That's all good, but the financial figures for the last quarter do give us some cause for concern. I mean, it had…[phone ringing].
All Oh…Oh no…
A Who's that?
B Sorry. Sorry about that, guys.
3 [Sound of busy tone.] Aaah.
4 All our representatives are busy right now. Please hold for the next available representative.
5 Hi, Phil, it's Sandra. I'll be home in ten minutes. See you. [Sound effect of playing it back at double speed, then pings it over]
6 [Sound effect of several different ringtones]
7 [Sound effect of dialing tone and ringtone]
8 A Hi, honey. I'm on the six twenty-five, so I should get in at eight twenty-two.
B Great. Do you want me to…
A Hello Jane? Jane, can you hear me?
9 A Hello?
B Oh, hi. It's Eric. I called half an hour ago, but Ann wasn't in. Is she there now?
10 [Sound effect of someone texting]
11 A Here, take a look…Yeah, the next one…
B Oh, you look so pretty. Where's this one taken?
12 A I need to talk to both of you.
B Oh, right. Emma, come here. Dad wants to speak to both of us.
C Hi Bernard.
A Can you both hear me?
B & C Yes, yes.

**b** 4.2 Tell Sts they are now going to hear the answers with the audio from **a**.

Play the audio for Sts to listen and check.

Check answers.

**4.2**

7 A (*audio from 4.1*) He's dialing a number.
10 B (*audio from 4.1*) She's texting a friend.
1 C (*audio from 4.1*) He just hung up.
6 D (*audio from 4.1*) She's choosing a new ringtone.
9 E (*audio from 4.1*) He's calling back.
5 F (*audio from 4.1*) She sent him a voice message (or voice note).
3 G (*audio from 4.1*) The line's busy.
12 H (*audio from 4.1*) He's putting him on speakerphone.
2 I (*audio from 4.1*) His phone went off in the middle of a meeting.
4 J (*audio from 4.1*) She needs to talk to a helpline, but they put her on hold.
8 K (*audio from 4.1*) He was cut off in the middle of a conversation.
11 L (*audio from 4.1*) She's scrolling through photos.

Get Sts to close their books and play the audio again. Pause after each item and get the class (or individual Sts) to say the sentence.

**c** Focus on questions 1–7 and go through them with Sts. Make sure they understand all the phrases in orange.

Now put Sts in pairs and get them to ask and answer the questions, giving as much information as possible.

Get some feedback from various pairs.

EXTRA IDEA Get Sts to ask you some of the questions first.

## 2 GRAMMAR obligation and prohibition

**a** Focus on the task and make sure Sts know the meaning of *incident* (= something that happens, especially something unusual or unpleasant).

Now focus on the photo and the title of the article, making sure Sts understand it.

Give Sts time to read the article and comments.

Put Sts in pairs to discuss which comments they agree with.

Elicit some feedback from various pairs.

EXTRA SUPPORT Read the article together and pause in places to ask Sts some comprehension questions, e.g., *What happened during a performance of* Under Milk Wood *at London's National Theater?* (A phone rang / went off five times and there were a lot of notification sounds.), *What did Michael Sheen do?* (He stopped the play and asked the owner of the phone to turn it off.), *How did the audience react?* (They broke into applause.), etc.
Tell Sts to then read the comments and decide which they agree with.

**b** Tell Sts to read the comments again and match the six highlighted phrases to their meaning. You could point out that two phrases have the same meaning.

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

**ANSWERS**
**A** 4 **B** 3 **C** 2, 5 **D** 6 **E** 1

**c** Tell Sts to go to **Grammar Bank 4A** on *p.146*.

### Grammar notes

**Obligation and necessity: *have to* and *must***

*Have to / must* and *should / shouldn't* were taught separately in *American English File Level 2*.

In this lesson, they are reviewed and contrasted in more detail.

Some typical mistakes include:

- saying *must to*, e.g., ~~*I must to be on time tomorrow*~~.
- confusing *must not* (prohibition) and *don't have to* (not necessary / not obligatory)
- using *must* (not *had to*) in the past tense, e.g., ~~*I must study last night*~~.

**Advice or opinions: *should / shouldn't***

The important point to emphasize here is that *should* isn't as strong as *have to / must*, and it is usually used to express a personal opinion or give advice.

Compare:

- *You should talk to your teacher about the problem.* (= I think it's a good idea.)
- *You must talk to your teacher about the problem.* (= I think it's very important you do this.)

Focus on the example sentences and play audio **4.3**, **4.4**, **4.5**, and **4.6** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

EXTRA IDEA In a monolingual class, if you know your Sts' L1, you could get Sts to translate the example sentences and compare the forms / verbs they would use in their L1.

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

Check answers, getting Sts to read the full sentences.

**ANSWERS**
**a** **1** ✓ **2** must not **3** ✓ (*has to* would be more common because it's an external obligation) **4** ✓ **5** ✓ **6** don't have to **7** had to **8** shouldn't
**b** **1** Did you have to **2** Must I **3** she has to **4** Have you, had to **5** not having to **6** we should **7** I didn't have to

Tell Sts to go back to the main lesson **4A**.

EXTRA PRACTICE OPTION Use the **4A Grammar** photocopiable activity.

**d** Do this as a whole-class activity.

## 3 PRONUNCIATION silent consonants

### Pronunciation notes

Silent consonants are a feature of English. Sts will be aware of some of these, but probably not all of them. Sometimes Sts may have been pronouncing, for example, the *l* in *calm*, since they learned the word without realizing that it is a silent consonant (even though they don't perhaps pronounce the *l* in *half* or *walk*).

**a** In pairs, Sts look at the words in the list and decide which consonant (or consonants) is silent in each one.

**b** **4.7** Play the audio for Sts to listen and check.

Check answers by writing the words on the board and crossing out the silent consonants (they are marked in green in the key).


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**ANSWERS**

| | | |
|---|---|---|
| calm | hour | talk |
| design | island | walk |
| dishonest | knowledge | whole |
| doubt | listen | wrong |
| foreign | rhythm | |
| half | should | |

**4.7**
See words in Student Book on *p.39* and answers above

EXTRA CHALLENGE You could elicit the silent consonants in other words (in **bold** here), e.g., *thum**b**, cas**t**le, s**c**ience, **k**nee, ans**w**er, si**g**n, clim**b**, s**c**issors, ex**h**austed*, etc.

**c** Focus on the sentences and put Sts in pairs to practice saying them.

EXTRA SUPPORT Model and drill the sentences before putting Sts in pairs.

Then get individual Sts to say the sentences.

## 4 SPEAKING

Focus on the instructions and make sure Sts can remember the meaning of *annoy*.

Now go through *Annoying things people do with their phones* and make sure Sts understand all the lexis, e.g., *selfie*, *post*, etc.

Put Sts in small groups of three or four and get them to discuss each item in the list by answering the questions.

Get some feedback from various groups.

## 5 READING assessing a point of view

**a** Focus on the task and, if you haven't already focused on the title of the lesson, make sure Sts know the meaning of *manners* (= behavior that is considered to be polite in a particular society or culture).

Do the question as a whole-class activity.

**ANSWER**
Somebody being very noisy on public transportation

**b** Focus on the instructions and make sure Sts know the meaning of *tip* (= a small piece of advice about something practical).

EXTRA SUPPORT Before Sts read the whole extract, read the introduction together and then elicit / explain the meaning of some of the lexis, e.g., *putting yourself in someone else's shoes*, *go out of fashion*.

Now give Sts time to read the extract and complete the tips.

Check answers.

**ANSWERS**
**1** D **3** C **4** H **7** G **11** F **12** B **14** A **15** E

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

**c** Tell Sts to read the 15 tips again and mark with a ✓ the ones they strongly agree with and with an ✗ the ones they disagree with.

**d** Put Sts in pairs and get them to compare their answers in **c** and explain their reasons.

Elicit some feedback from various pairs.

Finally, ask the class if they think manners are important and why (not).

EXTRA IDEA Get Sts, in pairs, to write a tip about manners like the ones in the extract in **b**. Get pairs to read out their tip for the class to discuss whether it is important or not. Finally, ask Sts which tip they think is the best.

## 6 LISTENING understanding problems and advice

**a** **4.8** Tell Sts they are going to listen to a radio show in which people call in to talk about a problem with a relative. Make sure Sts understand the phrase *rude relatives*.

Now play the audio once the whole way through, pausing after each story to give Sts time to make notes. Play it again if necessary.

Check answers.

**ANSWERS**
**1** Belinda's mother-in-law criticizes Belinda's cooking.
**2** Damien's brother brings his dog when he comes to stay, but Damien and his girlfriend don't like dogs.
**3** Miranda's young nephew behaves very badly when he comes to visit Miranda with his parents.

**4.8**
**1 Belinda** She's a nice woman, don't get me wrong, and on the whole, we get along well, but one thing she does that I think is really rude, is that whenever she comes over for a meal, she criticizes my cooking. I'm not a professional – obviously – but I think I'm a pretty good cook, and it really annoys me, especially after I've spent hours making something really good.
**2 Damien** Well, he lives in New York City, and he likes to come and stay with us from time to time, which is great. But he just called me saying he's coming next month and he's bringing his new dog. I know he just got this dog, and he takes really good care of it, and doesn't like leaving it alone, but it's still a puppy and my girlfriend and I aren't very into dogs. Also, we just redecorated our house, and we did a lot of work on the yard, and I'm pretty sure the dog's going to destroy them both.
**3 Miranda** He's eight years old and his parents don't set any rules for him. So, he's really wild, and whenever they come to our house, he just shouts all the time, jumps on the furniture, makes a mess in the kitchen. He even writes on the walls! It's really exhausting, but my sister's very sensitive about me criticizing her son, so generally I don't say anything. But I've reached the point where I'd almost prefer it if they didn't come over.

**b** Put Sts in pairs and get them to think of some advice for each caller.

Elicit some ideas for each caller.

**c** **4.9** Tell Sts they are going to hear some extracts from Sarah, an etiquette expert (an expert in manners), giving advice for each caller.

They must listen and complete the missing words.

Play the audio, pausing after each piece of advice to give Sts time to write.

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

**4.9**

**Belinda**

1 I think you should be the one **who behaves well**.
2 You shouldn't **argue with her** because she won't change her opinion.

**Damien**

3 I think you should politely, but directly, **say how you feel**.
4 To be honest, you don't really have to **give a reason**.

**Miranda**

5 You have to **speak to his parents** before their next visit.
6 Explain that he has to **calm down** a little when he's visiting.
7 "You must not **write on the walls**."

**d** **4.10** Tell Sts they are now going to listen to the whole show so they will hear the host, the callers, and Sarah giving advice.

Play the audio once the whole way through.

Elicit from the class what each piece of advice is and whether they agree with it or not. If not, ask why.

**4.10**

(script in Student Book on *p.132*)

**H = host, B = Belinda, S = Sarah, D = Damien, M = Miranda**

**H** Good afternoon, everyone. On today's *Modern Manners Show*, the subject is family, and what to do with rude relatives. Our etiquette expert Sarah is here to take your calls, so if you have a family member who behaves badly, and you don't know what to do about it, just call us here at 1-800-555-4545.
And our first caller is Belinda, from Walnut Creek. Hi, Belinda, tell us about your rude relatives.

**B** Well, I hate to say it because it's such a cliché, but it's my mother-in-law. She's a nice woman, don't get me wrong, and on the whole we get along well, but one thing she does that I think is really rude is that whenever she comes over for a meal, she criticizes my cooking. I'm not a professional – obviously – but I think I'm a pretty good cook, and it really annoys me, especially after I've spent hours making something really good.

**H** OK, so Sarah, over to you. How should Belinda deal with her mother-in-law?

**S** Hi, Belinda. I know this won't be easy, but when she does this, I think you should be the one who behaves well. Stay calm, thank her as politely as possible for her advice, and change the subject. You shouldn't argue with her, because she won't change her opinion – and it won't make you feel better either. Instead, encourage your husband or another relative to say how great your cooking is in front of your mother-in-law. When she sees that her criticisms aren't having any effect, and that everybody else loves your food, she'll either stop criticizing or she'll start paying compliments herself.

**H** Thanks very much, Sarah. And our next caller is Damien, from Hudson. Hi, Damien. I think you're going to tell us about a problem with your brother, is that right?

**D** Yes, that's right.

**H** So what's the issue?

**D** Well, he lives in New York City, and he likes to come and stay with us from time to time, which is great. But he just called me saying he's coming next month and he's bringing his new dog. I know he just got this dog, and he takes really good care of it, and doesn't like leaving it alone, but it's still a puppy, and my girlfriend and I aren't very into dogs. Also, we just redecorated our house, and we did a lot of work on the yard, and I'm pretty sure the dog's going to destroy them both.

**H** Sarah, what do you think Damien should do with his brother and his dog? Do you think it's rude to arrive at someone's house with a dog?

**S** Yes, I have to say I do. It's bad manners for a guest to bring an uninvited pet, even to a relative's home. This is true even if you have one of your own and your house is already animal-friendly. I think you should politely, but directly, say how you feel. You can add a reason like, as you say, you just redecorated, but to be honest, you don't really have to give a reason.

**H** Well, that's very clear advice. Thanks, Sarah. And finally, Miranda from San Pedro. Hi, Miranda. Tell us about your problem.

**M** Hi there. My problem's with my nephew, my sister's son. He's eight years old and his parents don't set any rules for him. So he's really wild, and whenever they come to our house, he just shouts all the time, jumps on the furniture, makes a mess in the kitchen. He even writes on the walls! It's really exhausting, but my sister's very sensitive about me criticizing her son, so generally I don't say anything. But I've reached the point where I'd almost prefer it if they didn't come over.

**H** Sarah, what should Miranda do with her nightmare nephew?

**S** You have to speak to his parents before their next visit, or at least to your sister. But instead of being critical, say how great it is that their son has so much energy, and how much you love him, but then explain that he has to calm down a little when he's visiting. And at the beginning of his next visit, welcome him, but give him some rules for your house. Say, "Hi. It's great to see you again! But just a couple of house rules: no jumping on the furniture, and if you want to draw, please use a piece of paper – you must not write on the walls." He won't mind, and in the long run your sister will be grateful.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.132* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

## 7 SPEAKING

**a** **4.11** Focus on the task and then play the audio once the whole way through.

Check the answer to the first question and elicit opinions to the second.

**ANSWER**
Two

**4.11**

(script in Student Book on *p.133*)

**A** Well, I don't think people should eat or drink in a movie theater. I mean, a movie only lasts about two hours. I think people should have a meal before or after a movie.

**B** Yes, I agree, I think it's bad manners to eat in a movie theater, especially noisy food, like chips. Some movie theaters nowadays are more like restaurants! You get a menu and then somebody brings the food and drink to your seats. I think it's rude to eat noisy food when other people are trying to watch the movie.

**C** I don't think you have to ban food altogether, just *noisy* food. It's nice to maybe have a drink and a snack, like a chocolate bar. That doesn't make a noise.

**A** Yes, it does! I hate it when people unwrap a chocolate bar or candy. The paper always makes a lot of noise!

**B** It really annoys me, too. If people want to eat or drink when they see a movie, they should stay at home and watch the movie on TV.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.133* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.



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**b** 4.12 Focus on the instructions and the **Saying what you think is right** box. Encourage Sts to guess what the missing words might be.

Now play the audio, pausing after each sentence to give Sts time to fill in the blanks.

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

**ANSWERS**
**1** should **2** manners **3** rude **4** have **5** hate **6** annoys

**4.12**
See sentences in Student Book on *p.41* and answer key

**c** Focus on the questionnaire and make sure Sts understand all the statements.

Give Sts time to mark each statement ***GM*** (good manners), ***BM*** (bad manners), or ***NI*** (not important) according to their opinion.

**d** Divide Sts into small groups of three or four.

Give Sts time to talk about each item in the questionnaire.

EXTRA SUPPORT Read the first situation in the questionnaire and elicit opinions from the whole class, encouraging Sts to use *I think people should…*, *I don't think people should…*, *I don't think it's…*, etc.

If there's time, get some feedback from various groups to see if Sts agree with each other.

## 8 WRITING an email of complaint

Tell Sts to go to **Writing Bank 4** on *p.122*.

**a** Focus on the title, *An email of complaint*, and elicit that *complaint* is the noun from the verb *complain*, which Sts saw in the previous activity.

Now focus on the questions and options, making sure Sts understand all the lexis.

Give Sts time to read the email and then choose the correct options in 1 and 2.

Check answers.

**ANSWERS**
**1** c **2** b

**b** Tell Sts to read the email again and find in which paragraphs 1–5 are mentioned.

Check answers.

**ANSWERS**
**1** A **2** C **3** B **4** C **5** A

**c** Now tell Sts to match Luis's complaints (1–3) to his solutions (A–C).

Check answers.

**ANSWERS**
**1** C **2** B **3** A

**d** Focus on the **Formal language** box and go through it with the class. Remind Sts that they saw informal language in **Writing Bank 2** (an informal thank-you email).

Now give Sts time to look at the highlighted phrases in the email and rewrite 1–8, using formal language. Point out that the first one (*Dear Mr. Krol,*) has been done for them.

Check answers.

**ANSWERS**
**2** The table was dirty, **which I found very unpleasant**.
**3** **I am writing to complain about** your new menu.
**4** **Regards / Sincerely (yours)**
**5** Children **should not be allowed to** misbehave.
**6** **I did not expect to find that** your prices had increased.
**7** **I look forward to hearing from you**.
**8** The prices **should be updated on your website**.

**e** Now tell Sts they are going to write an email of complaint to a restaurant. They should plan three paragraphs and make notes about the problems, and provide solutions.

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

**g** Sts should check their work for mistakes before handing it in.

# 4B Yes, we can!

G ability and possibility: *can*, *could*, *be able to*
V *-ed* / *-ing* adjectives
P sentence stress

## Lesson plan

The grammatical focus of this lesson is how to use *be able to* in the tenses / forms where *can* / *can't* cannot be used. The main context is learning a new skill, and the grammar is presented through two conversations about people's abilities. This is followed by a pronunciation focus on sentence stress in sentences with *can* / *could* / *be able to* and a Speaking activity, where Sts put the new language into practice. Finally, Sts read an article about an accomplished British professor who learned to read at the age of 18.

In the second half of the lesson, Sts watch some teachers from different countries giving tips on how to practice English outside the classroom. This leads into a short grammar spot on the use of reflexive pronouns and a speaking activity where Sts talk about learning English. There is then a vocabulary focus on adjectives which have both *-ed* and *-ing* forms, e.g., *disappointed* / *disappointing*. Finally, Sts watch a video documentary about Alex Rawlings, a British language teacher with a talent for learning foreign languages (he can speak 11).

| Video material |
|---|
| Grammar – ability and possibility |
| Listening – *Teachers' tips for practicing English* |
| Listening – *Hello in different languages* |
| Listening – *An interview with Alex Rawlings* |

| More materials |
|---|
| **For teachers** |
| **Photocopiables** |
| *Grammar* ability and possibility: *can*, *could*, *be able to* p.168 |
| *Communicative* Tell us about… *p.197* (instructions *p.183*) |
| **For students** |
| Workbook 4B |

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board: *Yes, we can!*
Ask the class which politician had this as his slogan, and when (Barack Obama during his US presidential campaign in 2008).
Ask Sts why they think he chose it (because it was a very positive message that showed that the people had power).

### 1 GRAMMAR ability and possibility

**a** Books open. Focus on the instructions, and elicit / explain the meaning of *skill* (= the ability to do something well). Now focus on the list of skills, making sure Sts know what they mean.

Get Sts, in pairs, to name two of the activities for each of the four categories.

Get some feedback from various pairs.

EXTRA SUPPORT Demonstrate the activity by telling Sts about yourself first.

**b** Tell Sts to look at the photos, and elicit where the people are and what they think is happening. Then focus on the extracts from the conversation and give Sts time to read them.

Now play the video once the whole way through for Sts to watch.

Then tell Sts to try to fill in the blanks in the conversations.

1 A Oh, hi, Ashley. What are you doing here?
B I was looking for a physics book, but I couldn't find it. And you?
A I need a copy of Dante. *La Divina Commedia*.
B *The Divine Comedy*?
A Yes, but I want it in Italian, not in translation…Here it is.
B Can you speak Italian well?
A Yes, I can speak it very well.
B Lucky you! I'd love to be able to speak a foreign language well.
2 A I love that picture. Who did it?
B It was my son, Marco. He did it when he was about six or seven.
A Does he still draw or paint?
B No, not really. He went to art classes after school for about six months, but he wasn't that interested and he decided he didn't want to go anymore. But I think he was really good. I love this picture.
A When I was a kid, I could draw really well. Now I'm hopeless.
B I've never been able to draw or paint. Not even when I was younger.

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

**c** Play the video again, and then check answers.

**ANSWERS**
1 Can, can, be able to 2 could, been able to

Then complete 1–2 as a whole class.

**ANSWERS**
1 can / could 2 can

**d** Tell Sts to go to **Grammar Bank 4B** on *p.147*.

### Grammar notes

Sts should all be very familiar with the verb *can* for ability and possibility (or permission). *Can* / *can't* is a modal verb, which has a past and conditional structure (*could* / *couldn't*), but has no present perfect or past perfect forms, nor does it have an infinitive or *-ing* form. In these situations, *be able to* must be used.

! For the future, you can often use *can* or *will be able to*, e.g., *I can't go to the meeting tomorrow.* / *I won't be able to go to the meeting tomorrow*.

Some typical mistakes include:

- trying to use *can* where they should use *be able to*, e.g., ~~*I want to can speak English well.*~~ / ~~*I won't can come to your party on Saturday.*~~
- leaving out *to*, e.g., ~~*I won't be able help you*~~, or using it after *can* or *could*, e.g., ~~*I could to play the piano well.*~~


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! There is a very small difference between *could* and *was able to*. In an + simple past sentence, if we want to refer to something that someone succeeded in doing – something difficult on a specific occasion – we use *be able to* (or *managed to*), e.g., *Although the space was very small, he was able to* (or *managed to*) *park there*. In this context it is not possible to use *could*. With a strong class you may want to point this out.

Focus on the example sentences and play audio **4.13** and **4.14** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

EXTRA IDEA In a monolingual class, you could get Sts to translate the example sentences and compare the forms / verbs they would use in their L1.

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

Check answers, getting Sts to read the full sentences.

**ANSWERS**
**a** **1** ✓ **2** be able to **3** been able to **4** being able to **5** be able to **6** ✓ **7** ✓ **8** be able to **9** been able to **10** ✓
**b** **1** haven't been able to **2** being able to / to be able to **3** will / 'll be able to **4** Will, be able to **5** to be able to **6** not being able to **7** were able to **8** won't be able to **9** Have, been able to **10** isn't able to

Tell Sts to go back to the main lesson **4B**.

EXTRA PRACTICE OPTION Use the **4B Grammar** photocopiable activity.

## 2 PRONUNCIATION & SPEAKING sentence stress

### Pronunciation notes

If necessary, remind Sts about sentence stress in English (see **Pronunciation notes** in **Lesson 2B** on *p.45*).

**a** **4.15** Tell Sts that they are going to hear four sentences using a form of *be able to*. The first time they listen, they should try to write in the pink boxes the stressed words they hear. Point out that one word (*never*) has been done for them.

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

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

**4.15**
1 He's **never** been **able** to **dance**.
2 We **won't** be **able** to **come**.
3 I'd **love** to be **able** to **ski**.
4 She **hates not** being **able** to **drive**.

**b** Now tell Sts to look at the words they have written and try to remember the unstressed words and write the complete sentences.

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

Check answers, eliciting the sentences and writing them on the board.

**ANSWERS**
See script 4.15

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

Then repeat the activity, eliciting responses from individual Sts.

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

**d** **4.16** Go through the instructions. Focus on the two examples and explain that Sts will first hear an example sentence, e.g., *I'd love to be able to ski*. Then they will hear a verb or verb phrase (e.g., *ride a horse*). Sts then have to make a new sentence using that verb / verb phrase, i.e., *I'd love to be able to ride a horse*. At the same time, they should try to copy the rhythm of the original sentence.

When Sts are clear what they have to do, play the audio and get the whole class to respond.

**4.16**
1 I'd love to be able to ski. Ride a horse (*ping*) I'd love to be able to ride a horse.
2 We won't be able to come. Park (*ping*) We won't be able to park.
3 I've never been able to dance. Speak French (*ping*) I've never been able to speak French.
4 She hates not being able to drive. Cook (*ping*) She hates not being able to cook.
5 Will you be able to find it? Afford it (*ping*) Will you be able to afford it?
6 He'd love to be able to snowboard. Windsurf (*ping*) He'd love to be able to windsurf.
7 I love being able to understand everyone. Speak to everyone (*ping*) I love being able to speak to everyone.
8 They haven't been able to finish. Come (*ping*) They haven't been able to come.

Then repeat the activity, eliciting responses from individual Sts.

**e** Focus on the instructions and on the things that Sts have to talk about, making sure they understand them all. You could demonstrate by choosing one of the topics and telling Sts about your experience.

Give Sts time to think about what they are going to say for two or three of the topics.

**f** Put Sts in pairs and give them time to tell each other about each of the things they chose in **e**. Encourage them to ask each other for more information and to give as much detail as possible. If there is an odd number of Sts in the class, you can take part yourself, or have one group of three. Monitor and correct any misuse of *can / could / be able to*.

Get some feedback to find out how many people, for example, have learned to do something after a lot of effort, etc., or if anyone had the same as or a similar answer to their partner.

## 3 READING figuring out meaning from context

**a** Put Sts in pairs or small groups and get them to discuss the questions.

Elicit feedback from various pairs or groups.

**b** Focus on the title of the article and the photo. You may want to explain that the title is based on the song "To Be Young, Gifted, and Black" by Nina Simone. Tell Sts they are going to read an article about a professor at the University of Cambridge.

Focus on the topics and make sure Sts understand all the lexis, e.g., *background*, *literacy*, etc. Point out the **Glossary**.

Give Sts time to read the article and number the topics.

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

**ANSWERS**
**5** Jason Arday's personality and beliefs
**2** Jason Arday's background
**3** his problems with speech and literacy
**4** the influence of a teacher
**1** who Jason Arday is and why he is unusual

**c** Focus on the instructions and give Sts time to read the article again and figure out what the highlighted phrases mean.

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

**ANSWERS**
**1** b **2** b **3** a **4** a **5** b **6** b **7** a **8** a

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words, e.g., *autism* /ˈɔtɪzəm/, *intellectual* /ɪntəˈlɛktʃuəl/, *supersede* /supərˈsid/, etc.

**d** Tell Sts to look back at the topics in **b** and see what they can remember about Jason for each paragraph. Sts could do this in pairs or you could do this as a whole-class activity.

If Sts worked in pairs, elicit what they can remember.

**e** Focus on the instructions and elicit the meaning of "if you have the will, it will always supersede skill," i.e., if you try hard enough and often enough, you will eventually succeed. Either put Sts in pairs or do this as a whole-class activity. You could tell the class about yourself.

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

## 4 LISTENING & SPEAKING understanding tips and benefits

**a** Do this as a whole-class activity, or put Sts in pairs.

If Sts worked in pairs, get some feedback. Write any useful tips on the board.

**b** ▶ In this video, Sts will see some teachers from different countries giving Nelson some advice on how to practice English outside the classroom. Some of the teachers speak fast, so if you think your Sts are struggling after the first tip, turn on the subtitles.

Focus on the instructions and give Sts time to read Nelson's post, and the tips 1–5, making sure they understand all the lexis. You could get them to discuss in pairs what the missing words might be.

Play the video once the whole way through for Sts to watch. Put Sts in pairs and get them to try to fill in the blanks in the tips.

Get Sts to compare with another pair, and then, if necessary, play the video again for Sts to check.

Check answers.

**ANSWERS**
**1** TV shows **2** social media **3** tourist, town **4** voice diary
**5** same level

▶
**1 Nam Tran, Ho Chi Minh City**
Hello. If you are looking to improve your English outside of class, one thing you can do is to watch the English language movies or TV shows with subtitles in the English language. This will help you improve your listening skills and pick up new vocabulary. Good luck!
**2 Panoraia Balali, Athens**
Hey, Nelson, I think a great tip is to use social media in English. I mean, in the past, we used to have pen pals, right? Nowadays, it's so easy to reach out and find English-speaking accounts, you can make friends with people from all over the world with whom you might share the same interests, and in that way, you can improve not only your speaking skills, but also your reading and writing skills.
**3 Begoña Urruticoechea, Mungia**
Hi, Nelson. A fun way to practice English outside the classroom is to be a tourist in your town. You can join a group of English-speaking visitors and listen to the guide's explanations. You can interact with them, and make new friends. Another idea is to go to the local museums and set the audio guides in English. If you follow my advice, you will learn about your town, you will make new friends, and you will practice English.
**4 Frank Carrizo Zirit, Madrid**
Hi, Nelson, here's a tip for you to practice English outside of class. Consider keeping a voice diary in English. Using a voice recorder or a smartphone app, record yourself speaking in English every day, or every week. Talk about your daily experiences, thoughts, or anything you find interesting. This will help you practice your speaking and pronunciation skills. Listening to your previous recordings, and comparing them with your newer ones, will show you the progress you've made over time. You can also share your recordings with a friend, teacher, or language exchange partner, for feedback on your pronunciation and speaking style. Give it a try, Nelson. Keeping a voice diary is a fun and effective way to improve your spoken English. Good luck!
**5 Anna Maria Mastoraki, Crete**
A very nice way to practice your English is to find a friend at the same level as you and talk to each other in English, even chat online in English. You can also use an application which will help you find the words that you don't know and use them there on the spot, while you are talking. I think you will enjoy that.

**c** Focus on the instructions and give Sts time to read benefits A–F. Point out that there is one benefit that they don't need to use.

Play the video again. Then give Sts time to match the benefits to the tips.

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

**ANSWERS**
**A** no match **B** 5 **C** 1 **D** 4 **E** 3 **F** 2

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

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

**d** Put Sts in pairs and get them to focus on the **bold** words and expressions in 1–5 and guess what they mean.

Check answers.

**ANSWERS**
**1** **pick up** = to get information or a skill by chance rather than by making a deliberate effort
**2** **reach out** = to contact somebody in order to get help
**3** **interact** = to communicate with somebody
**4** **feedback** = advice, criticism, or information about how good something is
**5** **on the spot** = right then, immediately


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**e** Focus on the instructions and give Sts time to translate the reflexive pronoun in the extract. If you know your Sts' L1, you could do this as a whole-class activity.

Focus on the **Reflexive pronouns** box and go through it with the class. Highlight that reflexive pronouns are made by adding *-self* (or *-selves* in the plural) to the possessive adjective (*my*, *your*, etc.). The exceptions are *himself* and *themselves*, where *self / selves* are added to the object pronouns *him* and *them*.

! You may want to teach Sts the expression *by* + reflexive pronoun = *alone*, e.g., *I like traveling by myself*.

**f** Do this as a whole-class activity or put Sts in pairs.

If Sts worked in pairs, check answers.

**ANSWERS**

| | |
|---|---|
| themselves – they | yourselves – you (plural) |
| herself – she | himself – he |
| ourselves – we | itself – it |

**g** **4.17** Go through the instructions. Focus on the example and explain that Sts will first hear an example sentence, e.g., *I tested myself on the new vocabulary*. Then they will hear a new subject, e.g., *We*. Sts then have to make a new sentence using that subject and a reflexive pronoun, i.e., *We tested ourselves…* At the same time, they should try to copy the rhythm of the original sentence.

When Sts are clear what they have to do, play the audio and get the whole class to respond.

**4.17**

1 I tested myself on the new vocabulary. We (*ping*) We tested ourselves on the new vocabulary.
2 I'm teaching myself Spanish. He (*ping*) He's teaching himself Spanish.
3 We introduced ourselves. They (*ping*) They introduced themselves.
4 He loves talking about himself. She (*ping*) She loves talking about herself.
5 They filmed the video themselves. You (*ping*) You filmed the video yourself! You filmed the video yourselves!
6 She's cut herself. I (*ping*) I've cut myself.

Then repeat the activity, eliciting responses from individual Sts.

**h** Focus on the three bullet points and make sure Sts understand them.

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

Get some feedback from various pairs. Elicit other things Sts do to improve their English outside class.

## 5 VOCABULARY *-ed / -ing* adjectives

### Vocabulary notes

Many adjectives related to feelings have two forms, ending in *-ed* for the person who experiences the feeling or ending in *-ing* for the thing or person that produces the feeling.

Sts should be familiar with some of these adjectives, e.g., *interested / interesting*, and here they expand their knowledge.

You may want to point out that not all adjectives for feelings exist in both forms, e.g., *stressed – stressful* NOT ~~*stressing*~~, *scared – scary* NOT ~~*scaring*~~.

**a** Do this as a whole-class activity. Elicit / Explain / Translate the meaning of the two adjectives in each case.

**ANSWERS**

1 interested 2 interested 3 interesting

You could ask Sts what they think of Marc's tip.

**b** Focus on the ***-ed* and *-ing* adjectives** box and go through it with the class.

Give Sts a couple of minutes to choose the correct adjective endings for 1–10.

**c** **4.18** Play the audio for Sts to listen and check.

Check answers, making sure Sts know what the correct adjective means.

**ANSWERS**

1 depressed 2 exciting 3 amazing 4 disappointed
5 tiring 6 embarrassing 7 frightened 8 tired 9 boring
10 frustrated

**4.18**

See sentences in Student Book on *p.45* and answer key

Remind Sts that *amazing / amazed* are strong adjectives (see Student Book **Lesson 2B**, **Vocabulary** *p.25*). This means that you cannot use *very* with these words. *Amazing* can mean either *very surprising* or *very good*.

Now play the audio again and get Sts to underline the stressed syllable in the adjectives.

Check answers.

**ANSWERS**

See answer key above

Give Sts practice in pronouncing the adjectives, making sure they stress them on the correct syllable. You could play the audio again, pausing after each question and getting Sts to repeat just the adjective.

**d** Focus on the questions in **b** and get Sts to ask you a couple first. Make sure they ask for more information.

Put Sts in pairs and get them to ask and answer the questions. Monitor and correct any mistakes with word stress.

Get some feedback from various pairs for each question.

## 6 LISTENING listening for gist

**a** Do this as a whole-class activity. If you know someone yourself, tell Sts about them.

**b** Focus on the task and photo.

Give Sts time to read about Alex Rawlings and answer the question.

Check the answer.

**ANSWER**

He speaks more than 11 languages fluently.

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

**c** Tell Sts that they are going to watch a video in which Alex Rawlings says "hello" in 11 languages. Before they watch, ask Sts to try to match the 11 greetings to the 11 languages. Point out that the first one (*Afrikaans*) has been done for them.

Get Sts to compare with a partner. Then play the video once the whole way through for Sts to watch and check answers.

Check answers.

**ANSWERS**

**2** French **3** Hebrew **4** Italian **5** Dutch **6** Greek
**7** Spanish **8** Russian **9** German **10** English **11** Catalan

| | |
|---|---|
| Goeiemôre | Hola |
| Bonjour | Privet |
| Shalom | Guten Tag |
| Buongiorno | Hi |
| Goedemorgen | Bon dia |
| Yassas | |

**d** Give Sts time to read the languages in 1–5 that Alex mentions in the video.

Play the video once the whole way through and tell Sts just to watch and try to follow as much as possible of what he says.

Then play the video again, pausing after Alex mentions each language to give Sts time to make notes.

Check answers.

**ANSWERS**

1. He really likes speaking both languages; he has an emotional connection with Greek because his family speaks it.
2. He would like to learn both languages; he works with a Chinese person and he's going to visit Slovenia soon for a conference.
3. He's never learned any of his local UK languages and he feels guilty about it; he'd especially like to learn Welsh.
4. It was his biggest challenge, the most difficult language for him to learn, partly because it has a different alphabet.
5. It was the easiest language for him to learn because the grammar is very simple and the vocabulary is very similar to English.

**I = interviewer, A = Alex Rawlings**

**I** Which of your languages do you enjoy speaking the most?
**A** All of the languages that I speak are fun. I think that's why I've stuck with them and enjoy speaking them. I think I have the, the, the deepest emotional connection with Greek because my grandmother was from Greece and so we use Greek in my family as well, and I've heard it ever since I was a child. But I also really like speaking German.
**I** What new languages would you like to learn?
**A** There are so many languages that I would love to learn in the future. As I said, I'm hooked so…I'm, I'm very interested in Chinese at the moment. I work with someone from China, who's teaching me little bits. And I think it's really cool when I hear her speaking to her family or friends on the phone in Chinese and think, "Wow! Wouldn't it be really awesome to speak that?" I also, I organize an international conference for polyglots every year, which moves country, so last year it was in Iceland and this year it's going to be in Slovenia. So I'd like to learn some Slovene as well before we go there for the weekend.
**I** Have you ever tried to learn Welsh, Irish, or Scottish Gaelic?
**A** I always feel a little bit guilty that I'm from the UK, but I've never really learned any of our local languages here. So I've never learned Welsh, I've never learned Irish, I've never learned Scottish Gaelic. And I went to Wales recently and loved that we had everything in two languages. You walk into the supermarket and you see all these languages everywhere. And I thought, "I think it would be really cool to learn a language which is very close to where I live that I could use." So I'd love to learn Welsh one day, too.
**I** What's the most difficult language you've learned?
**A** The biggest challenge for me with learning a new language was with Russian. There were a number of things that I wasn't expecting to be hard that were. For example, there's a whole new alphabet, which, it's not too different to English – you get used to it – but when you're trying to learn a word, it's just an extra barrier to memorizing that word. First, having to read it and understand what all of the letters mean and then having to actually memorize it. So there's that extra layer there.
**I** What's the easiest language you've learned?
**A** Well, the easiest language for me to learn was definitely Afrikaans, because the grammar's very, very simple, so there are almost no irregular verbs, there's only three real tenses you have to worry about, and a lot of the vocabulary in Afrikaans is very similar to vocabulary in English. So for example, there's this sentence which is "My pen is in my hand and my hand is in warm water," which in Afrikaans is "My pen is en my hand and my hand is in warm water," which, you know is very, very easy for English-speakers to learn. So the easiest languages to learn are the languages which are most similar to the one you speak natively because you don't have to learn so many new concepts, and maybe you can already understand a lot of the vocabulary because it's similar to what you already know.

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

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

**e** Do this as a whole-class activity. You could tell Sts your answer, too.



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# 3&4 Review and Check

For instructions on how to use these pages, see *p.49*.

**Video material**

Can you understand these people? 3&4

**More materials**

**For teachers**

**Oxford English Hub**

Quick Test 4

File 4 Test

**For Students**

Workbook Exam skills 3 Reading

Exam skills 4 Speaking

## GRAMMAR

**ANSWERS**

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

## VOCABULARY

**ANSWERS**

**a 1** limit **2** belts **3** lanes **4** rush **5** stand

**b 1** in **2** for **3** on **4** at **5** of

**c 1** traffic **2** van **3** ferry **4** set **5** take

**d 1** boring **2** frightening **3** excited **4** disappointed **5** depressing

**e 1** note **2** busy **3** hung **4** scrolled **5** ringtones

## PRONUNCIATION

**ANSWERS**

**c 1** arr**i**ve /aɪ/ **2** en**g**aged /g/ **3** messa**ge** /dʒ/ **4** acci**d**ent /ə/ **5** **th**rough /θ/

**d 1** high<u></u>way **2** disappointed **3** pedestrian **4** speakerphone **5** embarrassing

## CAN YOU understand this text?

**ANSWERS**

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

## CAN YOU understand these people?

**ANSWERS**

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

**1 Lewis**

**I = interviewer, L = Lewis**

**I** How do you get to work?
**L** Um, I usually get to work by taking the bus or subway.
**I** How long does it take?
**L** Usually about an hour.
**I** What do you think is the best way to get around New York?
**L** I definitely think the best way to get around New York is the subway.

**2 Butterfly**

**I = interviewer, B = Butterfly**

**I** Do you think women are better than men with young children, or do you think that's just a stereotype?
**B** I think that, um, it is definitely a stereotype that women are just better with children than men are. I believe that both sexes provide children with valuable – equally valuable – experiences, um, so I definitely trust either sex to raise children and love children, you know, with the same styles and the same quality and, you know, respect and love.

**3 Coleen**

**I = interviewer, C = Coleen**

**I** Are there any stereotypes about men and women that you think are true?
**C** I think women do think differently to men, um, and I think conversations tend to be different as well. Women are much more into, um, "what did you say and what did he say, and what did you feel" and all the rest of it, and men are far more pragmatic and, you know, just want to know the score, as it were.

**4 Jenny**

**I = interviewer, J = Jenny**

**I** How many languages do you speak?
**J** I speak English and I also speak Afrikaans.
**I** Is there a language you'd like to be able to speak?
**J** I would very much like to be able to speak Spanish.
**I** Why Spanish?
**J** Because Spanish is spoken all over the world and I feel it's…it would be…it's important to be able to communicate with more people.

**5 Tyler**

**I = interviewer, T = Tyler**

**I** Is there anything that people do with phones that really annoys you?
**T** It annoys me when people…like you're trying to have a conversation and they're just sitting there texting somebody else or having a conversation with people that aren't, you know, in front of them.

# 5A Good sports

**G** past tenses: simple, continuous, perfect
**V** sports
**P** /ɔr/ and /ər/

## Lesson plan

The topic of this lesson is sports. The lesson begins with a vocabulary focus on words and phrases connected with sports, followed by video practice, and then a pronunciation focus on two vowel sounds that Sts often have problems with, /ɔr/ and /ər/. Sts then have a speaking activity about sports, which caters for both Sts who like and play sports, and those who do not. This is followed by a reading about the superstitions that many sportspeople have.

The angle in the second half of the lesson is fair play. Sts listen to an interview with a soccer referee, and then the grammar, narrative tenses (simple past, past continuous, and past perfect), is presented through stories about people helping others in sports. Sts then practice telling anecdotes, and the lesson ends with a writing focus on stories.

**Video material**

Vocabulary – sports
Pronunciation – **/ɔr/** and **/ər/**

**More materials**

**For teachers**

**Photocopiables**

*Grammar* past tenses: simple, continuous, perfect *p.169*
*Communicative* Marathon cheats *p.198* (instructions *p.184*)
*Vocabulary* Sports *p.221* (instructions *p.212*)

**For students**

Workbook 5A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board the names of the three most popular sports in your Sts' country, and drill the pronunciation.
Then get a show of hands to find out how many people in the class like watching these sports, and how many play these sports.
Then ask Sts if they think the class statistics are typical of their country as a whole.

## 1 VOCABULARY sports

**a** Books open. Focus on the title of the lesson, *Good sports*, and tell Sts that it refers to sports being good for you as well as the idiom *be a (good) sport* (= to be generous, cheerful, and pleasant, especially in a difficult situation or when you have lost a game).

Now focus on the quiz *In which sport…?*

Put Sts in small teams of three or four and tell them to answer the questions as fast as they can.

Stop when the first team "crosses the finish line."

**b** **5.1** Play the audio for Sts to listen and check.

Check answers, getting Sts to spell the names of the sports, and checking pronunciation. Find out if the first team to cross the finish line got the most questions correct. If not, the team with the most correct answers is the winner.

**ANSWERS**
**1** swimming **2** basketball **3** baseball **4** (American) football
**5** table tennis / Ping-Pong **6** golf **7** ice hockey
**8** tennis **9** track and field **10** soccer

**5.1**
**1** You can do the *butterfly* in swimming.
**2** There's a shot called a *slam dunk* in basketball.
**3** The person who throws the ball in baseball is called the *pitcher*.
**4** There are two teams of eleven people and a ball that isn't round in American football.
**5** You hit the ball over a net on a table in table tennis (or Ping-Pong).
**6** Players walk about five miles, and never run, during a game of golf.
**7** There are two teams of six who play on ice in ice hockey.
**8** There are four main tennis tournaments in the world: in Melbourne, Paris, London, and New York.
**9** You can do different activities, for example, running, high jump, or javelin, in track and field.
**10** Brazil has won more World Cups than any other country in soccer.

**c** Tell Sts to go to **Vocabulary Bank** Sports on *p.165*.

### Vocabulary notes

**People and places**

Highlight that the *coach* is the non-playing person in charge of a sports team. They are in charge of training, tactics, and team selection. In baseball, this person is called the *manager*.

Point out that you usually use both words (= a compound noun) to describe the place where you play a sport, e.g., *tennis court*, *baseball field*.

**Verbs**

You may want to highlight that we say *nothing* for a zero score in most sports (e.g., *The Red Sox beat the Yankees three–nothing.*) but we say *love* in tennis *(e.g., fifteen–love (15–0))*. When both teams have the same score, we say *tied*, e.g., *The game was tied. (3–3).*

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

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

Check answers.

**5.2**
**Sports, 1 People and places**
**3** captain
**2** coach
**1** fans
**4** players
**7** referee / umpire
**9** spectators / the crowd
**6** sports arena
**8** stadium
**5** team


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

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

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

**5.3** Now do **d**. Play the audio for Sts to listen and check.

Check answers.

**5.3**

1 tennis **court** / basketball **court**
2 soccer field / baseball field
3 swimming **pool** / diving **pool**
4 running track / horse racing track
5 golf **course**
6 ski **slope**

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

Focus on **Activation**. Put Sts in pairs and get them to test each other. Make sure they change roles.

Focus on **2 Verbs** and go through the ***win* and *beat*** box with the class. Make sure Sts know the meaning of the verbs, and then get them to do **a** and **b** individually or in pairs. Highlight that in **b**, Sts should write the verbs in the **Verb** column, not in the shaded blanks in the sentences. By doing this, they can use the sentences to test their memory later.

**5.4** Now do **c**. Play the audio for Sts to listen and check answers to **a** and **b**.

Check answers.

**5.4**

2 **Verbs**
a beat, **beat**, **beaten**
win, **won**, **won**
lose, **lost**, **lost**
tie, **tied**, **tied**
b 1 Spain **tied** with Brazil two–two.
2 Costa Rica **beat** the US three–zero.
3 Costa Rica **won** the game three–zero.
4 The Chicago Bulls **lost** seventy-eight to ninety-one to the Boston Celtics.

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

Sts do **d** individually or in pairs. Remind them to write in the **Verb** column.

**5.5** Now do **e**. Play the audio for Sts to listen and check.

Check answers.

**5.5**

1 Professional sportspeople have to **train** every day.
2 Don't play tennis on a wet court. You might **get injured**.
3 A soccer player has to try to **kick** the ball into the goal.
4 I've started going to the gym because I want to **get in shape**.
5 Our new striker is going to **score** a lot of goals.
6 Would you like to **go** swimming this afternoon?
7 My brothers **do** yoga and tai chi.
8 In basketball, players **throw** the ball to each other.

EXTRA SUPPORT Get Sts to cover the **Verb** columns in **b** and **d** to test themselves.

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

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

Check answers.

**ANSWERS**
**1** D **2** B **3** C **4** A

**5.6**

3 **Phrasal verbs**
1 "warm up" means "do gentle exercise to get ready – for a game, for example"
2 "work out" means "exercise, usually at a gym"
3 "was sent off" means "was told to leave the field, court, etc."
4 "was knocked out" means "was eliminated"

Tell Sts to go back to the main lesson **5A**.

EXTRA PRACTICE OPTION Use the **5A Vocabulary** photocopiable activity.

**d** ▶ This video is divided into four sections, each with a question followed by clips of different sports. Focus on the photo and the first question *Where are they?* and elicit the complete answer (*a tennis court*).

Play the video once the whole way through. Then play again, pausing after each clip, and either elicit the answer orally or get Sts in pairs or teams to write down the answer.

If Sts worked in pairs or teams, check answers to see who won.

**ANSWERS**
**1** a tennis court **2** a soccer field **3** a track **4** a sports arena
**5** a stadium **6** a referee **7** a captain **8** a coach
**9** spectators **10** a player **11** They are training / working out.
**12** She is warming up. **13** The player got a red card / was sent off.
**14** He got injured. **15** He scored a goal.

## 2 PRONUNCIATION /ɔr/ and /ər/

### Pronunciation notes

Here the focus is on two long sounds that are often mispronounced because of the sometimes irregular relationship between sound and spelling. The biggest problem is *-or*, which is usually /ɔr/, but sometimes /ər/ after *w*.

**a** Focus on the sound pictures and elicit the words and sounds: *horse* /ɔr/ and *bird* /ər/.

Give Sts a few minutes to put the words in the correct column. Warn them to be careful with the *or* words.

**b** ▶ Play the video for Sts to listen and check. Remind them to focus on the mouth position.

Check answers.

▶
**horse** /ɔr/ course, court, four, score, sport, warm up
**bird** /ər/ girl, hurt, serve, shirt, work out, world, worse

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

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VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

**c** 5.7 Tell Sts they are going to hear six sentences and they must write them down.

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

**5.7**

1 I hurt myself when I worked out yesterday.
2 Her serve's worse than the other girl's.
3 It was a tie – the score was four to four.
4 It's the worst sport in the world.
5 We warmed up on the court.
6 They wore red shirts and white shorts.

Then play it again, pausing after each sentence to give Sts time to write it down. Repeat if necessary.

Check answers by eliciting the sentences and writing them on the board.

**ANSWERS**
See script 5.7

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

EXTRA SUPPORT Play the audio again, pausing after each sentence for Sts to listen and repeat.

## 3 SPEAKING

This topic-based speaking activity takes into account the fact that not all Sts are interested in sports.

Focus on the instructions and the flow chart, and point out the two alternative "routes" and the last three questions for all Sts to discuss, whichever route they took.

EXTRA SUPPORT Get Sts to interview you with the first few questions from whichever group you belong to. Elicit extra questions to show possible follow-up questions.

Monitor while Sts interview each other. Correct any pronunciation errors with the vocabulary they have just learned, and help them with any new vocabulary they need. Make a note of any common mistakes, and elicit corrections at the end of the activity.

Get some feedback from a few individual Sts.

EXTRA SUPPORT You could do the last three questions as a whole-class activity.

## 4 READING understanding how examples support main points

**a** Do this as a whole-class activity, making sure Sts understand all the expressions. Explain / Elicit what a *lucky charm* is (= a small object that is believed to bring good luck) and elicit some examples, e.g., a rabbit's foot, a four-leaf clover, etc. For "touch something," if Sts come from different countries, they could tell the class the equivalent things they say in their country, e.g., Italians say *touch iron*, whereas Americans say *knock on wood*.

**b** Focus on the instructions and elicit / explain the meaning of *superstition* /supər'stɪʃən/ (= the belief that particular events happen in a way that cannot be explained by reason or science). Model and drill its pronunciation.

Read the title of the article and explain / elicit the meaning of *work* here (= to have the result or effect that you want).

Now tell Sts to read the article and answer the questions.

Check answers.

**ANSWERS**
Yes, because they increase confidence and control.
The photos show doing a special handshake before a game, lining up water bottles on the court, drawing a "lucky" mustache on her lip.

**c** Now focus on the instructions and topics A–D. Make sure Sts understand the words *physical* and *psychological*.

Tell Sts to read the article again quickly and match each topic to a paragraph.

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

**ANSWERS**
1 B 2 D 3 A 4 C

**d** Put Sts in pairs. Tell them to read the article again and then discuss with their partner why the examples for paragraphs 1–4 are given.

Check answers.

**ANSWERS**
1 They're examples of famous sportspeople's superstitions.
2 They were used in a study at the University of Cologne to show that people perform better when they have "lucky" things.
3 Adrenaline and other chemicals are produced as a result of sporting rituals, helping athletes focus better; Nadal said that his water bottle habit was a way of centering himself.
4 This is an example of how superstitions can cause problems – both players wanted to be the last person to leave the changing room.

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

**e** Put Sts in pairs and get them to discuss the questions. Get some feedback from various pairs. If you have any superstitions, you could tell the class.

## 5 LISTENING understanding an interview

**a** Do this a whole-class activity, and elicit some opinions on referees in general.

EXTRA SUPPORT If Sts can't give any reasons, you could ask them if referees are well paid, respected, or unpopular.

**b** 5.8 Focus on the photo and the instructions. Give Sts a few minutes to read questions 1–5 and their three options, and make sure they understand them.

Then play the audio (**Part 1** of the interview) once the whole way through.

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

Check answers.

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



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**5.8**
(script in Student Book on *p.133*)

**I = interviewer, JA = Juan Antonio**

**Part 1**

**I** What made you want to become a referee?

**JA** My father was a referee, but that didn't influence me – in fact, the opposite, because I saw all the problems that he had as a referee. But as a child, I was always attracted by the idea, and at school I used to referee all kinds of sport – basketball, handball, volleyball, and of course football. I was invited to join the Referees' Federation when I was only fourteen years old.

**I** Were you good at sports yourself?

**JA** Yes, I was a very good handball player. People often think that referees become referees because they're frustrated players, but this is just not true in most cases in my experience.

**I** What was the most exciting game you ever refereed?

**JA** It's difficult to choose one match as the most exciting. But I remember some of the Real Madrid–Barcelona matches – for example, the first one I ever refereed. The atmosphere was incredible in the stadium. But really, it's impossible to pick just one – there have been so many.

**I** What was the worst experience you ever had as a referee?

**JA** The worst? Well, that was something that happened very early in my career. I was only sixteen and I was refereeing a match in a town in Spain and the home team lost. After the match, I was attacked and injured by the players of the home team and by the spectators. After all these years I can still remember a mother, who had a little baby in her arms, who was trying to hit me. She was so angry with me that she nearly dropped her baby. That was my worst moment, and it nearly made me stop being a referee.

**I** Do you think that there's more cheating in soccer than in the past?

**JA** Yes, I think so.

**I** Why?

**JA** I think it's because there's so much money in football today that it's become much more important to win. Also, football is much faster than it used to be, so it's much more difficult for referees to detect cheating.

**I** How do soccer players cheat?

**JA** Oh, there are a few ways, but for me, the worst thing in football today is what we call "simulation" or "diving." Diving is when a player pretends to have been fouled when in fact he hasn't. For example, sometimes a player falls over in the penalty area when, in fact, nobody has touched him, and this can result in the referee giving a penalty when it wasn't a penalty. In my opinion, when a player does this, he's cheating not only the referee, not only the players of the other team, but also the spectators, because spectators pay money to see a fair contest. However, since FIFA introduced Video Analysis Referee, what we call VAR, it's much easier to be sure if a foul was really committed or not.

EXTRA SUPPORT You could pause the audio after the referee has answered each question to give Sts time to answer the questions.

**c** Tell Sts they are going to hear **Part 2** of the interview, but before they listen, they must look at sentences 1–6 and see if they can predict what the referee is going to say.

Get Sts to compare with a partner.

Elicit some ideas, but don't tell Sts if they are right or not.

**d** **5.9** Tell Sts to listen to **Part 2** of the interview and check their answers.

Play the audio once the whole way through. Then play it again, pausing after each answer is given.

Check answers.

**ANSWERS**
**1** right decisions **2** fast **3** rules **4** exceptions
**5** with the ball **6** typical superstar

**5.9**
(script in Student Book on *p.133*)

**Part 2**

**I** What's the most difficult thing about being a referee?

**JA** The most difficult thing is to make the right decisions during a match. It's difficult because you have to make decisions when everything's happening so quickly – football today is very fast. You must remember that everything is happening at one hundred kilometers an hour. Also, important decisions often depend on the referee's interpretation of the rules. Things aren't black and white. And of course, making decisions would be much easier if players didn't cheat.

**I** Do you think that the idea of fair play doesn't exist any more?

**JA** Not at all. On the contrary, I think fair play does exist – the players who cheat are the exceptions.

**I** Finally, who was the best player you ever saw in your career as a referee?

**JA** I have to say Leo Messi.

**I** Why is he special for you?

**JA** Well, a study was done on him which showed that Messi could run faster *with* the ball than many footballers can do *without* the ball. But apart from his great ability, what I always admired about him was that he wasn't a typical superstar footballer. In public and in his personal life, his behavior was always very normal. That's unusual for such a famous player.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on *p.133* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**e** Put Sts in small groups to discuss questions 1–4. Before they start, elicit / explain the meaning of *fair play* (= the fact of playing a game or acting honestly, fairly, and according to the rules).

Encourage Sts to give reasons to justify what they say.

Get some feedback from various groups and find out if any Sts disagreed with each other on any of the topics.

## 6 GRAMMAR past tenses: simple, continuous, perfect

**a** Focus on the title of the article and the photo. Elicit how a high jump final works (*Athletes jump over the bar, gradually increasing heights. They have three attempts at each height, and if they fail, they are eliminated. They continue until only one athlete is left.*). Then elicit reasons why the two high jumpers may have shared the gold medal.

Focus on the task and give Sts time to read the article and answer the question. Point out the **Glossary**.

Check the answer.

**ANSWER**
Because it was an example of good sporting behavior.

**b** Focus on the instructions. Give Sts time to read the article again and find the verbs.

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

**ANSWERS**
**Past continuous:** were competing
**Past perfect:** had supported, had suffered, had won, had had, had jumped

Now ask Sts why the different tenses are used.

**ANSWERS**
The past continuous verb shows that this action was in progress when the main event happened.
The past perfect verbs show that these things happened before the main events in the story.

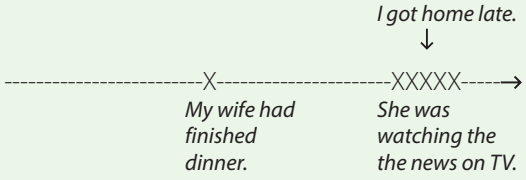
**c** Tell Sts to go to **Grammar Bank 5A** on *p.148*.

## Grammar notes

In *American English File Level 2*, Sts learned the simple past, the past continuous, and the past perfect in separate lessons, so this will be the first time Sts have seen the three tenses together.

Highlight that these three tenses are the ones that we usually use to tell a story / anecdote in the past. Most verbs tend to be in the simple past when we are describing consecutive actions (*First,…, then*…, etc.), but we often use the simple past in conjunction with either or both the past continuous and past perfect, e.g., *I got home late; my wife had already finished dinner and was watching the news on TV*.

You may want to draw a timeline on the board to show Sts how the three tenses work together, where X marks a single action, several Xs show an ongoing action, and the arrow indicates a single action during the ongoing action.




Focus on the example sentences and play audio **5.10**, **5.11**, **5.12**, and **5.13** for Sts to listen and repeat.

Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Check answers, getting Sts to read the full sentences.

**ANSWERS**
**a** **1** had trained **2** was driving **3** wanted **4** had already started **5** hadn't scored **6** was playing **7** stopped **8** hadn't lost **9** was raining
**b** **1** happened, were driving **2** cheered, blew **3** didn't recognize, had changed **4** stopped, wasn't wearing **5** weren't listening, was talking **6** couldn't, hadn't snowed **7** weren't able to, hadn't booked **8** got, had taken off / took off

Tell Sts to go back to the main lesson **5A**.

EXTRA PRACTICE OPTION Use the **5A Grammar** photocopiable activity.

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

If Sts worked in pairs, elicit some ideas, but don't tell Sts if they are right or not.

**e** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** Fair play, **A** on *p.109*, **B** on *p.114*.

Tell Sts **A** to read about Abel Mutai and Iván Fernández, and Sts **B** to read about Nikki Hamblin and Abbey d'Agostino.

When they have finished reading, Sts should underline all the verbs in the past continuous or past perfect.

**ANSWERS**
**Student A**
A Kenyan runner named Abel Mutai was competing in a cross-country race in Spain in 2012. He was winning the race easily, but he stopped running about ten meters before the finish line. He thought he'd won the race. The crowd was shouting at him – they were telling him to continue, but he didn't understand them because he didn't speak any Spanish. A Spanish runner, Iván Fernández, was second in the race behind Mutai and he slowed down and told Mutai to keep running. Mutai started running again and crossed the line first. "I did what I had to do," said Fernández. "He was the rightful winner."
**Student B**
In the Rio Olympics in 2016, athlete Nikki Hamblin from New Zealand was running in a heat for a place in the final of the 5,000-meter race. During the race, Hamblin tripped and knocked into another competitor, American Abbey D'Agostino, and they both fell to the ground. D'Agostino got up and helped Hamblin get up too, but then it became clear that D'Agostino had hurt her foot. When Hamblin realized what had happened, she ran next to D'Agostino, and they helped each other to the finish line. Both runners qualified for the final, but D'Agostino couldn't run because of her injury. However, they both received a Fair Play award from the International Olympic Committee.

Sts **A** then cover the story and tell it to their partner, using the prompts in the list.

Sts then change roles.

Tell Sts to go back to the main lesson **5A**.

**f** Do this as a whole-class activity, making sure Sts know the meaning of *heartwarming* (= causing feelings of happiness and pleasure). You could also tell Sts what you think.

# 7 SPEAKING

**a** **5.14** Focus on the instructions and make sure Sts understand what an *anecdote* is (= an informal true story about something that happened to you). Model and drill its pronunciation /ˈænɪkdoʊt/.

Give Sts time to read the three questions and then play the audio.

Check answers.

**ANSWERS**
**1** (Women's) handball **2** The Danish team **3** The Spanish team

**5.14**
(script in Student Book on *p.133*)
**A** I'm going to tell you about a time when I saw a really exciting sporting event. This happened many years ago when I was working as an interpreter for a sports team.
**B** Wow! What sport was it?
**A** It was handball, women's handball. The team – they were Spanish – were in the final of the Champions League, and they were playing a Danish team. I was sitting on the bench with the players, because I had to translate anything that the referees said.
**B** That sounds exciting.
**A** It was very exciting, because a Spanish team had never won the Champions League, and everybody thought the Danish team was going to win. And by halftime, the Spanish team were losing by eight goals, which is a lot in handball.
**B** What happened next?
**A** Suddenly, every time the Danish team tried to score a goal, our goalkeeper stopped it. And every time she stopped one, our team counterattacked and we got a goal. And in the end, we won the game.


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**B** How amazing!
**A** Yes, we couldn't believe it. We were all jumping up and down. We were so happy. I'll never forget it.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.133* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**b** **5.15** Focus on the **Telling an anecdote** box and go through it with the class. Encourage Sts to guess what the missing words might be.

Now play the audio, pausing after each sentence to give Sts time to fill in the blanks.

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

**ANSWERS**
**1** a time **2** many **3** Wow **4** exciting **5** next **6** amazing

**5.15**
See sentences in Student Book on *p.51* and answer key

**c** Give Sts time to choose which two topics they are going to talk about, and to plan their stories. Encourage them to think about the vocabulary they are going to need, especially verbs.

Monitor and help Sts with their planning and with any specific vocabulary.

EXTRA IDEA Tell Sts that one anecdote should be true and the other invented. Sts **A** then tell both their anecdotes, one after the other, and Sts **B** must decide which one is true. They then change roles. You could model the activity first by telling them two anecdotes of your own. Pause from time to time and encourage Sts to ask you questions. Then get Sts to guess which one is true.

**d** Put Sts in pairs, **A** and **B**, or small groups. Sts **A** should start by telling their first anecdote, giving as much information as possible, and Sts **B** should ask questions. Sts **B** then tell their first anecdote.

Monitor while Sts are telling their anecdotes, but don't correct too much, as the aim here is to encourage fluency, and Sts are unlikely to use all the tenses perfectly.

If Sts are enjoying the activity (and you have time), you could get them to change partners / groups and tell their stories again.

## 8 WRITING telling a story

Tell Sts to go to **Writing Bank 5** on *p.124*.

**a** Focus on the instructions and give Sts time to read the story and answer the two questions. Tell them <u>not</u> to worry about the blanks in the story.

Check answers.

**ANSWERS**
They got lost because her husband followed the instructions given by the GPS, which sent them in the wrong direction. They also left their dog under a table in a café.

**b** Tell Sts to read the story again and number the things Bethany mentions in the correct order. Point out that the first one has been numbered for them.

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

**ANSWERS**
**2** who she was with
**3** where they were going and why
**4** what happened on the way
**5** what they decided to do
**6** another problem that they had
**7** what happened in the end

**c** Focus on the instructions and the connecting words or phrases in the list. Point out that the first one (*then*) has been done for them.

Give Sts time to read the story again and fill in each blank.

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

**ANSWERS**
**2** However **3** instead of **4** so **5** but **6** because
**7** as soon as **8** although

**d** Focus on the **Time expressions** box and go through it with the class.

Now give Sts time to find eight time expressions in the story.

Check answers.

**ANSWERS**
**A few years ago**, my husband and I…
…**and then** drive west…
**At first,** the trip was fine.
**Three days later,** we continued our trip.
However, **after a while,** we realized that…
**It was only when** we started seeing mountains that…
**Eventually,** we stopped…**and then** turned around…
And **in the end,** although the beginning…

**e** Give Sts time to circle the correct time expression in sentences 2–6. Point out that the first one (*One day last year*) has been done for them.

Check answers.

**ANSWERS**
**2** After a while **3** When **4** then **5** It was only when
**6** Eventually

**f** Now tell Sts they are going to write about a trip when they had a problem. If Sts can't think of a trip, they can invent one. Sts should make notes, using the list in **b** in the correct order.

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

**h** Sts should check their work for mistakes before handing it in.

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# 5B Best Friends Forever

**G** past and present habits and states
**V** relationships
**P** the letter *s*, *used to*

## Lesson plan

Different kinds of relationships provide the main theme for this lesson. It begins with three stories from a newspaper feature called *How we met* where couples describe how they got to know each other. Sts then listen to another person talking about where he met his partner, and extracts from the listening provide a lead-in to the grammar, which reviews and reinforces the use of *used to* for past habits and states, and contrasts it with the way we express present habits. The pronunciation focus is on the different ways the letter *s* can be pronounced, and the pronunciation of *used to*. This is followed by a controlled oral grammar practice stage.

The second half of the lesson begins with a vocabulary focus on words and phrases related to relationships. The topic then moves to friendships, and Sts then listen to a radio show on surprising facts about friendships. The lesson ends with a speaking activity where Sts present their opinion on a topic related to friends.

| Video material |
|---|
| Pronunciation – the letter *s* |
| Vocabulary – relationships |

| More materials |
|---|
| **For teachers** |
| **Photocopiables** |
| *Grammar* past and present habits and states *p.170* |
| *Communicative* Past and present *p.199* (instructions *p.184*) |
| *Vocabulary* Relationships *p.222* (instructions *p.212*) |
| **For students** |
| Workbook 5B |

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the following on the board:

*1 I met my best friend in elementary school.*
*2 Where should we meet? How about in the café by the train station?*
*3 When I was out shopping last week, I met an old school friend who I hadn't seen for years.*

Elicit the meanings of the verb *meet* in each sentence.

**ANSWERS**
1 To see somebody for the first time
2 To go to a place and wait there for somebody to arrive
3 To be in the same place as somebody by chance and talk to them

### 1 READING & SPEAKING understanding a relationship story

**a** Books open. Focus on the title, and explain that *best friends forever* is often abbreviated to *BFF*. It is used especially in text messages and on social media, e.g., *I'm going to my BFF's birthday party next week.*

Now focus on the task and make sure Sts know what a *partner* is here (= a husband / boyfriend, or wife / girlfriend).

Get Sts to number phrases A–F in order according to how likely they think people are to meet friends and partners that way.

Get Sts to compare with a partner, and then elicit opinions. You could tell Sts that statistics vary from country to country, but in the US in 2023, 40 percent of couples met online.

**b** Focus on the instructions and then give Sts time to read the article about Emily and Cyril. Make sure they understand the meaning of the last question. Tell them not to worry about the blanks.

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

**ANSWERS**
1 They met on a trip with their school choir.
2 They began spending more time together, especially at school, because Cyril was worried about his family being against their relationship.
3 His family accepted Emily and they got married in 2019.
4 They are best friends and are on the same wavelength. They have a lot of things in common, e.g., they both like music, books, and restaurants.

**c** Tell Sts to read the story again and fill in the blanks with phrases A–F. Make sure they understand all the phrases.

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

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

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

**d** Focus on the question and elicit ideas for both stories. Now put Sts in pairs, **A** and **B**, and tell them to go to **Communication** How we met, **A** on *p.109*, **B** on *p.114*.

**ANSWERS**
**Student A**
1 They met on a dating app when they were both living in Barcelona.
2 Their relationship developed quickly. But they split up when Mike had to go back to Australia. Then they kept writing letters and calling each other, and they visited each other.
3 In the end, Savannah moved to Sydney, they got engaged, and then they got married.
4 Their relationship works because Mike is a positive person , Savannah doesn't think about herself, and they know they made the right decision to be together.

**Student B**
1 They met in Bordeaux when they were both watching a soccer game on a big screen and Nick asked Tess out for dinner.
2 Their relationship developed quickly. They went out twice and when Nick had to go back to London, Tess came to say goodbye. Over the next weeks, they visited each other many times.
3 They decided to get married but their wedding was delayed due to the Covid-19 pandemic. They plan to marry soon, in Bordeaux.
4 Their relationship works because Tess is a positive person and Nick is interesting, and there is nothing they can't talk about.


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Tell Sts **A** to read about Savannah and Michael, and Sts **B** to read about Nick and Tess.

When they have finished reading, Sts should close their books and tell their partner their story.

Tell Sts to go back to the main lesson **5B**.

Do the question as a whole-class activity.

**e** Focus on the instructions and give Sts time to think about how a couple they know met.

Put Sts in pairs and get them to share their stories.

Get some feedback, and if you know a couple who met in unusual circumstances, tell the class.

## 2 GRAMMAR past and present habits and states

**a** **5.16** Tell Sts they are going to listen to another story and they must answer the two questions. You could write the questions on the board and get Sts to close their books.

Play the audio once the whole way through.

Check answers.

**ANSWERS**
They met in a school hall, and it wasn't romantic.

**5.16**
(script in Student Book on *p.134*)
Well, I used to be a teacher, and I taught English to adults in Indonesia for a few years, and I met my wife there, um, in the school that I was working in. She was a student at the school – not my class, I should point out, just a student at the school. And one day in the hall, I was walking to class and she was running through the hall, because she was late for class – she didn't use to be very punctual in those days. And she crashed into me, and I was on my way to class, so I was carrying a whole load of things, and I dropped all my books, all my papers, all my pens…They went all over the floor. And did she help me pick them up? Nope! She just ran off, laughing. She thought it was very funny. So…you could say it wasn't love at first sight. But we became friends after that, and we sometimes used to have tea together. And after being friends for, I think, three years, we got together, became boyfriend and girlfriend. And then a few years later we got engaged, and then we got married. And now we've been married for twelve years.

**b** Now focus on the instructions and on sentences 1–8. Go through them with Sts and make sure they understand them.

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

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

**ANSWERS**
1 T
2 F (She was a student at the school, but not in his classes.)
3 F (She wasn't usually very punctual.)
4 T
5 T
6 F (She ran off, laughing.)
7 T
8 F (They've been married for 12 years.)

**c** Put Sts in pairs. Tell them to look at the three extracts from the listening and to answer questions 1 and 2.

Check answers.

**ANSWERS**
1 We use *used to* to talk about things that were true over a period of time in the past.
We make questions with *Did* + person + *use to* + base form.
2 No

EXTRA SUPPORT Do this as a whole-class activity.

**d** Tell Sts to go to **Grammar Bank 5B** on *p.149*.

### Grammar notes

*Used to* is a grammar point which was presented in *American English File Level 2* and is reviewed and reinforced here. This is a "late assimilation" structure, as Sts can express more or less the same idea by using the past tense + a time expression. Compare *I used to go to that elementary school* and *I went to that elementary school* (*when I was a child*).

In that sense, *used to* is a sophisticated structure and its correct use shows that Sts have a higher level of English. In this lesson, *used to* is contrasted with the use of the simple present with *usually* to talk about present habits.

Sts may have problems with this structure because their language may either use a tense that doesn't exist in English for past habits, or may have a verb that can be used both for present and past habits – unlike *used to*, which can only be used in the past.

Emphasize the way we often don't repeat the main verb, but just use the auxiliary verb with *anymore / any longer* when we contrast the past and present habits, e.g., *I used to like cartoons, but I don't anymore*.

Some typical mistakes include:

- using *use to* instead of *usually* for present habits and states, e.g., ~~*I use to go to bed about 11:00*~~.
- making mistakes of spelling such as *We didn't used to wear a uniform at my school*.

Focus on the example sentences and play audio **5.17** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the information box and go through it with Sts. Now focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

**ANSWERS**
**a** **1** ✗ didn't use to like **2** ✓ **3** ✗ never used to want **4** ✗ did you use to keep in touch **5** ✗ usually go **6** ✓ **7** ✗ Did your parents meet **8** ✗ used to work **9** ✗ usually go
**b** **1** used to have **2** usually go **3** didn't use to watch **4** Do, usually play **5** usually eat out **6** did, use to work **7** used to be **8** Did, use to argue **9** usually gets along **10** didn't use to speak

Tell Sts to go back to the main lesson **5B**.

EXTRA PRACTICE OPTION Use the **5B Grammar** photocopiable activity.

## 3 PRONUNCIATION & SPEAKING the letter *s*, *used to*

### Pronunciation notes

Many learners of English tend to always pronounce the letter *s* as the unvoiced sound /s/, as in *bus*. In fact, *s* in the middle or at the end of a word is often pronounced /z/, e.g., *music*, *jobs*, and *-se* is very often pronounced /z/, e.g., *lose*, *choose*, etc. At the beginning of a word, *s* is almost always /s/, with the exceptions of *sure* and *sugar*, where the *s* is pronounced /ʃ/. Double *s* is almost always pronounced /s/ but there are a few words where it is pronounced /ʃ/, e.g., *mission*, *issue*, *pressure*.

*Used* can be pronounced both ways, with a /s/ or a /z/. When it is a main verb (e.g., *I used Google Maps to find the right way.*), it is pronounced /yuzd/, but when it is *used to* (e.g., *I used to live in Bangkok.*), it is pronounced /yust/.

**a** Focus on the task and play the video once the whole way through for Sts to listen and repeat. Tell them to focus on, and try to copy, the mouth position for the different sounds.

See sounds and words in Student Book on *p.53*

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

**b** **5.18** Tell Sts to write the words in the correct column in the chart in **a**.

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

Check answers.

EXTRA SUPPORT Play the audio, pausing after each word for Sts to listen and write the words in the columns.

**5.18**

**snake** /s/ summer, parents, promise, singer, sport, supermarket, used to
**zebra** /z/ busy, friends, lose, music, use, vacations
**shower** /ʃ/ sure, sugar
**television** /ʒ/ decision, occasion, unusual, usually

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

**c** Put Sts in pairs and get them to answer questions 1–3.

Check answers.

**ANSWERS**

1 At the beginning of a word, the letter *s* is usually pronounced /s/. The two exceptions are *sure* and *sugar* /ʃ/.
2 At the end of a word, *s* can be pronounced /s/ or /z/.
3 In vowel + *-sion*, the letter *s* is pronounced /ʒ/.

**d** **5.19** Focus on the ***used to*** box and go through it with the class.

Tell Sts they are going to hear five short statements or questions and they need to write them down.

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

**5.19**

1 I'm sure you used to put sugar in your tea.
2 She didn't use to like classical music, but now she loves it.
3 We used to stay with my parents' friends during summer vacation.
4 Did you use to use your car more?
5 The singer usually practices for six hours a day.

Now play the audio again, pausing after each sentence to give Sts time to write.

Check answers by eliciting the sentences and writing them on the board.

**ANSWERS**

See script 5.19

Then play the audio again, pausing after each sentence for Sts to listen and repeat.

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

EXTRA SUPPORT You could get Sts to listen and repeat after the audio, and then practice in pairs.

**e** Focus on the task and give Sts a few minutes to choose their two topics and plan what they are going to say.

Put Sts in pairs, **A** and **B**. Tell Sts **A** to start talking about their first topic, giving as much information as they can. Sts **B** can ask for more information, too.

Then Sts **B** tell Sts **A** about their first topic, etc.

EXTRA SUPPORT Choose one of the topics yourself and tell Sts a little about it. This way, you demonstrate what you want them to do and give Sts extra listening practice.

As Sts are talking, move around, monitoring and helping, and correcting any mistakes with *used to*.

Get some feedback.

## 4 VOCABULARY relationships

**a** Focus on the task and give Sts time to put the pictures in the order they think they happened.

Elicit some ideas, but don't tell Sts if they are right or not.

**b** In this video, Sts will see how Jessica and Suniel met, and then how their relationship developed.

Play the video for Sts to watch and check their answers.

Check the order of the four pictures.

**ANSWERS**

**A** 1 **B** 4 **C** 3 **D** 2

See video script in the **Vocabulary Bank** on *p.166*

Do the questions as a whole-class activity, and elicit answers from different Sts.

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

**c** Tell Sts to go to **Vocabulary Bank** Relationships on *p.166*.

### Vocabulary notes

**People**

Highlight that *mate* can be added to other words, e.g., *housemate* (= someone you share a house with), *schoolmate* (= someone you are / were at school with), *workmate* (= somebody you work with).

Tell Sts that *fiancé(e)* is a word "borrowed" from French, which explains the pronunciation, and why it has an accent. With one *e*, it refers to a man, and with two it refers to a woman.

You might also want to point out that it is common to use *co-worker* instead of *colleague*.



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Focus on **1 Verb phrases** and get Sts to do **a** individually or in pairs. Remind Sts to change the verb to the simple past.

EXTRA SUPPORT Elicit the past tense of all the verbs first.

Now do **b**. Play the video for Sts to watch and check.

Check answers.

I **met** Suniel when I was in college.
We **got to know** each other quickly because we went to the same classes.
We soon **became friends**.
We discovered that we **had** a lot **in common**. For example, we both liked art and music.
We **went out together** in our second semester and we fell in love.
We **were together** for two years.
In our last semester, we started to argue a lot, and we **broke up**.
After we graduated, we **lost touch** because I moved to another city.
Five years later, we **got in touch** again on social media. We were both still single.
This time, we **got on along** better than before, maybe because we were older.
After two months, we **got engaged**.
We **got married** last summer. A lot of our old college friends came to the wedding!

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

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

Finally, focus on **Activation** and tell Sts to look at the pictures and see if they can remember the story.

Now focus on **2 People** and get Sts to do **a** individually or in pairs.

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

Check answers.

**5.20**
2 People
1 couple
2 partner
3 fiancé(e)
4 roommate
5 colleague
6 ex
7 close friend
8 classmate

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

Now do **Activation** and tell Sts to cover the definitions, look at the words, and see if they can remember what they mean.

Tell Sts to go back to the main lesson **5B**.

EXTRA PRACTICE OPTION Use the **5B Vocabulary** photocopiable activity.

**d** Focus on the task and give Sts a couple of minutes to think about a close friend and how they will answer the questions.

Put Sts in pairs. They take turns interviewing each other about their close friend. Monitor and help if necessary.

Get some feedback from individual Sts.

**e** Either put Sts in pairs to think of the four letters that can be added after the words in the list to make an abstract noun, or do it as a whole-class activity.

If Sts worked in pairs, check the answer. Make sure Sts know the meaning of all the words in the list with *-ship* added to them.

**ANSWER**
*-ship*

**f** Give Sts time to complete sentences 1–5 with an abstract noun from **e**.

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

**ANSWERS**
1 relationship 2 membership 3 leadership 4 partnership 5 friendship

## 5 LISTENING understanding facts and supporting information

**a** Focus on the instructions and put Sts in pairs to guess the missing words in facts 1–5.

Elicit answers, but don't tell Sts if they are right or not.

**b** **5.21** Tell Sts to listen to the radio show about friendship and check their answers to **a**.

Play the audio once the whole way through.

Check answers. Find out, with a show of hands, if any Sts got all the answers correct.

**ANSWERS**
1 Animals 2 social media 3 productive 4 Love 5 health

**5.21**
(script in Student Book on *p.134*)

**R = Rickie, J = Joanna, M = Mandy**
R You're listening to *The Morning Show*, and I'm Rickie Hammond.
J And I'm Joanna Keys.
R Now, I wonder how many of you know what today is? Well, it's Friendship Day! All over the world today, people are celebrating those wonderful people called friends. We've been doing some research this morning about friends, and we've discovered five fascinating facts about friends for you. Just listen to these. Joanna?
J Friends fact number one: Animals have friends, too! Yes, apparently, we humans aren't the only ones who have friends. There's strong evidence that animals like chimpanzees, horses, elephants, dolphins, and even bats can form friendships for life. And they even make friends with animals that aren't from their species!
R Friends fact number two: We have more real friends thanks to social media! You may find this hard to believe, but since the invention of the internet, and especially since social media came on the scene, we actually have more real-world friends than before. People always say we're so busy with our online friends that we don't have time for our real friends. But, in fact, the opposite is true. A doctor in psychology at Sheffield Hallam University has done some research that shows that the internet actually helps us to keep up friendships. And why is that? Because with social media it's easier to stay in touch. In the past, we used to lose touch with friends because of distance or lack of time. So now you know…
J Friends fact number three: Having friends at work makes you more productive. Now, you probably think that if you have lots of friends at work, you waste a lot of time gossiping with them. Well, listen to this. According to various studies, having friends at work

makes you more productive and more creative. And I can believe that because, you know, if you have friends at work, you're going to be happier, which in turn, probably makes you work better. Just one thing, though – don't be friends with your boss! That might make your colleagues trust you less, and they might think you got your job because of your friendship.
R Friends fact number four: Love can make you lose two friends. Yes, it's a sad fact that you can lose two friends when you fall in love. According to the anthropologist Robin Dunbar, who's studied the effect that love has on friendship, when a new person comes into your life, he – or she, of course – displaces two other people in your circle of friends. He says that when you're in love, you spend less time with your friends, and this means that friendships deteriorate. And you know something, from my experience, that's true.
J Friends fact number five: So this is the last one, and it's good news! Friendship is good for your health. People who have a lot of friends are less stressed and live longer. Research shows that you are fifty percent more likely to have a long life if you have a good social network.
So, now we're asking you to choose a song for a special friend. Call us or text us at 800-555-9176. The lines are open now, and our first caller is Mandy from Portland.
M Hi, Joanna! Can you play "I'll Be There for You" for my best friend? Her name's Annie and I love her to pieces…

**c** Tell Sts they are going to listen to the show again, and this time they must make notes on examples and reasons for the five facts.

Play the audio again, pausing after each fact to give Sts time to write. Play again if necessary.

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

**ANSWERS**
1 Chimpanzees, horses, elephants, dolphins, and bats can form friendships.
2 Because with social media, it's easier to stay in touch with friends.
3 Because if you have friends at work, you're happier, and that makes you work better; the exception is your boss (it's better not to be friends with them).
4 Because when you're in love, you have less time to see your friends.
5 Because you're less stressed, and so you live longer; you are 50% more likely to have a long life.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.134* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases

**d** Do this as a whole-class activity.

## 6 SPEAKING

**a** **5.22** Focus on the task and statement.

Play the audio once the whole way through for Sts to listen and count the number of reasons the speaker gives.

Check the answer.

**ANSWER**
Three

**5.22**
(script in Student Book on *p.134*)
A I'm going to talk about going on vacation with a friend. I think it's a bad idea to go on vacation with only one friend. The main reason is that with a group of people, everyone can choose different activities, and there's always someone to do something with you. For example, I went to Mexico with a group of friends, and some people went to the beach every day, but other people went to see the pyramids and museums. It worked really well. Also, if you have an argument with one person, there are other people to talk to instead.
B So true.
A Another reason is that you might not know your friend as well as you think. For instance, I once went to Paris with a friend, and we did a lot of sightseeing. And I walk very fast, but she walked really, really slowly, and it was so annoying. It didn't end the relationship – I mean, we're still friends – but we've never taken a vacation together again.

Now ask Sts if they agree with the speaker. You could do this with a show of hands and then elicit some opinions for both sides.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.134* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**b** **5.23** Focus on the instructions and the **Presenting an opinion** box. Encourage Sts to guess what the missing words might be.

Now play the audio, pausing after each sentence to give Sts time to fill in the blanks.

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

**ANSWERS**
1 talk about 2 main reason 3 example 4 Also 5 Another reason 6 instance

**5.23**
See sentences in Student Book on *p.55* and answer key

**c** Focus on the task and go through sentences A–F.

Give Sts time to mark with a ✓ or an ✗ each sentence according to their own opinions. Tell them to think about their reasons. They can write notes if they want to.

**d** Put Sts in small groups of three or four. Tell them to each choose one statement (A–F) in **c** that they want to talk about. Now focus on the plan and go through it with the class.

Tell Sts to prepare what they are going to say for their chosen statement, using the plan.

**e** In their groups, Sts now take turns discussing their statements and giving their opinion.

Get some feedback from the whole class.

EXTRA CHALLENGE Tell Sts to listen to the other members of the group and count how many reasons they give for or against their chosen statement. They should then say if they agree or disagree, and why.


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EPISODE 3 PICTURES OF YOU

# The day before the show

**Practical English** permissions and requests

## Lesson plan

In this third Practical English lesson, Sts learn how to ask for permission and make requests. The *Pictures of you* storyline continues to develop. Carla helps Ben set up for his exhibition in a gallery. She realizes that he can't really afford to rent the space, so she transfers some money to his account. Ben then asks the gallery owner for permission to do a couple of things before asking Carla for a big favor – he has left his camera at home and asks her to go and get it. Ben offers Carla a photo as a thank-you, but she suggests he takes a photo of her instead. They are about to kiss when Izzy walks into the gallery. As Ben is talking to Izzy, who says she has a proposal, Carla walks out.

**Video material**

*Pictures of you* – Episode 3

**More materials**

**For teachers**

**Oxford English Hub**
Quick Test 5
File 5 Test

**For students**

Workbook Practical English 3
Can you remember…? 1–5

## THE STORY SO FAR (books closed)

Play the first part of the video – the recap of Episode 2 (*Previously*) – to remind Sts what happened in the previous episode of *Pictures of you*. Ask Sts some simple questions about the last episode. You could elicit some of the language they learned for giving opinions.

## 1 SETTING UP BEN'S SHOW

**a** Books open. In this part of the video, *Setting up Ben's show*, Carla helps Ben prepare for his photo exhibition.

Focus on the title and elicit / teach the meaning of *set up* (= to prepare something). Then focus on the task, and elicit that the verb *price* means to put a price on something. Highlight that this scene takes place in the morning of the day before the exhibition, i.e., before Izzy arrives at the exhibition.

Play the video for Sts to watch.

Check answers

**ANSWERS**
1 She helps him set up the show.
2 She lends him money to pay for the gallery space.

**C = Carla, B = Ben**
C Look at the time!
B Sorry I'm late.
C I have better things to do than wait for you, Ben Fischer.
B OK, I'm sorry.
C I'm only joking. Here.
B Thanks. And, er, thanks for helping me set up today.
C My pleasure. Come on. Let's do this.
B Yeah!
B So, how much would you pay for this?
C Umm…five pounds?
B Carla!
C What?
B Be serious. How much should I ask for it? Eighty pounds?
C No!
B A hundred?
C Ben. You need to be more confident.
B You think it's worth that?
C Trust me. How many photos do you have?
B Thirty.
C So, at that price, how many do you need to sell?
B Thirty.
C Really?
B Yeah. Hopefully. Life in London is expensive, and this gallery space isn't cheap.
C Have you paid for the space yet? Can you afford to?
B As I said, hopefully. And with some luck, I can make some contacts and get some more work. No, Carla…I can't…
C You can pay me back when you sell some photos.
B But…this is too much.
C I want to help. It's what friends are for.
B I…Thanks, Carla.
C You're welcome. You're a great photographer, Ben. Now you need to learn to be a good businessman.

**b** Give Sts time to read sentences 1–5, making sure they understand all the lexis, e.g., *worth*, *contacts*, etc.

Play the video again.

Now give Sts time to circle the correct options.

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

**ANSWERS**
1 isn't 2 more 3 hasn't 4 contacts 5 businessman

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

## 2 PERMISSIONS AND REQUESTS

**a** In this part of the video, *Permissions and requests*, Ben asks Sue for permission to do various things in the gallery. He then asks Carla to go and get his camera which he has left at home, and to get coffee.

Focus on the instructions and then give Sts time to read 1–4. Play the video and get Sts to write the initials for the four phrases.

Check answers.

**ANSWERS**
**1** B **2** S **3** C **4** B

**B = Ben, S = Sue, C = Carla**
**B** Hi, Sue! Sorry. Do you mind if I open some windows? It's very hot in here.
**S** Of course not, Ben.
**B** Thanks. Also, is it OK if we move this table over there?
**S** Yes, that's OK.
**B** Thank you.
**B** OK. Perfect. What's next? Where's my camera? Oh no.
**C** What's wrong?
**B** Could you do me a big favor?
**C** Oh no. What have you forgotten?
**B** I left my camera at home. I really need it. Would you mind going to get it?
**C** Not at all. I'll go and get it right now.
**B** Thank you! Oh, also…Do you think you could pick up some coffee while you're out?
**C** I'm on it. Don't worry. But…you owe me one.
**B** Thank you!

**b** Focus on the extracts and make sure Sts know the meaning of the two sections.

Give Sts a minute to read through the extracts and to think about what the missing words might be. Then play the video again, pausing if necessary after each extract, and get Sts to check.

Check answers.

**ANSWERS**
**1** mind **2** course **3** OK **4** that's **5** favor **6** mind **7** all **8** could

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

**c** Focus on the **Permissions and requests** box and go through it with the class. Point out that the reply *No, not at all* and *No, go ahead* mean that it is OK.

Now play the video and tell Sts to watch and repeat the highlighted phrases and sentences in **b** when the video pauses. Encourage them to copy the rhythm and intonation.

Same as previous video with repeat pauses

**d** Put Sts in pairs, **A** and **B**. **A** is Ben and **B** is Sue / Carla. Get Sts to read the extracts in **c** aloud, paying attention to rhythm and intonation.

When they have finished, they should change roles.

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

**e** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** Could you do me a favor?, on *p.118*.

Go through the instructions with them carefully.

Monitor and help, encouraging Sts to use appropriate intonation.

When they have finished, get feedback. Who got the most people to help them?

Tell Sts to go back to the main lesson.

## 3 AN UNEXPECTED VISITOR

**a** In this scene, *An unexpected visitor*, Ben and Carla are chatting and nearly kissing when Izzy walks into the gallery.

Focus on the photos and answer the question as a whole-class activity. Elicit some ideas, but don't tell Sts if they are right or not.

**b** Play the video for Sts to watch and check their answers.

Check answers.

**SUGGESTED ANSWERS**
**1** Carla isn't very happy as she and Ben were nearly kissing when Izzy arrived.
**2** Ben feels surprised, happy, and possibly a little uncomfortable.

**C = Carla, B = Ben, I = Izzy**
**C** Cheers!
**B** Cheers! Thanks for all your help today.
**C** No problem. It was a pleasure. I'm really proud of you.
**B** Thanks, Carla.
**C** I mean it. I love your photography.
**B** Well, you can take your pick. You can have any print you want, as a thank-you.
**C** Maybe you could take a new one. Especially for me.
**B** Sure. I can take your portrait if you'd like?
**C** That would be nice.
**B** Didn't I lock the door? Sorry, the exhibition isn't until…tomorrow. Izzy!
**I** Ben.
**B** What are you…What are you doing here?
**I** Well, Pamela told me about your show and I wanted to come and see for myself.
**B** Oh…I um…hi.
**I** Hi. It's good to see you, Ben.
**B** Yeah. You too. How are you?
**I** I'm good. Working hard.
**B** Of course.
**I** But everything's going well. I recognize this one.
**B** Aha. Yeah. My finest work.
**I** A hundred and fifty pounds. Surely, I'm worth more than that?
**B** Well, what are you offering?
**I** Actually…I'd like to talk to you about something.
**B** Uh…sure.
**I** Shall we go for a walk? I'll buy you a drink.
**B** Um, yeah…I mean, um…
**C** Hi, Izzy.
**I** Carla? Hi.
**C** I'm going home. Bye, Ben.
**B** Oh. You're leaving? OK, see you, Carla. Oh, and thanks…Thanks again for your help today.
**C** That's OK…
**I** Um…Shall we go?
**B** Yeah. Yeah.

**c** Give Sts time to read questions 1–7, and see if they know the answers.

Play the video again.

Now give Sts time to answer the questions.

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

**ANSWERS**
**1** C **2** B **3** B **4** I **5** I **6** I **7** C


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EXTRA CHALLENGE Get Sts to do **c** and **d** at the same time.

**d** Now tell Sts it's time to decide who the people in **c** said those things to.

Get Sts to compare with a partner.

Check answers, and elicit the circumstances in which they said them.

**ANSWERS**

1 To Ben (talking about his show / photos)
2 To Carla (when she says maybe he could take a new special photo for her)
3 To Carla (when he hears a noise in the gallery – Izzy coming in)
4 To Ben (when she sees the price on the photo of her in the park)
5 To Ben (to explain why she has come)
6 To Ben (so that she can explain what she wants to talk about)
7 To Ben (when she leaves after Izzy's arrival. She is clearly upset.)

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

## 4 SOCIAL ENGLISH

**a** Focus on the phrases in the chart and go through them with the class.

Now give Sts time to match a phrase in **A** to a response in **B**. They can do this individually or in pairs.

**b** ▶ Play the video for Sts to watch and check.

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

**ANSWERS**

1 My pleasure.
2 Trust me.
3 Cheers! Thanks for all your help today.
4 Well, you can take your pick.
5 Maybe you could take a new one, especially for me.

Now play the video again for Sts to watch and repeat.

**c** Focus on the instructions and put Sts in pairs, making sure they understand what they have to do.

Monitor and help. Make sure they change roles. If there's time, you could get Sts to close their books and respond from memory.

## WHAT DO YOU THINK?

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

Elicit some feedback from the class.

# 6A Extra information

G passive (all tenses)
V movies
P regular and irregular past participles

## Lesson plan

The topic of this lesson is the movies. The lesson begins with a video that shows clips about five movies to introduce movie vocabulary. This is followed by a reading text about working as an extra in a movie. This provides the context for review and extension of the passive forms. Past participles are then focused on in Pronunciation.

In the second half of the lesson, Sts listen to the true story of a young Polish student who, by chance (and because of her excellent English), got to work for a world-famous movie director. Movie language is then put into practice in a questionnaire where Sts talk about their own movie preferences and experiences. Finally, in Writing, Sts write a description of a movie they would recommend.

| Video material |
|---|
| Vocabulary – movies |
| Pronunciation – regular past participles |
| Pronunciation – irregular past participles |

| More materials |
|---|
| **For teachers** |
| **Photocopiables** |
| *Grammar* passive (all tenses) *p.171* |
| *Communicative* Movie quiz *p.200* (instructions *p.184*) |
| *Vocabulary* Movies *p.223* (instructions *p.212*) |
| **For students** |
| Workbook 6A |

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the following questions on the board:
*When was the last time you went to the movies?*
*What do you think are the advantages of seeing a movie in a movie theater rather than on a device or a TV?*
*Do you think movie theaters will still exist in ten years' time?*
Get Sts to ask and answer the questions in pairs.
Get some feedback from various pairs.

## 1 VOCABULARY movies

**a** Books open. In this video, Sts will see five clips of famous directors and actors on the red carpet or being interviewed. They need to identify the type of movie the people are promoting.

Focus on the task and the photo. Check Sts know the meaning of the five movie types. Elicit ideas for what the movie in the photo is and what genre it is, and if they know anything more about it, but don't tell them if they are right or not.

Then play the video for Sts to watch and match each clip to a type of movie.

Check answers. Ask Sts if they recognize any of the movies, actors, or directors.

**ANSWERS**
1 an animated movie (*Pinocchio* with Guillermo del Toro, and some of the actors who voiced the characters)
2 a musical (*West Side Story* with director Steven Spielberg)
3 a western (*The Power of the Dog* with actor Benedict Cumberbatch)
4 a biopic (*The Theory of Everything* with actors Eddie Redmayne, Felicity Jones, and Stephen Hawking – the subject of the biopic)
5 a science fiction movie (*Star Wars The Rise of Skywalker* with the robots C-3PO and R2-D2, and the actor Daisy Ridley)

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

**b** Tell Sts to go to **Vocabulary Bank** Movies on *p.167*.

### Vocabulary notes

You could tell Sts that *movie* and *film* mean the same thing, but *film* is more common in British English.

**Kinds of movies**

You might want to tell Sts that these days a lot of people simply say *a sci-fi* (*movie*) instead of *a science fiction movie*.

You could point out that the term "drama" on its own is a general term. If you want to be precise, you can say *crime drama*, *courtroom drama*, *period drama*, etc.

**People and things**

You may also want to teach *a prequel* (a movie set before another movie, e.g., *The Phantom Menace* is a prequel to the main *Star Wars* movies).

You could point out that *a set* is also the scenery used for a movie or play.

**Verbs and verb phrases**

Elicit / Explain the meaning of the phrase *be on* (= being shown on TV or at the movie theater), e.g., *What's on TV tonight? What's on at the movie theater right now?*

Focus on **1 Kinds of movies** and get Sts to do **a** individually, in pairs, or in small groups.

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

Check answers.

**6.1**
**Movies, 1 Kinds of movies**

| | | |
|---|---|---|
| 4 an action movie | 7 a period drama | 8 a science fiction movie |
| 11 an animated movie | 3 a horror movie | 12 a thriller |
| 10 a biopic | 2 a musical | 5 a war movie |
| 1 a comedy | 6 a rom-com | 9 a western |

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.
Now focus on **Activation** and get Sts, in pairs, to name a movie for each kind of film in **a**.

Elicit answers from the class, making sure Sts pronounce the movie types correctly.

Now ask a few Sts what kinds of movies they like and dislike, and why.


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EXTRA IDEA Write these adjectives on the board:
exciting funny moving scary violent
First, check Sts know the meaning of the adjectives. Then model and drill their pronunciation.
Put Sts in pairs and get them to match the kinds of movies in **a** to the adjectives.
Elicit some answers.

**ANSWERS**
**exciting:** a science fiction movie, an action movie, a horror movie, a thriller, a war movie, a western
**funny:** an animated movie, a comedy, a musical
**moving:** a drama, a historical movie, a war movie
**scary:** an action movie, a horror movie, a thriller
**violent:** an action movie, a historical movie, a horror movie, a thriller, a war movie, a western

Now focus on **2 People and things** and get Sts to do **a** individually or in pairs.

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

Check answers.

**6.2**
**2 People and things**
1 cast
2 star
3 soundtrack
4 plot
5 scene
6 audience
7 sequel
8 special effects
9 trailer
10 script
11 extra
12 subtitles
13 review
14 set
15 prop
16 critic

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

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

Finally, focus on **3 Verbs and verb phrases** and get Sts to do **a** individually or in pairs.

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

Check answers.

**6.3**
**3 Verbs and verb phrases**
1 E "is based on" means "is an adaptation of a true story"
2 A "is set in" means "is situated in that place at that time"
3 B "is directed by" means "he is the director"
4 C "plays the part of" means "this is his role in the movie"
5 F "was shot on location" means "was filmed outside the studio"
6 D "is dubbed" means "the words are spoken in a different language by foreign actors"

Now, in **Activation**, tell Sts to cover sentences 1–6 and look at A–F to see if they can remember the verbs and verb phrases. They should try to think of another movie for each sentence.

Tell Sts to go back to the main lesson **6A**.

EXTRA PRACTICE OPTION Use the **6A Vocabulary** photocopiable activity.

**c** Put Sts in pairs and get them to discuss the difference between the pairs of words and phrases in 1–6.

Check answers.

**ANSWERS**
1 **a plot** = the story of a movie
**a script** = the words of a movie
2 **a musical** = a movie in which part or all of the story is told using songs and often dancing
**a soundtrack** = the music from a movie that people can buy
3 **the cast** = all the people who act in a movie
**the stars** = the most important actors in a movie
4 **a dubbed movie** = a movie where the original speech has been replaced with foreign actors' voices in another language
**a movie with subtitles** = a movie where the words that are said appear on the screen (in the same or a different language)
5 **the set of a movie** = the place where a movie is being shot
**the movie was set in…** = the story of the movie was situated in that place and at that time
6 **a critic** = a person who writes about movies, books, restaurants, etc. (for the press / media)
**a review** = an article that gives an opinion about a movie, a book, a restaurant, etc.

## 2 READING identifying positive and negative connotation

**a** Focus on the task and photo as a class, making sure Sts know what an *extra* is (= a person who is employed to play a very small part in a movie, often as a member of a crowd).

Now put Sts in pairs and get them to think of two positive and two negative things about being an extra.

Elicit some ideas and write them on the board.

**b** Tell Sts to read the article and find out if their ideas from **a** are mentioned. They must also decide if 1–8 are positive, negative, or both.

Check answers.

**ANSWERS**
1 N 2 N 3 N 4 P 5 N 6 P 7 P 8 B

**c** Tell Sts to read the article again and choose the best options for 1–6. Make sure they understand all the lexis.

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

**ANSWERS**
1 c 2 a 3 c 4 b 5 a 6 c

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

**d** Do this as a whole-class activity.

Then, with a show of hands, find out how many Sts would like to be an extra. Ask a few Sts why, and then find out from others why they wouldn't want to be an extra.

EXTRA IDEA Elicit whether any Sts have been an extra, or know somebody who has been one.

## 3 GRAMMAR passive (all tenses)

**a** Either put Sts in pairs or do this as a whole-class activity. If Sts worked in pairs, check answers.

**ANSWERS**
**1** present continuous **2** infinitive **3** simple past
**4** past continuous **5** simple present **6** present perfect

**b** Tell Sts to go to **Grammar Bank 6A** on *p.150*.

## Grammar notes

If your Sts previously used *American English File Level 2*, they will already have had an introduction to the passive, although only in the present and past tenses.

The form of the passive (*be* + participle) is pretty straightforward, and the easiest way to approach this grammar point is to emphasize that there are two ways of saying the same thing (active and passive), but with a different emphasis or focus.

Depending on your Sts' L1, it may be worth pointing out that we often use the passive in sentences like *These cars are made in South Korea*, *Rice is grown in this area*, where some languages use an impersonal subject. Some contrasting with their L1 may help Sts see when to use the passive.

Some typical mistakes include:

- using the active instead of the passive, e.g., ~~*The tickets sell at a ticket booth.*~~
- problems of form, e.g., leaving out the verb *be* or not using the participle correctly
- thinking they always have to use *by* (*somebody*) when they make a passive sentence

Focus on the example sentences and play audio **6.4** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Check answers, getting Sts to read the full sentences.

**ANSWERS**
**a 1** are being made **2** inspired **3** hasn't been inhabited **4** is set **5** will be shot **6** aren't recording **7** wasn't being used **8** has transformed **9** hadn't owned **10** was taken
**b 1** are subtitled **2** was written by García Márquez **3** is being repaired **4** hasn't been released yet **5** won't be finished **6** have to be collected **7** hadn't been told **8** was directed by Damien Chazelle **9** has already been recorded **10** was being interviewed

Tell Sts to go back to the main lesson **6A**.

EXTRA PRACTICE OPTION Use the **6A Grammar** photocopiable activity.

# 4 PRONUNCIATION regular and irregular past participles

## Pronunciation notes

### Regular participles

You could remind Sts that the pronunciation of regular past participles is the same as the regular simple past. There are three pronunciations of *-ed*:

1 *-ed* is pronounced /t/ after verbs ending in unvoiced sounds, e.g., /k/ *looked*, /p/ *hoped*, /f/ *laughed*
2 *-ed* is pronounced /d/ after verbs ending in voiced sounds, e.g., /v/ *arrived*, /dʒ/ *changed*, /l/ *failed*
3 *-ed* is pronounced /ɪd/ after verbs ending in /t/, e.g., *hated* or /d/, e.g., *decided*

The most important of these three sounds for Sts to get correct is the third. If Sts mix up the first two sounds, it's unlikely to cause problems with understanding, but you may want to focus on accurate pronunciation with your Sts. If you do, it will be helpful to explain the difference between voiced and unvoiced sounds. Voiced sounds are made in the throat by vibrating the vocal cords. You can demonstrate this by getting Sts to hold their hand against their throat – they should feel a vibration when making a voiced sound. Unvoiced sounds have no vibration.

### Irregular participles

The pronunciation of irregular past participles can be difficult for Sts because they show many of the irregularities associated with sound–spelling relationships in English. Encourage Sts to be sure they know how to pronounce irregular participles when they learn them – this is especially important, as many of the most common verbs in English are irregular.

**a** Focus on the three sounds and the three groups of regular past participles.

Give Sts time to match the groups of verbs to the sound pictures.

**b** ▶ Play the video for Sts to watch and check.

Check answers.

**ANSWERS**
**1** /d/ filmed, used, dubbed, subtitled
**2** /t/ finished, released, based, looked
**3** /ɪd/ recorded, directed, situated, acted

▶ See sounds and words in Student Book on *p.59*

Now play the video again, pausing after each group of words for Sts to listen and repeat.

**c** ▶ Play the video for Sts to watch and repeat the irregular past participles in groups.

**d** Sts answer the questions individually or in groups.

Check answers by focusing on the first pair. Ask Sts how both words are pronounced and elicit *same* or *different*. Refer Sts back to the video and elicit the vowel sound word for *paid* (= *train*) and *said* (= *egg*). Do the same for the remaining pairs. Then play the video again for Sts to watch and check.

**ANSWERS**
paid /peɪd/ – said /sɛd/ = D
grown /groʊn/ – known /noʊn/ = S
done /dʌn/ – gone /gɒn/ = D
bought /bɔt/ – caught /kɔt/ = S
written /'rɪtn/ – driven /'drɪvn/ = S

▶ See verbs in Student Book on *p.59*

Finally, play the video again for Sts to listen and repeat.

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

**e** **6.5** Focus on the instructions and the example. Make sure Sts understand that they must keep the same tense, but change the sentence to the passive tense.

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



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**6.5**

1 They shot the movie in Canada. The movie (*ping*) The movie was shot in Canada.
2 They speak English here. English (*ping*) English is spoken here.
3 They didn't employ me. I (*ping*) I wasn't employed.
4 He wrote his first book when he was twenty. His first book (*ping*) His first book was written when he was twenty.
5 They do the work by hand. The work (*ping*) The work is done by hand.
6 He drew this picture in the eighteenth century. This picture (*ping*) This picture was drawn in the eighteenth century.
7 They record the music in a studio. The music (*ping*) The music is recorded in a studio.
8 They don't use this office anymore. This office (*ping*) This office isn't used anymore.

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

## 5 LISTENING focusing on content words for note-taking

**a** Do this as a whole-class activity.

**ANSWER**
They were all directed by Steven Spielberg.

! Don't ask Sts if they have seen any of the movies as they will be doing this in **b**.

**b** Focus on the instructions. You could do this as a whole-class activity, or get Sts to read about the movie and then, in pairs, answer the questions.

Find out, with a show of hands, how many Sts have seen *Schindler's List*. Then ask individual Sts if they liked it. Now ask some of the Sts who haven't seen the movie if they would like to see it.

Finally, ask the class if they have seen any other Spielberg movies and what they thought of them.

**POSSIBLE ANSWERS**
See movies in **a** and *Saving Private Ryan*, *Minority Report*, *War Horse*, *Bridge of Spies*, *The Post*, *Ready Player One*

**c** **6.6** Focus Sts' attention on the photos and the task. Get Sts to quickly discuss the questions in pairs.

Elicit some ideas, but don't tell Sts if they are right or not.

This interview is with a Polish woman, Dagmara, who became Steven Spielberg's interpreter when he was making the movie *Schindler's List*.

Play **Part 1** of the interview for Sts to listen and check.

Check answers. You could tell Sts that the music they heard at the beginning of the audio is from the soundtrack of the movie *Schindler's List*.

**ANSWERS**
They were on the set of *Schindler's List*. Dagmara was interpreting for Spielberg.

**6.6**
(script in Student Book on *p.134*)

**I = interviewer, D = Dagmara**
**Part 1**

I So tell me, how did you get involved in the movie, Dagmara?
D Well, as you probably know, *Schindler's List* was shot in Krakow, in Poland, which is where I live. I was a university student at the time, studying English. And the film company set up their production office here three months before they started shooting the film, and I got a job there as a production assistant, preparing and translating documents and the script.
I But how did you get the job as Steven Spielberg's interpreter?
D Well, it was a complete coincidence. Just before the shooting started, there was a big party in one of the hotels in Krakow for all the actors and the film crew, and I was invited, too. When I arrived at the party, the Polish producer of the film came up to me and said, "The woman who was going to interpret for Steven Spielberg can't come, so we need you to interpret his opening speech."
I How did you feel about that?
D I couldn't believe it! I was just a student – I had no experience of interpreting – and now I was going to speak in front of hundreds of people. I was so nervous that I drank a couple of glasses of champagne to give myself courage. I must have done a pretty good job, though, because soon afterwards Spielberg came up to me to say thank you and then he said, "I'd like you to be my interpreter for the whole film." I was so stunned I had to pinch myself to believe that this was happening to me.

**d** Tell Sts they are now going to listen to the first part of the interview again and they must mark the sentences *T* (true) or *F* (false). Give them time to read 1–5. Remind them to correct the false ones.

Play the audio once the whole way through.

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

Check answers.

**ANSWERS**
1 F (She was a **student**.)
2 T
3 F (It was a party for **all the actors and the crew**.)
4 F (The interpreter **couldn't** come.)
5 T

**e** **6.7** Focus on the **Making notes** box and go through it with the class.

Now tell Sts they are going to listen to three extracts from **Part 2** of the interview and they must fill in the blanks. Point out that the first one (*movie*) has been done for them.

Give Sts time to read 1–3.

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

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

Check answers.

**6.7**

1 I had to go to the **film set every day** and **translate** Spielberg's **instructions** to the Polish **actors**, and also to the **extras**.
2 It was **really exciting**, and I often felt as if I was a **director myself**.
3 The **worst thing** was when we had to **shoot** a **scene again** and **again** because Spielberg thought it **wasn't** exactly **right**.

**f** **6.8** Tell Sts they are now going to listen to the whole of **Part 2** of the interview. They need to listen and make notes for questions 1–6.

Give Sts time to read the six questions, and make sure they understand them. Remind them that they need to write key words and not full sentences.

Play the audio once the whole way through.

**6.8**
(script in Student Book on *p.134*)
**Part 2**

**I** So, what exactly did you have to do?

**D** I had to go to the film set every day and translate Spielberg's instructions to the Polish actors, and also to the extras. I had to make them understand what he wanted them to do. It was really exciting, and I often felt as if I was a director myself.

**I** So, was it a difficult job?

**D** Sometimes it was really hard. The worst thing was when we had to shoot a scene again and again because Spielberg thought it wasn't exactly right. Some scenes were repeated as many as sixteen times – and then sometimes I would think that maybe it was my fault – that I hadn't translated properly what he wanted, so I'd get really nervous. I remember one scene with lots of actors in it which we just couldn't get right, and Spielberg started shouting at me because he was stressed. Eventually, we got it right, and then he apologized, and I cried a little, because I was also very stressed – and after that, it was all right again.

**I** So, was Spielberg difficult to work with?

**D** Not at all. I mean, he was very demanding, I had to do my best every day, but he was really nice to me. I felt he treated me like a daughter. For instance, he was always making sure that I wasn't cold – it was freezing on the set most of the time – and he would make sure that I had a warm coat and gloves and things.

**I** Did you ever get to be an extra?

**D** Yes, twice! I was going to be in two party scenes, and I got to wear beautiful long dresses and high heels. Unfortunately, one scene didn't make it to the final cut of the film, and before we started shooting the other one, I tripped walking down some stairs and twisted my ankle really badly. I was in so much pain that I couldn't take part in the filming. And that was the end of my "acting career." I still have the photos of me looking like a girl from the forties, though!

**I** Have you ever worked with Spielberg again?

**D** Yes. A year later he invited me to interpret for him again, this time during the premiere of *Schindler's List* in Poland, which was broadcast live on national television! Before that, he had also asked me to come to work as a production assistant on his next movie in Hollywood. I was very tempted and thought really hard about it, but I hadn't finished my studies yet, and all my family and friends were in Poland – so, in the end, I decided not to go.

**I** Do you regret it?

**D** Not at all. I had my moment, and it was unforgettable, but that was it!

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

EXTRA SUPPORT Elicit the key words before Sts answer the questions in full in **h**.

**POSSIBLE KEY WORDS**
1 16 times; think, my fault, nervous
2 stressed; apologized; cried a little; all right again
3 demanding; really nice, like a daughter; freezing on set; warm coat, gloves
4 party scenes; one scene, didn't make final cut; other scene, tripped, twisted ankle, in pain
5 interpret, premiere, *Schindler's List*, Poland
6 work, production assistant, next movie, Hollywood; not at all

**h** Now put Sts in pairs and get them to answer questions 1–6 in **f** with full sentences, using their notes.

Check answers.

**ANSWERS**
1 Some scenes were repeated 16 times. It made Dagmara think it was her fault and it made her nervous.
2 Spielberg started shouting because he was stressed. Later he apologized. She cried a little, then it was all right again.
3 He was demanding, but he was really nice. He treated her like a daughter. When it was freezing on set, he made sure she had a warm coat and gloves.
4 She was going to appear in two party scenes, but one scene didn't make the final cut, and before the other scene, she tripped, twisted her ankle, and was in so much pain that she couldn't take part in the filming.
5 Yes, she interpreted at the premiere of *Schindler's List* in Poland.
6 He offered her work as his production assistant for his next movie in Hollywood. No, not at all.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on *p.134* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases

**i** Do the questions as a whole-class activity.

## 6 SPEAKING

**a** Focus on the movie interview and quickly go through the questions.

Give Sts time to think about what they are going to say.

**b** Put Sts in pairs and tell them to take turns interviewing each other to find out if they have similar tastes.

Emphasize that they should give and ask for as much information as they can.

Get some feedback.

EXTRA IDEA If there's time, you could get the class to interview you.

## 7 WRITING a movie review

Tell Sts to go to **Writing Bank 6** on *p.125*.

**a** Focus on the movie title and, with a show of hands, find out how many Sts have seen it. Don't ask any questions about the movie or Sts' opinions because they will be doing this later.

Then elicit / explain the meaning of *classic* in the title (= something that is accepted as being of very high quality and one of the best of its kind).

Now tell Sts to read the movie review and answer the question.

Check the answer.

**ANSWER**
The message is that you don't have to be perfect for people to love you.

**b** Tell Sts to read the review again, paying particular attention to layout. They must match paragraphs 1–4 to the topics, and then answer the question.

Check answers.

**ANSWERS**
1 general information
2 setting
3 the plot
4 recommendation
The simple present is used to talk about the plot.


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**c** Focus on the **Making a paragraph plan** box and go through it with the class.

Now tell Sts to match the items in the list to the correct topics in **b**. Sts could work individually or in pairs.

Check answers.

EXTRA SUPPORT Do the first one as a class.

**ANSWERS**
**the plot:** what the story is about, the ending
**general information:** the type of movie, the director, the stars, any prizes it won
**recommendation:** reasons you like it
**setting:** when and where the story takes place, where it was filmed

**d** Tell Sts to look at the highlighted phrases in the review and then complete sentences 1–8.

Check answers.

**ANSWERS**
1 was directed by
2 takes places in
3 is based on
4 stars
5 is set in
6 is about
7 was filmed in
8 I strongly recommend

**e** Now tell Sts they are going to write a similar movie review for a movie they would recommend. They should plan four paragraphs, and make notes about the topics in **c**. Remind them that they can use the **Vocabulary Bank Movies** on *p.167* to help them.

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

**g** Sts should check their work for mistakes before handing it in.

# 6B In the picture

**G** modals of deduction: *might*, *can't*, *must*
**V** the body
**P** diphthongs

## Lesson plan

The overall topic of this lesson is the image that people give of themselves to the world, both on social media and in person, and how we tend to judge people at first sight, according to their appearance.

The lesson begins with an article about what people's profile photos on social networking sites say about them. This is followed by a short speaking activity with Sts interpreting their own profile photo and those of friends and family. This leads to the grammar of modals of deduction, which is presented through a conversation about a photo. Finally, Sts make some deductions about four famous people and then watch a video to see if their deductions are correct.

In the second half of the lesson, Vocabulary focuses on the body and verbs related to parts of the body, like *touch* and *point*. Pronunciation looks at diphthongs (combinations of two vowel sounds). In Reading and Listening, Sts read an article about a journalist who met a charisma coach, and then they listen to what happened when the coach followed the journalist for a couple of days, and the tips he gave him. The lesson finishes with a video about a personal stylist.

| Video material |
|---|
| Grammar – modals of deduction |
| Vocabulary – the body |
| Pronunciation – diphthongs |
| Listening – *A day with a personal stylist* |

**More materials**

**For teachers**

**Photocopiables**

*Grammar* modals of deduction: *might*, *can't*, *must* *p.172*
*Communicative* Who do you think they might be? *p.201* (instructions *p.184*)
*Vocabulary* The body *p.224* (instructions *p.213*)

**For students**

Workbook 6B

OPTIONAL LEAD-IN (BOOKS CLOSED) Review the difference between *look* and *look like* by writing the following sentences on the board and asking Sts to complete them with the correct form of either verb:

1 *Do you _____ your mother or your father?*
2 *You _____ very tired. Are you OK?*
3 *Your grandmother _____ very young for her age. She doesn't _____ 70!*
4 *Jack _____ a rugby player – he's enormous.*
5 *"What _____ Mark's wife _____?"*
*"She's very tall, with very long dark hair."*

**ANSWERS**
1 look like 2 look 3 looks, look 4 looks like
5 does, look like

Ask Sts if they can remember the grammatical difference between *look* and *look like* (*look* is followed by an adjective, and *look like* by a noun).

### 1 READING & SPEAKING interpreting visual information

**a** Books open. Focus on the title of the lesson, *In the picture*, and elicit its literal meaning as well as the idiom *be in the picture* (= be involved in a situation or have the information you need in order to understand a situation).

Now focus on the questions and make sure Sts understand them, especially *profile photo*.

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

Get some feedback.

**b** Focus on the instructions and check Sts know what a *life coach* is (= a person who is employed by somebody to give them advice about how to achieve the things they want in their life and work).

Now focus on the photos and elicit Sts' opinions as to the meaning of why the people have chosen these particular photos.

**c** Focus on the task and headings A–F. Make sure Sts know the meaning of the verb *pose* (= to sit or stand in a particular position in order to be photographed). Model and drill its pronunciation /poʊz/.

Then give Sts time to read the article and match the types of photos 1–6 in **b** to their meanings A–F.

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

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

**d** Tell Sts to read the article again and find the information for 1–6 in the text.

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

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

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

**e** Focus on the questions and make sure Sts know the meaning of *interpretation* (= explanation).

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

Get some feedback from various pairs. If you have a profile photo, you could tell Sts which type you are and whether you agree with the interpretation.

EXTRA IDEA Get Sts to use their phones to look at the profile photos of family members or friends. This will help them discuss the last question.


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## 2 GRAMMAR modals of deduction: *might*, *can't*, *must*

**a** 6.9 Focus on the instructions, and give Sts time to read the conversation and look at the photo.

Play the audio for Sts to listen and fill in the blanks. Check answers.

**ANSWERS**
**1** must **2** might **3** can't **4** could

**6.9**
See conversation in Student Book on *p.63* and answer key

EXTRA SUPPORT Write the missing words in random order on the board, e.g., *can't*, *could*, *might*, *must*.

**b** Focus on the task and point out that the first part of number one (*might*) has been done for Sts. Get them to answer the questions individually or in pairs.

Check answers.

**ANSWERS**
**1** could **2** must **3** can't

**c** Tell Sts to go to **Grammar Bank 6B** on *p.151*.

### Grammar notes

Sts are already familiar with these modal verbs in other contexts, e.g., *may / might* to express a possibility, e.g., *I might go*, *must* for obligation, e.g., *You must wear a seat belt*, and *can't* for permission, e.g., *You can't take photos in the museum*. Here the same modal verbs are used in a different way to speculate and make deductions.

Although these verbs are used with *be* in the presentation, they can be used with any verb, e.g., *She must have a lot of money since she wears very expensive clothes*.

The most typical mistakes include:

- using *mustn't* instead of *can't* for something that's impossible, e.g., ~~*It must not be true*~~. (This would be considered wrong in British English, but is acceptable in American English.)
- using *can* instead of *might / may* for a possibility, e.g., *I think he's speaking Spanish, so* ~~*he can be Spanish or South American*~~.

Focus on the example sentences and play audio **6.10**, **6.11**, and **6.12** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Check answers, getting Sts to read the full sentences.

**ANSWERS**
**a** **1** I **2** J **3** A **4** C **5** H **6** B **7** F **8** E **9** G
**b** **1** must **2** might not **3** must **4** can't **5** might **6** must **7** might not **8** can't **9** might **10** can't

Tell Sts to go back to the main lesson **6B**.

EXTRA PRACTICE OPTION Use the **6B Grammar** photocopiable activity.

**d** Focus on the instructions and the photos, and make sure Sts understand what they have to do. Tell Sts that all the facts are true about one of the four people. Point out that they don't have to use all the phrases in the list – they should just choose the ones they want, and they can use them more than once.

Give Sts time to make deductions orally or to write them down.

Elicit some deductions about each photo, but don't tell Sts if they are right or not.

EXTRA SUPPORT Focus on the first photo and make the deductions as a whole-class activity.

**e** In this video, Sts will find out who the four people in **d** are.

Play the video once. If Sts wrote their deductions, tell them to mark with a ✓ the deductions that were correct and mark with an ✗ the ones that were incorrect.

Then play it again. Pause after each person. Find out if any Sts made correct deductions, and elicit as much information about them as possible. Sts might be interested to know that Deshun Wang started to learn English when he was 44.

**ANSWERS**
See video script

**Alexis Ohanian** was born in Brooklyn, New York, in nineteen eighty-three. When he was twenty-two, he and his friend Steve Huffman created reddit.com, an online bulletin board. One year later, the friends sold reddit.com, and they became millionaires. In twenty eleven and twenty twelve, Ohanian was named an important figure in the technology industry in *Forbes*'s "30 Under 30." His business interests now include hosting a podcast, investing, and technology. In twenty twenty, he and a group of women including his wife, Serena Williams, became the owners of a new women's soccer team in Los Angeles called Angel City FC.

**Deshun Wang** was born in nineteen thirty-six, in Shenyang in China. When he was in his twenties, he became an actor and performed in many Chinese movies over the following decades. At the age of seventy-nine, he started to work as a model, and is now known as "the world's hottest grandpa." In twenty seventeen, he became brand ambassador for Reebok. He is still in great shape and enjoys ice skating!

**Luz Acosta** was born in Guaymas, in northwest Mexico, in nineteen eighty. She started weightlifting as a teenager and was soon competing for her country. She took part in the Olympics in Beijing in two thousand and eight, where she came in eighth. After that, she competed in the London Olympics in twenty twelve, where she came sixth. However, some years later, the gold and silver medalists were found to have had positive doping tests, and in twenty seventeen, she was awarded the bronze medal. She was sad that she was never on the podium, but happy to be an example for clean competition.

**Maggie Aderin-Pocock** was born in London. Her parents were Nigerian. As a child, she told her teachers that she wanted to be an astronaut, but they told her she should try nursing. However, she studied physics at a university in London and became a space scientist. Since twenty fourteen, she has hosted the popular TV astronomy show *The Sky at Night*. She has several honorary degrees and has won many awards, including a gold medal from the Physics Institute and the Sky Women in Film and Television award. In twenty twenty-three, Mattel created a Barbie doll of Aderin-Pocock to celebrate International Women's Day.

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

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

## 3 VOCABULARY the body

**a** Focus on the photo and instructions. Either put Sts in pairs or do this as a whole-class activity.

If Sts worked in pairs, elicit the parts of the body Sts can name.

**ANSWERS**
**1** eye **2** nose **3** ear **4** finger **5** tooth (teeth) **6** hand **7** mouth (lips) **8** neck

**b** Tell Sts to go to **Vocabulary Bank The body** on *p.168*.

### Vocabulary notes

**Parts of the body**

Highlight the difference between *fingers* and *toes* – in some languages, the same word is used for both.

**Verbs related to the body**

All the verbs are regular except for *bite* (*bite* /baɪt/, *bit* /bɪt/, *bitten* /'bɪtən/).

Focus on **1 Parts of the body** and get Sts to do **a** individually or in pairs.

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

Check answers.

**6.13**
**The body, 1 Parts of the body**

| | | |
|---|---|---|
| 6 arms | 5 hands | 12 shoulders |
| 8 back | 2 head | 10 stomach |
| 21 chin | 18 knees | 11 teeth |
| 15 ears | 16 legs | 20 thumb |
| 13 eyes | 22 lips | 3 toes |
| 9 face | 1 mouth | 19 tongue |
| 7 feet | 4 neck | |
| 14 fingers | 17 nose | |

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Highlight the irregular pronunciations of *stomach* /'stʌmək/ and *tongue* /tʌŋ/, and the silent *k* in *knees*.

EXTRA SUPPORT Get Sts to cover the words, look at the photos, and test themselves or a partner.

Focus on **Activation** and put Sts in pairs, **A** and **B**. Sts **A** point to a part of their body for Sts **B** to name. Make sure they change roles.

Finally, focus on the **Possessive pronouns with parts of the body** box and go through it with the class.

Now focus on **2 Verbs related to the body** and get Sts to do **a** individually or in pairs. Remind them to put the verb in the correct form.

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

Check answers.

**6.14**
**2 Verbs related to the body**
1 Don't be frightened of the dog. He won't **bite**.
2 Jason **kicked** the ball too hard and it went over the wall into the next yard.
3 Mmm! Something **smells** delicious! Are you making a cake?
4 The stranger **stared** at me for a long time, but he didn't say anything.
5 Can you **taste** the sauce? I'm not sure if it needs more salt.
6 My dog always comes back when I **whistle**.
7 Don't **touch** the oven door! It's really hot.
8 The audience **clapped** when I finished singing.
9 The teacher suddenly **pointed** at me and said, "What's the answer?" I hadn't even heard the question!
10 He's a very serious person. He never **smiles**.
11 Everybody **nodded** in agreement when I explained my idea.

Now either use the audio to drill the pronunciation of the sentences, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Point out the silent *t* in *whistle*.

EXTRA SUPPORT Elicit which parts of the body you use for each verb.

**ANSWERS**
**bite:** teeth
**clap:** hands
**kick:** feet
**nod:** head
**point:** finger
**smell:** nose
**smile:** mouth / lips
**stare:** eyes
**taste:** tongue
**touch:** hands
**whistle:** lips

Tell Sts to go back to the main lesson **6B**.

EXTRA PRACTICE OPTION Use the **6B Vocabulary** photocopiable activity.

**c** In this video, Sts will see eight clips of people doing actions that involve different parts of the body. They need to say what the people are doing and which part of their body they are using.

Focus on the task and photo in **a**, and ask Sts what the woman is doing (*She's biting an apple.*) and what she is using to do it (*She's using her teeth.*).

Play the video and tell Sts to just watch. Then play it again and pause during each clip for Sts to write down the verb and the part of the body.

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

**ANSWERS**
**2** They're clapping. They're using their hands.
**3** She's smelling roses. She's using her nose.
**4** She's smiling. She's using her mouth.
**5** She's smiling. She's using her mouth / lips.
**6** He's pointing. He's using his finger / hand / arm.
**7** He's kicking a ball. He's using his foot / leg.
**8** She's tasting food. She's using her tongue / mouth.

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

EXTRA IDEA Tell Sts you are going to give them some instructions and they must act out what they are told to do: *Clap your hands. Stare at the person next to you. Point at the board. Nod your head. Whistle a tune. Touch your chair. Smile.*


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## 4 PRONUNCIATION diphthongs

### Pronunciation notes

Diphthongs consist of two short vowel sounds that are combined to make one longer sound. The most common problem for Sts is that they may not make the sound long enough, or may pronounce it as just one sound.

**a** Focus on the task and get Sts to say the sounds aloud. Elicit some ideas about the question, but don't tell Sts if they are right or not.

**b** Play the video for Sts to watch and check their answer to **a**, and hear all the diphthongs. Tell Sts to focus on the mouth position.

Check the answer.

**ANSWER**
Because they are a combination of two vowel sounds.

**What are diphthongs?**
**Diphthongs are a combination of two vowel sounds.**
**For example, the /ɔ/ sound and the /ɪ/ sound set together make the /ɔɪ/ sound.**
**boy /ɔɪ/, *bike* /aɪ/, *phone* /oʊ/, *owl* /aʊ/, *train* /eɪ/**

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

**c** In pairs or individually, Sts put the words in the list in the correct columns in **a**. This exercise recycles words from **Vocabulary Bank** The body that have diphthongs.

**d** **6.15** Play the audio for Sts to listen and check.

Check answers.

**6.15**
1 **boy** /ɔɪ/ point, voice
2 **bike** /aɪ/ bite, eyes, smile
3 **phone** /oʊ/ nose, shoulders, throw, toes
4 **owl** /aʊ/ mouth
5 train /eɪ/ face, taste

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

Now focus on the six phrases and elicit / explain what *a Roman nose* is (= a nose with a bump at the top).

In pairs, Sts now practice saying the phrases.

Finally, get individual Sts to say them.

EXTRA SUPPORT Read each phrase first and get Sts to repeat after you. Then put Sts in pairs and get them to practice saying the phrases.

## 5 READING & LISTENING checking assumptions

**a** Read the definition of *charisma* as a class and make sure Sts understand it. Model and drill the pronunciation /kə'rɪzmə/.

Find out if Sts know any public figures who they think have charisma.

**b** Focus on the instructions and make sure Sts know what the two jobs are.

Elicit from the class who they think is who and why, but don't tell Sts if they are right or not. Point out to Sts that *Danish* is an Indian name and is pronounced /dɑnɪʃ/.

**c** Before Sts read the article, you could focus on the title, *Can you learn how to be charismatic?*, and point out that *charismatic* is the adjective and is pronounced /kærɪz'mætɪk/. Model and drill its pronunciation.

Tell Sts to read the article to find the answer to **b** and then to answer questions 1–4.

Check answers.

**ANSWERS**
The charisma coach is Danish Sheikh.
1 He's worked with Microsoft, Yahoo, and the BBC.
2 Yes – he charges $200 an hour, and plenty of people are paying.
3 He followed Colin everywhere and watched how he behaved because Colin is going to be his student.
4 He can't make conversation, he has negative body language, he doesn't smile enough, and he seems bored when he's talking to people.

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

**d** Focus on the instructions and tell Sts, in pairs, to ✓ the things they think a charismatic person does.

Elicit from various pairs what they have checked.

**e** **6.16** Tell Sts they are going to listen to Colin talking about what he learns and they must check their answers to **d**.

Now play the audio once the whole way through. Get Sts to compare answers with a partner.

Play the audio again if necessary, and then check answers.

**ANSWERS**
A person with charisma does 1, 2, 5, 6, 7, and 10.

**6.16**
(script in Student Book on *p.135*)
Danish Sheikh tells me that people with charisma do two basic things. They project their own personality, but at the same time they also make other people feel important. Sheikh's lessons are designed to help me to do both of these things, and in the next forty-eight hours I learn a lot.
Projecting your own personality is difficult to learn. Nobody likes people who talk about how fantastic they are, but nobody remembers people who don't say anything about themselves. Sheikh says the solution is to talk about yourself enough, but not too much.
People with charisma also feel confident. Sheikh gives me advice to help me feel more confident – for example, when I walk into a meeting or a party. He tells me to remember a time in the past when I was successful. This positive memory will stop me from feeling afraid or anxious.
Body language is also important. We practice it together, including how to stand like a gorilla, with your feet apart and your arms wide – this shows that you're an important person. Sheikh also tells me how to enter a room. You have to have your chin up and your shoulders back. He tells me to make eye contact with the people I'm talking to, but not for too long – maximum four seconds – it's important not to stare. We also study hand gestures – you shouldn't use them too much.
Finally, conversation. I learn that it's important not to speak too fast or too slowly. You need to vary your speed to keep your listener's attention. But the most important thing of all is listening carefully. If you show interest in people, it makes them feel special. But if you're not really listening, the person you're talking to notices very quickly, so you need to make sure you really concentrate on what they're saying.
At the end of the two days, I have a test…

**f** Tell Sts they are going to listen to Colin again, and this time, they must answer questions 1–4.

Play the audio again the whole way through.

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

**ANSWERS**
1 Talk about yourself enough, but not too much.
2 Remembering a past success will help you feel more confident.
3 You have to have your chin up and your shoulders back.
4 The person you're talking to notices very quickly.

**g** **6.17** Focus on the task and tell Sts to listen and complete 1–3.

Now play the audio once the whole way through. Get Sts to compare with a partner.

Play the audio again if necessary, and then check answers.

**ANSWERS**
1 talk to strangers.
2 giving him advice, e.g., make eye contact, don't cross your arms, etc.
3 understanding who you are better and showing the best version of yourself.

**6.17**
(script in Student Book on *p.135*)
At the end of the two days, I have a test. I go to a club with Sheikh, and I have to talk to strangers. I start talking to people and it goes OK. I don't think people really like it when a stranger starts speaking to them, but we laugh, and I have some interesting conversations. Occasionally, Sheikh gives me advice. He reminds me to make eye contact with everyone I'm talking to, and tells me not to cross my arms, that kind of thing.
As we leave the club, we shake hands. He says that the course has been good for me, and he gives me a thumbs-up. So, have I changed? Am I more charismatic? Not exactly – I'm never going to stand like a gorilla again, for example. But perhaps charisma is simpler than that anyway; it's about understanding who you are better and showing the best version of yourself.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on *p.135* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**h** Do this as a whole-class activity, getting all Sts to demonstrate the phrases.

You could repeat the activity, getting individual Sts to act out some of the phrases.

**i** Do this as a whole-class activity. You could also tell Sts what you think and if you would do a charisma course.

## 6 LISTENING understanding advice

**a** Focus on the task and make sure Sts understand the meaning of *outfit* (= a set of clothes that you wear together, e.g., pants and a shirt) and *suits him best* (= he looks best in).

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

Elicit with a show of hands which outfit Sts think suits Sam best.

**b** Tell Sts that they are going to watch a video about Sam, an actor, who has a session with Elin Mai, a personal stylist. Elicit / Explain the meaning of a *personal stylist* (= someone who advises people on what kind of clothes to wear for them to look good and feel more confident).

Focus on the task.

Play the video once the whole way through.

Check answers.

**ANSWERS**
Sam liked outfit 2 best.
He thought the experience was brilliant.

**N = narrator, S = Sam, E = Elin**
N *Sam Alexander is an actor. Today, he's going to visit a personal stylist, Elin Mai, at a shopping mall.*
S I thought my wardrobe was getting quite boring and I dress up a lot for my job as an actor. Sometimes I don't give any thought to my own wardrobe, so I was keen to sort of refresh things a bit and get a new opinion…Hi, Elin.
E Hello, Sam! Welcome!
S Thank you very much. Nice to meet you.
E Nice to meet you, too. Welcome to the Fashion Lounge.
S Thank you very much.
E I think having your unique personal style is something that's incredibly important to each and every individual. And everyone should ideally try and find their own personal style as well.
N *Before this session, Sam has filled in a questionnaire with everything from his sizes to his dress sense.*
E With every session, we sit down at the beginning and we have a chat about their questionnaire, so we go into a bit more depth… And then, we would ask them more questions about their lifestyle as well. Now the consultation usually lasts, you know, fifteen to twenty minutes, but the consultation actually continues throughout the session as well. So those little questions about their lifestyle – and I find out things about what they like and what they dislike, and about the shops that they've gone to in the past and about their relationship with clothes.
N *After Sam and Elin have visited a few stores, they return to the Fashion Lounge and Elin divides the clothes into four outfits.*
E Wow! What another entrance!
S So this is a staple – everyone should have one of these.
E Everyone should have a denim shirt.
S See, I haven't. Brilliant.
N *But which outfit does Sam like best? Outfit one…Outfit two…Outfit three…Outfit four?*
S Hmm, I think outfit two really, because it was quite bold. I felt very smart in it and I wouldn't have worn those kind of things.
N *So what are Elin's golden rules?*
E I would say my golden rules would be to look at your own wardrobe to begin with before even going shopping because without knowing what you've got, you can't go out and buy the right things.
N *Is there one item that Elin thinks everyone should have?*
E I do think that everyone should have a good pair of jeans in their wardrobe that fits them perfectly, that makes them feel good about themselves. Did you enjoy today?
S I did. It was absolutely brilliant. It exceeded my expectations. It was really great fun.
N *Although not everyone needs Elin's help, for Sam the day with a personal stylist has clearly changed his wardrobe and his attitude to it.*
E Take care.
S Thank you again. Bye.
E Bye!

**c** Focus on the instructions and give Sts time to read the list of items – point out the two sections.

Play the video again the whole way through for Sts to ✓ three items in each group.

Get Sts to compare with a partner, and then check answers. You may want to explain that we can use *wardrobe* to refer not just to the piece of furniture, but also to the clothes in it, and that in British English when talking about how someone dresses, *smart* means neat and stylish but not too formal.


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**ANSWERS**
**What Elin needs to find out about Sam:** what kind of lifestyle he has; where he usually shops for clothes; how he feels about clothes in general
**Things Elin thinks are important:** checking what you already own before going shopping for clothes; finding your own style; having a pair of jeans that makes you feel good

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

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

**d** Discuss Elin's tips together as a class. You could also ask Sts if they would like to have a session with her, or with another personal stylist.

# 5&6 Review and Check

For instructions on how to use these pages, see *p.49*.

**Video material**

Can you understand these people? 5&6

**More materials**

**For teachers**

**Oxford English Hub**
Quick Test 6
File 6 Test

## GRAMMAR

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

## VOCABULARY

**ANSWERS**
**a 1** lips / mouth **2** eyes **3** nose **4** hands **5** teeth
**b 1** beat **2** court **3** get injured **4** scored **5** go
**c 1** close **2** common **3** touch **4** got **5** fiancé
**d 1** soundtrack **2** subtitles **3** special effects **4** star **5** scene
**e 1** out **2** off **3** up **4** out **5** on

## PRONUNCIATION

**ANSWERS**
**c 1** book**ed** /t/ **2** cr**ow**d /aʊ/ **3** eye**s** /z/ **4** sh**ou**lders /oʊ/ **5** w**or**ld /ər/
**d 1** referee **2** review **3** audience **4** director **5** colleague

## CAN YOU understand this text?

**ANSWERS**
**a** The best exercise is the exercise that you will actually do.
**b 1** B **2** E **3** C **4** A **5** F **6** G **7** D

## CAN YOU understand these people?

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

**1 Philomena**

**I = interviewer, P = Philomena**
**I** Do you prefer doing sports or watching them?
**P** Probably doing it. I find watching it really boring.
**I** What sport do you play?
**P** Uh, I don't do a lot. I'd say I don't mind tennis, swimming in variation – depends on the weather.
**I** What sports do you like watching the most?
**P** If I had to watch one, I like the rhythmic gymnastics or the diving, like for example at the Games, when they're on TV.
**I** Why do you like them?
**P** I think because they're kind of like a dance, it's like a routine, it's very graceful. It's not as rough a sport.

**2 Rachel**

**I = interviewer, R = Rachel**
**I** Do you know anyone who has gone out with someone they met online?
**R** I know lots of people who've gone out with people they've met online.
**I** How did it work out?
**R** A couple of people are married, for some of them they're still with the other person, and for a lot of them it didn't work out.

**3 Gina**

**I = interviewer, G = Gina**
**I** Have you ever cheated on an exam?
**G** I have definitely cheated on an exam.
**I** How did you cheat?
**G** I had friends with me or I would write it on a piece of paper or on my hand.
**I** Were you caught?
**G** I have never gotten caught cheating on an exam.

**4 Tyler**

**I = interviewer, T = Tyler**
**I** What's your favorite movie of all time?
**T** My favorite movie of all time is *John Wick*.
**I** How many times have you seen it?
**T** I have seen it at least ten times.
**I** Why do you like it so much?
**T** A lot of action. A lot of blood. Just good fights.

**5 Miranda**

**I = interviewer, M = Miranda**
**I** Do you have a profile photo?
**M** Yes, I have a profile photo on my Facebook, and Instagram, and Twitter.
**I** What is it?
**M** The photo, the profile photo on my Facebook page is of me and my husband in Las Vegas on our anniversary.
**I** Why did you choose it?
**M** Um, my make-up looked good.



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# 7A School time

**G** first conditional and future time clauses + *when*, *until*, etc.
**V** education
**P** the letter *u*

## Lesson plan

This lesson is about education and provides two different angles on the topic. The lesson begins with a vocabulary focus that reviews and extends Sts' knowledge of vocabulary related to education. This is followed by a pronunciation focus on the letter *u*, and a speaking activity where Sts talk about their own education. Sts then read and listen to an educational experiment, which was televised, where 15 students and their teachers "travel" through seven eras of British educational history. Sts then have a discussion on the differences between their parents' education and theirs, and the most recent changes in schools.

In the second half of the lesson, the context is exams. Grammar – first conditional sentences and the use of the present tense in future time clauses – is presented through a video where a teenager, who is waiting for her results, is interviewed by a journalist. Sts then read an online forum where people discuss whether or not it's worth going to college, and also read about two people's contrasting experiences. Finally, Sts have a debate on various topics related to education.

### Video material

Vocabulary – education

Grammar – first conditional and future time clauses (Parts 1–2, extracts)

### More materials

**For teachers**

**Photocopiables**

*Grammar* first conditional and future time clauses + *when*, *until*, etc. *p.173*
*Communicative* Three in a row *p.202* (instructions *p.185*)
*Vocabulary* Education *p.225* (instructions *p.213*)

**For students**

Workbook 7A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *school* on the board.
Ask Sts how many words they can think of to describe a kind of school, e.g., *elementary*.

**POSSIBLE ANSWERS**
elementary, middle, secondary, high, public, private, language, faith / religious, boarding

You may want to tell Sts that in the US a *public school* is a school run by the government, but in the UK it doesn't refer to a school run by the government, which is a *state school*, but to a private school – usually a boarding school.

## 1 VOCABULARY education

**a** ▶ Books open. In this video, Sts will see eight multiple-choice review test questions. After Sts have seen the questions and three possible answers, they have ten seconds to decide which answer is correct. Put Sts in pairs.

Play the video for Sts to watch and choose their answers.

Then play it again, pausing after each question to check answers.

**ANSWERS**
**1** A **2** C **3** B **4** C **5** B **6** B **7** C **8** B

Find out which pair got the most answers correct.

▶
OK everyone, here's your review test. There are eight questions. Choose A, B, or C. Ready?
Question one: In which continent is the Mekong River?
A Asia, B Africa, or C South America
Question two: What year did World War two start?
A nineteen thirty-six, B nineteen thirty-nine, C nineteen forty-five
Question three: What's the square root of thirty-six?
A three, B six, C nine
Question four: What does "OS" stand for in computing?
A Output Software, B Online Security, C Operating System
Question five: Who discovered the law of gravity?
A René Descartes, B Isaac Newton, C Galileo Galilei
Question six: How many books are there in *The Lord of the Rings?*
A one, B three, C five
Question seven: In what part of the body is the tibia?
A the arm, B the back, C the leg
Question eight: What's the most common chemical element on Earth?
A carbon, B hydrogen, C oxygen

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

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

**b** Tell Sts to complete each school subject. Then, they should see if they can remember the quiz question from the video for each school subject.

Finally, elicit the quiz question for each subject.

**ANSWERS**
1 **geography:** In which continent is the Mekong River?
2 **history:** What year did World War II start?
3 **math:** What's the square root of thirty-six?
4 **computer science:** What does *OS* stand for in computing?
5 **physics:** Who discovered the law of gravity?
6 **literature:** How many books are there in *The Lord of the Rings*?
7 **biology:** In what part of the body is the tibia?
8 **chemistry:** What's the most common chemical element on Earth?

**c** 7.1 Play the audio for Sts to listen and check.

Check answers by eliciting the words and writing them on the board. You may want to point out that in some schools *computer science* is called *information technology* or *IT*.

**7.1**

1 geography
2 history
3 math
4 computer science
5 physics
6 literature
7 biology
8 chemistry

Now get Sts to underline the stressed syllable in each school subject.

Play the audio again for Sts to listen and check.

Check answers. Model and drill pronunciation, especially *geography* /dʒi'ɑgrəfi/ and *literature* /'lɪtərətʃər/.

**ANSWERS**
See underlining in script 7.1

EXTRA CHALLENGE Get Sts to underline the stressed syllables as they complete the school subjects.

**d** Tell Sts to go to **Vocabulary Bank** Education on *p.169*.

### Vocabulary notes

Highlight that in the American system, *grades* refers to the marks you get on exams and in classes, e.g., *He got an excellent grade in chemistry. He got an A on his chemistry exam. Grade* can also refer to the year you are in, e.g., *first grade.*

*College* also has different meanings. In the American system, *college* is synonymous with *university*. In British English, however, a college is a place where people can study or receive vocational training after school, e.g., a secretarial college or a teacher training college.

The UK has several words that can be used as synonyms of *principal*, e.g., *headmaster, headmistress,* or *head of school.*

Focus on **1 The school system in the US and the UK** and get Sts to do **a** individually or in pairs.

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

Check answers.

**ANSWERS**
2 elementary 3 high 4 grades 5 kindergarten 6 twelfth 7 semesters 8 public 9 private 10 religious 11 college 12 graduate

**7.2**
See text in Student Book on *p.169* and answer key

Sts now do **c** individually or in pairs.

**7.3** Now do **d**. Play the audio for Sts to listen and check.

Check answers.

**ANSWERS**
1 primary 2 nursery 3 secondary 4 boarding 5 pupils 6 head 7 terms 8 university

**7.3**
See text in Student Book on *p.169* and answer key

For **Activation**, put Sts in pairs and tell them to cover the two texts. Sts then tell each other about the school system in both countries.

EXTRA IDEA Get the class to tell you about the school system in their country.

Now focus on **2 Discipline and exams**. You could elicit / explain the meaning of *discipline* /'dɪsəplɪn/ (= training people to obey rules, and punishing them if they do not), and model and drill its pronunciation. Then get Sts to do **a** individually or in pairs. Remind them to put the verb in the correct form.

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

Check answers.

**ANSWERS**
**A** 2 let 3 misbehave 4 be punished 5 make 6 cheat 7 be suspended
**B** 1 take 2 pass 3 review 4 fail 5 grade

**7.4**
See text in Student Book on *p.169* and answer key

For **Activation**, get Sts to cover the texts and look at the verbs, and try to remember as much information as possible from them.

Finally, focus on the ***make, let,* and *allow*** box and go through it with the class. With a stronger class, you might want to point out that when we use *make* in the passive, we use the infinitive with *to*, e.g., *I was made to stand in the corner for ten minutes*.

Tell Sts to go back to the main lesson **7A**.

EXTRA PRACTICE OPTION Use the **7A Vocabulary** photocopiable activity.

## 2 PRONUNCIATION the letter *u*

### Pronunciation notes

The letter *u* has several different pronunciations, but between consonants it is usually (but not always) /ʌ/, e.g., *sun*, *luck*, *summer*, or /yu/, e.g., *music*, *tune*, *usually*. Sts often don't realize that there is a kind of "hidden sound" – /y/ – in words like *music*, and tend to pronounce them /'myuzɪk/.

You might want to remind Sts about the rule governing the use of the indefinite article *a* or *an* before words beginning with *u*. If the *u* is pronounced /ʌ/ (i.e., a vowel sound), then *an* is used, e.g., *an umbrella*, *an uncle*, but if *u* is pronounced /yu/ (i.e., a consonant sound), then *a* is used, e.g., *a uniform*, *a university*, *a useful book*.

**a** Focus on the box **The letter *u*** and go through it with the class.

Elicit the three words and four sounds: /yu/, *up* /ʌ/, *boot* /u/, and *bull* /ʊ/.

Give Sts time to put the words in the correct column.

**b** **7.5** Play the audio for Sts to listen and check.

Check answers. You may want to point out here that the /ʊ/ pronunciation is the least common.

**7.5**
/yu/ future, music, uniform, university
up /ʌ/ lunch, nun, study, subject
boot /u/ rude, rules, student, true
bull /ʊ/ full, put

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

Give Sts time to practice saying the words.



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**c** 7.6 Focus on the task and tell Sts that they are going to hear four sentences that they need to write down.

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

**7.6**
1 What subjects did you study in high school?
2 Do students at your school wear uniforms?
3 Most students have lunch in the cafeteria.
4 I usually get good grades on my music exams.

Then play it again, pausing after each sentence to give Sts time to write.

Play the audio again for Sts to listen and check.

Check answers by eliciting the sentences and writing them on the board.

**ANSWERS**
See script 7.6

EXTRA SUPPORT Play the audio again, pausing for Sts to repeat and copy the rhythm. Put Sts in pairs and get them to practice saying the sentences.

## 3 SPEAKING

Education vocabulary is now put into practice in a free-speaking activity. Sts interview their partner, asking the questions in the questionnaire.

Focus on the question prompts, making sure Sts understand them all. Explain / Elicit that *PE* stands for *physical education* (= sports and exercise that are taught in school). Remind Sts that if they are currently in high school, they should use the present tense (i.e., add *do* or *is / are* to the prompts). If they are no longer in school, they should use the past tense (i.e., add *did* or *was / were* to the prompts).

**ANSWERS**
**Your school**
What kind of high school did you go to? Was it a coed school or a single-sex school? Did you like it?
How many students were there in each class? Do you think it was the right number?
What time did your school day start and end?
**Subjects and homework**
What subjects were you good and bad at?
Which was your favorite subject?
How often did you do PE or play sports?
How much homework did you usually get? Did / Do you think it was too much?
**Rules and discipline**
Did you have to wear an uniform? Did you like it? Why (not)?
Were your teachers too strict, or not strict enough? Why?
What kind of discipline did they use? Did the students behave well, or did they misbehave?

EXTRA SUPPORT Elicit the questions in the questionnaire before you start the activity, by getting Sts to ask you the questions.

Sts take turns interviewing each other. Remind the student who is interviewing to react to the interviewee's answers and ask for more information where possible (*Really? / That's interesting. / Why didn't you like it?*, etc.).

Get some whole-class feedback at the end, by finding out, e.g., how many people liked / didn't like their school and what their best / worst subjects were.

## 4 LISTENING checking predictions

**a** Focus on the photo and elicit from Sts what they can see. Tell Sts to read the description of a BBC documentary and answer questions 1–4.

Check answers to questions 1 to 3.

**ANSWERS**
1 Fifteen students and their teachers
2 From the 1890s to the 1990s
3 To show how much life at school has changed over the past 100 years

Now elicit opinions for question 4.

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

**b** Focus on the question and make sure Sts know what a *decade* is (= a period of ten years). Model and drill its pronunciation /'dɛkeɪd/.

Now give Sts time to read 1–6, and make sure they understand all the lexis.

Point out the **Glossary** and go through it with the class.

Get Sts to discuss the question in pairs. Elicit some ideas, but don't tell Sts if they are right or not.

**c** 7.7 Play the audio for Sts to listen and check their ideas in **b**.

Check answers.

**ANSWERS**
1 1960s 2 1940s–50s 3 1920s–30s 4 1990s 5 1980s 6 1970s

**7.7**
(script in Student Book on *p.135*)
**Episode two: the nineteen twenties to the nineteen thirties**
In this episode, the children learn Esperanto. This language of international communication was invented in the nineteenth century and became popular in the period between the two World Wars. It was called "the language of peace." To help the students learn it, teachers use the latest technology – a record player, or "gramophone," as it was called then. There are school medical checks, and the children have to take a spoonful of a medicine called cod liver oil every day, for extra vitamins – they all hate it! Children of all ages also have to take a nap every afternoon because it's considered important for their health. In classes, the girls aren't happy when they discover that the boys are studying science, while they have to look after dolls to learn how to take care of babies when they have them! And it's not just the female students who are treated differently; female teacher Sue must leave her job when she gets married.
**Episode three: the nineteen forties to the nineteen fifties**
World War two has ended, and a revolution in education has begun. There is a new exam for children called the eleven plus, which separates the academic and less academic children. Health is still very important, and children get a free bottle of milk every day. Learning is all based on memorizing facts. The girls now take some academic subjects like English and history, but they also take some "girls' subjects." For example, they have "deportment" lessons, where they practice balancing books on their heads to learn how to walk gracefully. For the boys, on the other hand, apart from taking all their academic subjects, they also go cross-country running – a sport where they run long distances. This is because being athletic was now considered very important.
**Episode four: the nineteen sixties**
In the sixties, the students try out a different school called a secondary modern. Education is now less formal, and they study vocational subjects to prepare them for certain types of jobs. Boys and girls are separated again: typewriting for girls… and bricklaying for boys. Then there's cooking for girls, and the boys learn to drive – something that is considered a vital skill for boys after they graduate. They still have to take math, though, and this is one of the few classes where boys and girls are mixed.

**Episode five: the nineteen seventies**
In the nineteen seventies, the children are at a new type of school called a comprehensive. Finally, boys and girls are mixed for all classes. The curriculum expands to include new subjects, like business and air travel – they even have a life-size model plane in the classroom. Although education now is more experimental, school rules are still strict, especially regarding uniform and appearance, and the children rebel. The girls want to wear short skirts and the boys want to have long hair – both of which are forbidden. Three of the students in the show are made to stay after school as a punishment for breaking the rules!

**Episode six: the nineteen eighties**
The students arrive in the nineteen eighties, where technology is changing fast. In the math class, they try out a computer for the first time. School meals have also changed. Fast food is now served in a cafeteria, and children can choose what they want to eat – for the very first time, they can have fries! The only area where boys and girls do different things is in PE classes. Boys still have to do cross-country running, for example, but the girls can take part in a new sport – rhythmic gymnastics.

**Episode 7: the nineteen nineties**
By the nineteen nineties, many of the changes at school are to do with extracurricular activities and how students spend their free time. The children raise money for charity by performing a fashion show for their friends and family. During break time, they exchange sports stickers, or play with toys such as the Game Boy and their pet Tamagotchis. But the biggest change of all takes place in their computer class. They get the chance to use an early dial-up modem, and access the very first "world wide" website. Education will never really be the same again.

**d** Tell Sts they are going to listen again and this time they need to answer questions 1–12. Give Sts time to read 1–12, making sure they understand all the lexis.

Put Sts in pairs to see if they can remember any of the answers.

Play the audio once the whole way through.

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

Check answers.

**ANSWERS**
1 It's an international language of communication, called "the language of peace." The teachers use the latest technology (at the time): a record player.
2 It's a kind of medicine. Children have to take it for extra vitamins. They also have to take a nap every afternoon.
3 A new exam called the 11-plus, which separates the academic and less academic children.
4 Girls only take some academic subjects and take "girls' subjects" like learning to walk gracefully; boys take academic subjects, but also sports like cross-country running.
5 They try out a secondary modern school.
6 They take vocational subjects separately; girls take typewriting and cooking, boys do bricklaying and learn to drive. Boys and girls do math together.
7 business and air travel
8 Girls aren't allowed to wear short skirts and boys aren't allowed to have long hair.
9 They have meals in a cafeteria and children can choose what they want to eat.
10 cross-country running for the boys and rhythmic gymnastics for the girls.
11 They raise money for charity, they exchange sports stickers, and they play with Game Boys and Tamagotchis.
12 Because they start using the internet.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.135* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**e** Either put Sts in small groups of three or four and get them to discuss the questions, or do this as a whole-class activity.

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

## 5 GRAMMAR first conditional and future time clauses + *when*, *until*, etc.

**a** Focus on the questions and make sure Sts understand them. Then get Sts, in pairs, to answer them.

Get some feedback from various pairs, and tell Sts how you feel or felt about exams.

**b** Focus on the photo and tell Sts they are going to watch two interviews with Olivia, the girl in the photo, who took some important exams – the first interview is before she gets her results, and the second after.

Let Sts know what the SAT is (The Scholastic Aptitude Test is an exam that students take in their last year of high school. Getting a place at university can depend on SAT scores).

Now give Sts time to read questions 1–6.

Play the video for Sts to watch.

Then put Sts in pairs and tell them to answer the questions. Play the video again if necessary.

Check answers. You may want to explain that the scores for the SAT are given in numbers.

**ANSWERS**
1 She thinks she needs a combined score of 1500.
2 She is sure she did well, but she is worried she didn't do well enough.
3 She wants to study at MIT, the Massachusetts Institute of Technology.
4 She gets her scores online in about a week.
5 She doesn't want to plan any celebrations until she knows her scores.
6 She will study extra hard and take the test again.

**O = Olivia, A = Anna, F = friend**

**Part 1**
**O** Hi, Anna! It's so good to talk to you! How are you? What's going on?
**A** Hi, Olivia! I'm good! I got an A on my biology test, so I'm really happy! How did you do on your big test for college? I can't remember what it's called…
**O** Oh, you mean the SAT – the Scholastic Aptitude Test?
**A** Yes, that's it! Did you take it at school?
**O** Well, I took it at school, but we used an online version.
**A** Oh, interesting…How many subjects were on the test?
**Olivia** There aren't exactly "subjects," but three areas: Reading and Writing, which basically cover the content of English classes, and Math.
**A** Do you think you did well?
**O** Oooh, I don't know. I'm sure I did well, but I'm worried I didn't do well enough...
**A** Why are you worried about your scores?
**O** Because I really want to go to MIT, the Massachusetts Institute of Technology. And probably, they won't accept me unless I have a combined score of 1500 or higher.
**F** Do you think you'll get that score?
**O** I don't know. I think I did well on the Reading and Writing section, but I'm a little worried about the Math section.
**A** When will you get your scores?
**O** They'll go online in about a week. Believe me, as soon as they're posted, I'll look them up.


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A How will you celebrate if you get the scores you want?
O Hmm. I don't want to plan any celebrations until I get the results.
A And, what will you do if you don't get the score you need?
O Ugh. I don't want to think about it. If I don't get into a good college, my parents will kill me. No, I'm just joking. I really want to go to MIT, so I guess I'll study extra hard and then take the SAT again.
A That makes sense! So, I have to go now, but let's talk again when you know your scores! I'm sure they'll be good ones, but good luck anyway!
O Thanks.

**c** Tell Sts they will now find out what scores Olivia got. They must listen for the results and find out what she is going to do.

Play the video once the whole way through.

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

**ANSWERS**
Olivia got 750 on the reading and writing section, and she got 580 on the math section.
When she feels a little more positive, she'll decide what to do. But she'd really like to study at MIT, so she might take the test again in a few months.

**O = Olivia, A = Anna**
**Part 2**
O Hi, Anna.
A Hi, Olivia. Oh, I can tell from your face that your SAT scores, uh, weren't exactly what you wanted.
O Yeah. I got 750 for the reading and writing section, but only 580 for math. Not quite good enough.
A Oh, I'm so sorry to hear that, Olivia. What are you going to do now?
O Right now, I don't know. When I feel a little more positive, I'll decide what to do. But I'd really like to study at MIT, so I might take the test again in a few months.
A How did your parents react? Were they angry?
O No, Mom and Dad were really nice – they know how disappointed I am.
A I'm sure everything will work out for you in the end. And…I'm always around if you want to talk.
O Thanks, Anna.

**d** Focus on the five sentences from the interviews and give Sts time to fill in the blanks.

Then play the video, pausing after each sentence to give Sts time to listen and check.

Check answers. Elicit / Explain the meaning of *unless* (= if not) and *as soon as* (= the moment when).

**ANSWERS**
**1** I have **2** they're posted **3** I know **4** will kill **5** I feel

See sentences in Student Book on *p.70* and answer key

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

**e** Tell Sts to go to **Grammar Bank 7A** on *p.152*.

## Grammar notes

Sts should be familiar with basic first conditional sentences (*if* + present, future (*will*)) from their Level 2 course.
Here they also learn to use *unless* (instead of *if…not*) in conditional sentences, and that other future time clauses (i.e., beginning with *when*, *as soon as*, *unless*, etc.) work in the same way as *if*-clauses, i.e., they are followed by a present tense although they actually refer to the future. This may be new for your Sts. Emphasize that in the other (main) clause, the verb form is usually *will* + base form, but it can also be an imperative or *be going to*.
A typical mistake includes using a future form after *when*, *unless*, etc., e.g., ~~*I'll call you when I'll arrive*~~.

Focus on the example sentences and play audio **7.8** and **7.9** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Check answers, getting Sts to read the full sentences.

**ANSWERS**
**a 1** will get **2** won't grade **3** are / 're **4** doesn't improve **5** hurry **6** don't know **7** shouts **8** will graduate **9** won't go out **10** need
**b 1** until **2** before **3** when **4** after **5** unless **6** as soon as **7** until **8** when **9** unless **10** before

Tell Sts to go back to the main lesson **7A**.

EXTRA PRACTICE OPTION Use the **7A Grammar** photocopiable activity.

**f** Put Sts in pairs and focus on the questions. Tell Sts that they should make true sentences beginning with the phrases in the question, e.g., *As soon as I get home, I'll…*, *If I don't do well on my next test, I'll…*, etc.

Give Sts a few minutes to think about their sentences. Then they ask each other the questions, and answer with full sentences.

Get some feedback.

## 6 READING & SPEAKING understanding points of view

**a** Focus on the instructions and make sure Sts can identify which of the three categories they belong to.

Now put Sts in pairs and get them to tell their partner the answers to the questions that match their situation.

Get some feedback from various pairs.

EXTRA SUPPORT You could demonstrate the activity by answering the questions about yourself first.

**b** Do this as a whole-class activity.

**ANSWER**
Is it really a good idea / a good use of your time, effort, and money?

**c** Focus on the instructions and make sure Sts understand the difference between the three symbols.

Give Sts time to read the comments and complete the task.

Check answers.

**ANSWERS**
**1** S **2** ✓ **3** ✗ **4** ✗ **5** ✗ **6** S

**d** Give Sts time to read the comments again and then think about higher education in their country.

Get some feedback.

**e** Do this as a whole-class activity.

**f** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** College or not?, **A** on *p.110*, **B** on *p.115*.

Go through the instructions. Sts **A** read about Archie while Sts **B** read about Emily-Fleur. As they are reading, walk around monitoring and helping with any queries.

When they have finished reading, Sts **A** should start by asking their questions about Emily-Fleur. Sts **B** can have their books open, but should try to answer from memory.

Then they change roles and Sts **B** ask their questions about Archie.

**ANWERS**

**Student A – Emily Fleur**

1. She graduated when she was 16.
2. She didn't go to college because she's never been interested in school or academic achievement.
3. Three of her sisters were getting married and she saw the need for more wedding photographers.
4. Her science teacher's wedding was the first one she photographed.
5. She posted her photos on social media.
6. She bought better equipment after she had done six weddings.
7. She thinks people are more prepared to give someone young a chance.
8. She knows her friends will have to go out into the real world after they graduate from college, but she is already there.

**Student B – Archie Hooper**

1. He spent four years in college.
2. He had some lectures and classes, but most of the time he and his friends studied plays, wrote essays, shared ideas, and did a lot of acting.
3. He moved to Vancouver with his girlfriend.
4. He planned to work as a waiter or salesperson and look for a real job in acting.
5. He has auditioned for at least 60 jobs.
6. Right now, he's working for a delivery company.
7. Life is difficult right now but he's confident it will be better.
8. No, he doesn't regret studying drama. He's happy he did it.

Tell Sts to go back to the main lesson **7A**.

EXTRA SUPPORT When Sts have finished, elicit as much information as possible from the class about Archie and Emily-Fleur.

**g** Do this as a whole-class activity.

## 7 SPEAKING

**a** **7.10** Focus on the task and statement.

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.

**ANSWERS**

She agrees.

**1** It's good for their health and helps them learn better.
**2** Team sports are great for building relationships.
**3** They learn team skills they can use in other areas.
**4** It's an enjoyable experience.

**7.10**

(script in Student Book on *p.136*)

The topic I've chosen is "All children should play a team sport at school."
I completely agree for the following reasons:
First of all, I think that doing any kind of sport is a really positive thing for children. It's good for their health and, apparently, it helps children learn better.
My second point is that team sports are good for building relationships. Children learn how to work together.
Another important point is that they can use the team skills they learn from playing a sport in other areas of their life.
Finally, being part of a team is a great experience. It doesn't matter if you're not good at a sport – you can still enjoy playing the game with your friends.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.136* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**b** **7.11** Focus on the instructions and the **Organizing and presenting your opinions** box. Encourage Sts to guess what the missing words might be.

Now play the audio, pausing after each sentence to give Sts time to fill in the blanks.

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

**ANSWERS**

**1** topic **2** completely **3** First **4** point **5** Another **6** Finally

**7.11**

See sentences in Student Book on *p.71* and answer key

**c** Put Sts in small groups of three or four. Go through the instructions and the statements in the list, making sure Sts understand them.

Give Sts time in their groups to each choose a different statement from the list.

Now give Sts time (e.g., five minutes) to think of at least three reasons why they agree or disagree with the statement they have chosen and to prepare what they are going to say. Help Sts with any vocabulary they may need.

**d** Sts in each group now take turns whether they agree or disagree with the statement they have chosen in **c**, and why. The other Sts should listen, and at the end say if they agree or disagree with the student who introduced the statement, and why. Finally, each group votes on whether they agree or disagree.

If there's time, get feedback to find out who argued about which statement in each group, and if they managed to convince the others in their group.



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# 7B House or home?

**G** second conditional, choosing between conditionals
**V** houses
**P** sentence stress, the letter *c*

## Lesson plan

The topic of this lesson is people's homes. In the first half of the lesson, Sts start by reading an article about the advantages and disadvantages in the US of living with your parents as an adult. This leads to Sts discussing the situation in their own country. The grammar, second conditionals, is presented through online comments where young people respond to the article and say whether they would like to leave home and live independently or not. This is followed by a pronunciation focus on sentence stress and rhythm, and oral practice of the second conditional.

In the second half of the lesson, there is a vocabulary focus on lexis related to houses and where people live. This leads to a pronunciation section on the letter *c* and its three possible pronunciations, /s/, /ʃ/, and /k/. Sts then watch a video about a London building (now a museum) where both the composer George Handel and the musician Jimi Hendrix once lived. Sts then describe their own dream houses. The lesson ends with Writing, where Sts write a description of their house / apartment for a home rental website.

**Video material**

Vocabulary – houses

Listening – *Handel Hendrix House*

**More materials**

**For teachers**

**Photocopiables**

*Grammar* second conditional, choosing between conditionals *p.174*
*Communicative* If you had to choose… *p.203* (instructions *p.185*)
*Vocabulary* Houses *p.226* (instructions *p.213*)

**For students**

Workbook 7B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the following on the board:
*Places to live when you're a college student*
Elicit the three most common places, e.g., *at home, in a shared apartment with friends, in a college dormitory*.
If any of your Sts are in, or have been to, college, ask them where they live(d).

### 1 READING & SPEAKING understanding pros and cons

**a** Books open. Give Sts time to look at the photos and answer the questions in pairs.

Check the answer to the first question.

**ANSWERS**
**Photo 1:** at home with parents
**Photo 2:** in shared accommodations
**Photo 3:** in a college dorm

Now get some feedback for questions 2 and 3.

**b** Focus on the title of the article, *Things you know if you still live with your parents*, and get Sts, in pairs, to think of one advantage and one disadvantage of living with your parents as an adult.

Elicit some advantages and disadvantages and write them on the board.

**c** Now tell Sts to read the article and see if the advantages and disadvantages they mentioned are included. Tell them not to worry about the blanks.

Check answers.

**d** Now tell Sts to read the article again and this time fill in each blank with the correct words from 1–10.

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

**ANSWERS**
**1** matter **2** embarrassing **3** let **4** awake **5** hear **6** wrong **7** afford **8** realized **9** removes **10** bills

**e** Focus on the task and make sure Sts understand *pros* and *cons*. Get them to close their books.

Put Sts in pairs and get them to tell each other all the pros and cons they just read about living with parents as an adult.

Elicit all the pros and cons from the class.

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

**f** Put Sts in pairs and get them to discuss the four questions.

Get some feedback from various pairs.

### 2 GRAMMAR second conditional, choosing between conditionals

**a** Tell Sts that some people have written online comments after reading the article *Things you know if you still live with your parents* in **1**. Tell them to read the comments and find out whether they want to leave home and why (not).

Check answers.

**ANSWERS**
**Vivienne:** Yes, she wants to have her own things, and not be told what to do.
**Mauro:** No, because somebody else cooks and cleans and he has a nice room.
**Andrea:** Yes, she doesn't feel independent.
**Carlos:** Yes, his mom drives him crazy and he'd like a dog.

EXTRA IDEA Depending on the age of your class, you could ask Sts how many of them live with their parents and whether they agree with any of the writers.

**b** Tell Sts to look at the highlighted phrases in the comments. In pairs, Sts answer questions 1–3.

Check answers.

**ANSWERS**
**1** The simple past
**2** The conditional form (*would* + base form)
**3** b (a situation they are imagining)

**c** Tell Sts to go to **Grammar Bank 7B** on *p.153*.

## Grammar notes

Sts who previously used *American English File Level 2* will have already been introduced to second conditional sentences: *if* + past, conditional (*would / wouldn't*). Here they review both the second conditional and contrast it with the first conditional.

What is also introduced here is the use of the conditional form without *if* in sentences like *I would never buy* an apartment *next to a club or restaurant*. This use should not be too problematic because Sts most likely have a conditional form of the verb in their L1. They have also already met this use of the conditional in the phrase *I would like*…

Focus on the example sentences and play audio **7.12** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the information box and go through it with the class.

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

Check answers, getting Sts to read the full sentences. In **b**, ask Sts after each sentence if it is a first or second conditional.

**ANSWERS**

| | | |
|---|---|---|
| **a 1** | wouldn't have to, worked | **b 1** would get up (2nd) |
| **2** | didn't have, 'd get along | **2** will…live (1st) |
| **3** | wouldn't buy, were | **3** don't pass (1st) |
| **4** | Would…sell, offered | **4** was / were (2nd) |
| **5** | lived, 'd go | **5** didn't have (2nd) |
| **6** | Would…share, paid | **6** sell (1st) |
| **7** | cleaned up, wouldn't be | **7** won't get (1st) |
| **8** | wouldn't treat, loved | **8** would…be (2nd) |
| **9** | painted, would…look | **9** doesn't find (1st) |
| **10** | wouldn't buy, didn't enjoy | **10** wouldn't complain (2nd) |

Tell Sts to go back to the main lesson **7B**.

EXTRA PRACTICE OPTION Use the **7B Grammar** photocopiable activity.

**d** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** Guess the sentence, **A** on *p.110*, **B** on *p.115*.

Demonstrate the activity by writing in large letters on a piece of paper the following sentence:

*If I had a job, I'd rent my own apartment.*

Don't show the piece of paper to Sts yet. Then write on the board:

*If I had a job, I _____ my own apartment.* (+)

Tell Sts that they must guess the exact sentence that you have written on a piece of paper. Elicit ideas. If they are wrong, say *Try again*, until someone gives exactly the correct answer. Then show them your piece of paper with the sentence on it.

Tell Sts to look at the instructions for **a**. Give them a few minutes to complete their sentences in a logical way in their heads – remind them not to write anything yet. Explain that their partner has the same sentences, already completed, and the idea is to try to complete the sentences in the same way. Monitor and help while they are doing this.

Now tell Sts to look at instruction **b**. Sts **A** read out sentence 1, and Sts **B** tell **A** if they have guessed the sentence correctly. If not, **A** has to guess again. When **A** guesses the sentence correctly, they should write in the answer.

When Sts **A** have finished, Sts **B** read their sentences to Sts **A,** and do the same thing.

Tell Sts to go back to the main lesson **7B**.

# 3 PRONUNCIATION & SPEAKING sentence stress

## Pronunciation notes

Sts continue to work on sentence stress and are given practice in pronouncing more strongly the words in a sentence that convey important information (e.g., nouns, verbs, adjectives, and adverbs). Other, shorter words (e.g., articles and pronouns) should be pronounced less strongly. Getting this balance right will help Sts pronounce English with the correct rhythm.

For more notes, see **Pronunciation** *p.30* in Lesson **1B** and *p.45* in Lesson **2B**.

**a** **7.13** Tell Sts they are going to work on sentence stress. Play the audio once the whole way through for Sts just to listen, and elicit that the **bold** words are stressed.

**7.13**
See sentences in Student Book on *p.73*

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

Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT In pairs, Sts practice saying the sentences.

**b** Focus on the task and give Sts time to choose their six sentence beginnings and complete them. Go around, making sure that Sts are writing correct sentences.

**c** Focus on the speech bubbles. Put Sts in pairs, **A** and **B**. Sts **A** tell Sts **B** their first sentence. Sts **B** should ask for more information. Then Sts **B** say their first sentence, etc.

Monitor and encourage Sts to get the correct sentence rhythm.

Get some feedback from the class. Find out if any Sts had the same endings as their partner.

EXTRA SUPPORT Before they say the sentences, Sts could underline the stressed words in the completed sentences for you to check.

# 4 VOCABULARY houses

**a** In this video, Sts will see Andrea, Beata, and Anna showing them their homes.

Play the video for Sts to watch. Pause after each person, and give Sts time to write down which rooms they saw and four things in each room.

Elicit answers and write them on the board in columns.

**POSSIBLE ANSWERS**

**Andrea:** the kitchen – microwave, oven, table, chairs, sink, stove, refrigerator, cupboards

**Beata:** the living room – armchair, sofa, coffee table, fireplace, pictures, clock, dining table and chairs, lamps, TV, plants



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**Anna:** the bedroom – bed, tables, fireplace, mirror, chair, lamp, couch; the bathroom – sink, bathtub, toilet

**Andrea** Hello, I'm Andrea from the Czech Republic.
**Beata** Hi, I'm Beata and I'm from Poland.
**Anna** Hi, I'm Anna. I'm from San Francisco, California, in the USA.

**b** Tell Sts to go to **Vocabulary Bank** Houses on *p.170*.

## Vocabulary notes

### Where people live

Some languages have a word similar to *suburbs*, but with a negative connotation, like *slums*. You may want to point out that in English, *suburbs* simply means a residential area where people live outside the city. The *outskirts* is the area around a city that is the farthest from the center, e.g., *They live on the outskirts of Busan*.

### Parts of a house

You may want to make sure Sts are clear about the difference between *a patio* and *a balcony*. A patio is an outside area on the ground floor, whereas a balcony is always outside a window on an upper floor.

Focus on **1 Where people live** and get Sts to do **a** individually or in pairs. Make sure they write in the **Preposition** column and not in the sentences.

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

Check answers.

**7.14**
**Houses, 1 Where people live**
1 I live **in** the country, surrounded by fields.
2 I live **on** the outskirts of Boston, about five miles from the enter of the city.
3 I live **in** a village.
4 I live in Del Mar, a small town **on** the West Coast.
5 I live **on** the second floor of a large apartment building.
6 I live **in** Littleton, a suburb of Denver about eleven miles from downtown.

Either use the audio to drill the pronunciation of the sentences, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Do **c** and tell Sts to cover the **Preposition** column. Can they remember sentences 1–6 with the prepositions?

In **Activation**, Sts, in pairs, describe where they live.

Now focus on **2 Parts of a house** and get Sts to do **a** individually or in pairs.

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

Check answers.

**7.15**
**2 Parts of a house**

| | |
|---|---|
| 3 attic | 10 path |
| 5 balcony | 13 patio |
| 8 basement | 1 roof |
| 2 chimney | 9 steps |
| 7 entrance | 4 top floor |
| 6 first floor | 11 wall |
| 12 gate | |

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

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

Now focus on **3 Describing a house or an apartment** and get Sts to do **a** individually or in pairs.

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

Check answers.

**7.16**
**3 Describing a house or an apartment**
2 I live in a cabin in the woods. It's old and made of logs. The rooms have very low ceilings. There's a fireplace in the living room, and it's very cozy in the winter.
1 I live in a modern apartment in the city. It's spacious and very light, with wood floors and big windows.

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

Focus on the ***chimney* or *fireplace*?** and ***roof* or *ceiling*?** box and go through it with the class.

Finally, focus on **Activation** and tell Sts to cover the descriptions and look at the photos. They can test themselves or a partner by describing the rooms.

Tell Sts to go back to the main lesson **7B**.

EXTRA PRACTICE OPTION Use the **7B Vocabulary** photocopiable activity.

**c** Put Sts in pairs and get them to discuss the difference between the words.

Check answers. Model and drill pronunciation.

**ANSWERS**
1 **the outskirts** /ˈoʊtskərts/ = the area around a town or city that is the farthest from the center
**a suburb** /ˈsʌbərb/ = a residential area outside the center of a large city
2 **a village** /ˈvɪlɪdʒ/ = a very small town located in a country area
**a town** /taʊn/ = a place where people live and work, which is larger than a village, but smaller than a city
3 **a roof** /ruf/ = the structure that covers the whole house
**a ceiling** /ˈsilɪŋ/ = the top inside surface of a room
4 **a balcony** /ˈbælkəni/ = a platform that is built on the upstairs outside wall of a building, with a wall or rail around it
**a patio** /ˈpætioʊ/ = a flat, hard area, especially outside a house, where you can sit, eat, and enjoy the sun
5 **a chimney** /ˈtʃɪmni/ = a structure through which smoke is carried up, away from a fire, etc., and through the roof of a building
**a fireplace** /ˈfaɪərpleɪs/ = an open space for a fire in the wall of a room
6 **the first floor** /fərst ˈflɔr/ = the floor of a building that is at the same level as the ground outside (Note: in British English, this is called *the ground floor*, and the floor above it is called *the first floor*.)
**the basement** /ˈbeɪsmənt/ = the level of a building below ground level
7 **wood** /wʊd/ = noun; the hard material that the trunk and branches of a tree are made of; this material when it is used to build or make things, or as a fuel
**wooden** /ˈwʊdən/ = adjective; made of wood

## 5 PRONUNCIATION the letter *c*

### Pronunciation notes

Some consonants in English have a single pronunciation – *m* is always /m/, *k* is always /k/, *j* is always /dʒ/, etc. But some consonants can have more than one pronunciation, depending on the surrounding letters, and *c* is a good example. The two most common pronunciations of *c* are /k/ and /s/. /ʃ/ isn't very common, and is only when the letter *c* is before *i* + vowel. Sts will have come across lots of words with the two main pronunciations of *c*, but this is the first time in *American English File* that they've focused on the difference. This section gives spelling rules for how *c* is pronounced, and these will help Sts figure out pronunciations for themselves.

You may want to point out that *c* can very occasionally be silent after the letter *s*, in words like *science* and *scene*.

With words with double *c*, if the second *c* comes before *e* or *i*, the pronunciation is /ks/, e.g., *success*. If the second *c* comes before *a*, *o*, or *u*, the pronunciation is /k/, e.g., *account*.

**a** Put Sts in pairs and get them to say all the words in groups 1–5 to each other.

**b** Focus on the instructions and give Sts time, in pairs, to complete rules 1–5.

EXTRA SUPPORT Focus on rule 1 and tell Sts to look at the examples in **a1**. Elicit that the pronunciation is /k/. Then tell them to use the examples in 2–5 to help them complete the rules.

**c** **7.17** Play the audio for Sts to listen to how the words in **a** are pronounced and to check their answers to **b**.

Check answers.

**ANSWERS**
**1** /k/ **2** /s/ **3** /ʃ/ **4** /k/ **5** /ks/

**7.17**
See words in **a** in Student Book on *p.74*

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

## 6 READING & LISTENING understanding biographical information; using visual clues to understand biographical information

**a** Before Sts read about Handel and Hendrix, you could elicit what they know about them. Tell them not to worry if they don't know anything.

Tell Sts to read the texts and elicit answers to the questions.

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

**b** Give Sts time to look at the information about the museum and answer the question.

Check the answer.

**ANSWER**
Two famous musicians from different centuries lived there.

**c** In this video, Sts will be taken on a tour of the museum.

Give Sts time to look at photos 1–8, then elicit what they can see. You might want to tell them what *a dressing table* is (= a piece of bedroom furniture like a table with drawers and sometimes a mirror on top that people sit at to do their hair, etc.). You could also explain that *Surrey* is a county in the southeast of England, *Westminster Abbey* is one of London's great churches, and the *Royal Albert Hall* is a concert hall in southwest London.

Put Sts in pairs to guess whose house they think each photo is from. You could tell them that there are four from each.

Play the video once the whole way through.

Check answers. You could fast-forward here, pausing as each piece of furniture appears.

**ANSWERS**
**1** JH **2** GFH **3** JH **4** GFH **5** GFH **6** JH **7** GFH **8** JH

Welcome to Handel Hendrix House. **[text on screen:** *Handel's House***]**
In seventeen twelve, the German composer George Frideric Handel decided to settle permanently in England, where he was employed as a musician to the English court. After living in Surrey for some years, he moved to London, and during the summer of seventeen twenty-three, he rented a house at twenty-five Brook Street. He was the first occupant of the house, but as a foreigner, he was not allowed to buy it. However, even after becoming a British citizen five years later, he decided to continue renting the house. In seventeen forty-two, his annual rent for Brook Street was fifty pounds.
The plan of the house on Brook Street was usual for a modest London townhouse of the period. There was a basement containing the kitchens, and on the first floor, there was a room at the front for receiving visitors. On the second floor there were bigger rooms, where Handel entertained and worked. In the largest room, he kept his instruments (a harpsichord and a little house organ), and he occasionally rehearsed there. The room next to it is where he composed many of his most famous works, including the *Messiah*. The third floor contained the bedroom at the front, with a dressing room at the back, where he kept his clothes. In the attic, at the top of the house, the servants had their rooms.
During the last decade of his life, Handel's eyesight got worse, and by seventeen fifty-four, after an eye operation went wrong, he was completely blind. When he went to play the organ, someone had to lead him to the seat. He died at his Brook Street house on April fourteenth, seventeen fifty-nine. He was buried in Westminster Abbey, and more than three thousand people attended his funeral.
**[text on screen:** *Hendrix's Apartment***]**
Although Jimi Hendrix's career only lasted four years, he is widely regarded as one of the most influential electric guitarists in the history of rock music.
The apartment on the upper floors of twenty-three Brook Street was found by Jimi's girlfriend, Kathy Etchingham, when she saw an ad in one of the London evening newspapers in June nineteen sixty-eight, while he was in New York.
He moved in briefly in July, before returning to the United States for an extensive tour. He spent some time decorating the apartment to his own taste. He bought curtains and cushions from the nearby John Lewis department store, as well as ornaments from Portobello Road market and elsewhere. He told Kathy that this was "my first real home of my own."
In January of the following year, he held a series of press and media interviews and photo shoots in the apartment. He also appeared on the BBC and gave two concerts in February at the Royal Albert Hall.
In March nineteen sixty-nine, he went back to New York again, and although Kathy stayed at Brook Street for a while longer, Jimi did not live there again. He died in London in nineteen seventy, at the age of twenty-seven, but in a hotel, not in the Brook Street apartment.
The whole building, twenty-three to twenty-five Brook Street, is now a museum and concert venue where both men's music can be heard in live performances.

**d** Focus on the instructions and ten extracts, making sure Sts understand all the lexis.


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Now give Sts time to decide who each extract 1–10 is about.

Check answers.

**ANSWERS**
**1** GFH **2** JH **3** GFH **4** GFH **5** GFH **6** JH **7** JH **8** JH **9** GFH **10** JH

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

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

**e** Give Sts time to match the words and phrases in the list to the definitions.

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

**ANSWERS**
**1** owner **2** move in **3** settle **4** upper **5** move to

**f** Do this as a whole-class activity. If you have visited a house where a famous person lived, tell the class about it.

## 7 SPEAKING & WRITING describing a house or apartment

**a** Focus on the speaking task and give Sts a few minutes to think about what they are going to say. Go around the class, helping Sts with any vocabulary they might need that isn't in **Vocabulary Bank** Houses on *p.170*.

**b** Put Sts into small groups of three to five. They take turns describing their "dream house" in as much detail as possible. They must also say which of the other houses they like best.

When the activity has finished, you could get feedback from each group to find out which house was the most popular.

**c** Tell Sts to go to **Writing Bank 7** on *p.126*.

Focus on the instructions for **a** and tell Sts to read the two posts and decide if they would like to rent either of the properties for a vacation. You might want to elicit / teach what a *villa* is (= a large house in the countryside or near the sea, often used by people on vacation).

In pairs, Sts tell each other their answers.

Get some feedback from various pairs. You could have a show of hands for each place to see if there is a favorite.

For **b**, give Sts time to read both posts again and answer questions 1–8 for both places.

Check answers.

**ANSWERS**
**Fabulous one-bedroom apartment in Mexico City**
**1** Near the center of Mexico City
**2** Four. The bedroom is spacious, the living room is sunny, the kitchen is fully equipped and the bathroom is large.
**3** No, there isn't.
**4** The area is central and has stores and cafés.
**5** It is very near places of interest.
**6** There are subways and buses.
**7** It is suitable for couples who would like to go sightseeing.
**8** No smoking and no pets.

**Beach villa in Hua Hin, Thailand**
**1** In Hua Hin, in the northern part of the Malay Peninsula, about 120 miles south of Bangkok.
**2** Eight. The three bedrooms are double, and each one has a private bathroom, the kitchen is nice.
**3** Yes, there is a patio and a communal area with a yard, flower gardens, a swimming pool, and a hot tub.
**4** It is near a nice beach.
**5** It is a short drive to two floating markets.
**6** No public transportation is mentioned. Only driving suggested.
**7** It is suitable for a family with children or two or three couples.
**8** No pets.

For **c**, focus on the **Using adjectives to persuade the reader** box and go through it with the class. Then focus on the instructions and make sure the task is clear. Give Sts time to read about the apartment in Mexico City again and complete the task.

Check answers, making sure Sts can remember what the adjectives mean. Model and drill pronunciation.

**ANSWERS**
**fabulous** = extremely good
**quiet** (street) = not noisy, with little or no traffic
**lovely** = beautiful, attractive
**attractive** = pleasant to look at
**spacious** = large and with plenty of space to move around in
**sunny** = with a lot of bright light from the sun
**fully equipped** = with all the things that are needed
**large** = big in size
**ideal** = perfect; most suitable
**beautiful** = attractive

For **d**, Sts now read about the villa in Thailand and improve the description with the adjectives they underlined in **c**.

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

**SUGGESTED ANSWER**
Hua Hin is a **beautiful** vacation resort in the northern part of the Malay Peninsula, about 120 miles south of Bangkok.
The house has three double bedrooms, a living room, and a **fully equipped** kitchen. There is a **spacious** patio with a table and chairs, so you can eat outside. There are **fabulous** views of the beach and the mountains…There is a **lovely** yard with flower gardens, a swimming pool, and a hot tub.
The house is near an **attractive** beach, where you can play a lot of different water sports…
This house is **ideal** for a family with children…

For **e**, tell Sts they are going to write a description of their house or apartment for the website. If Sts don't want to write about their own home, they can invent one. Sts should plan four paragraphs and makes notes for the questions in **b**.

For **f**, Sts should write their four paragraphs, as in the model, using positive adjectives, and the **Vocabulary Bank** Houses on *p.170* to help them. You may want to get Sts to do the writing in class, or you could assign it as homework. If you do it in class, set a time limit for Sts to write their description, e.g., 15–20 minutes.

In **g**, Sts should check their work for mistakes before handing it in.

EPISODE 4 PICTURES OF YOU

# Together again?

**Practical English** making suggestions

## Lesson plan

In this lesson, Sts learn to make suggestions. In Episode 4 of *Pictures of you*, Ben and Izzy go for a walk in a park and catch up on each other's news. Izzy wants to talk to Ben over a drink, but Ben is very hungry, so they decide to go to a restaurant. Izzy finally tells Ben that she would like to buy some of his photos for her magazine. As they are giving each other a goodbye hug, Carla sees them and is upset. Ben runs after her, and asks if she is OK, but she pretends to be fine.

**Video material**

*Pictures of you* – Episode 4

**More materials**

**For teachers**

**Oxford English Hub**

Quick Test 7
File 7 Test

**For students**

Workbook Practical English 4
Can you remember…? 1–7

## THE STORY SO FAR (books closed)

Play the first part of the video – the recap of Episode 3 (*Previously*) – to remind Sts what happened in the previous episode of *Pictures of you,* and ask them some questions about it. You could elicit some of the language Sts learned for asking permission and making requests.

## 1 TALKING IN THE PARK

**a** Books open. In this part of the video, *Talking in the park*, Izzy and Ben catch up on their news, and fill each other in about people they both know (Andre, Ben's tutor and Izzy's ex-tutor, and Max).

Focus on the question and three options.

Play the video for Sts to watch.

Check the answer.

EXTRA IDEA If your Sts watched the previous two seasons you may want to pause at 03:08 when Izzy and Ben walk past the park bench and stop and look at it. Elicit that it's where they sat on their first date, and also where they were when they agreed to break up.

**ANSWER**

c

**I = Izzy, B = Ben**

**I** How have you been, Ben?
**B** I've been good. I finished my course last month. And I passed my exams.
**I** Well done.
**B** And recently I've been working a lot on the show.
**I** I can see. It looked great.
**B** Thanks. Andre helped me a lot with it. He knows the gallery owner.
**I** Andre?
**B** Yeah. You remember him? My tutor. Your old tutor.
**I** Of course I remember him. He helped you?
**B** Yeah, a lot. Yeah.
**I** That's nice of him.
**B** He's been really supportive. He helped me look at my work in a new way. He's tough, but he's always honest. I think he made me a better photographer.
**I** Well, I always thought you were great.
**B** And what about you? I hear that you got a promotion.
**I** Yes, I did. I'm in charge of a small team. You remember my boss, Max?
**B** Max? Max? Oh, I can't remember anyone called Max…
**I** Stop it!
**B** Of course I remember Max. I didn't like that guy at all.
**I** Yeah, I know…It was pretty obvious. Well, I'm Max's boss now, so…
**B** Really? Good. I like that.
**I** Yeah. And you were right about him. He's not nearly as clever as he thinks he is.
**B** Well, I'm a good judge of character. Let's move on. So, what did you want to talk to me about?
**I** I'll tell you over a drink.

**b** Give Sts time to read sentences 1–7.

Now play the video again.

Give Sts time to choose the correct options.

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

**ANSWERS**

**1** month **2** has **3** is **4** good **5** hasn't **6** has **7** doesn't tell

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

## 2 MAKING SUGGESTIONS

**a** In this part of the video, *Making suggestions*, Izzy and Ben suggest various places to go and have a drink.

Focus on the instructions and the names of the places. You may want to point out that Pomodora (an invented name similar to *pomodoro*, which is Italian for "tomato") is the name of the Italian restaurant where Izzy and Ben had dinner in Season 1, and that Les Amis is the French restaurant where they went with Izzy's workmates in Season 2. The Nag's Head is a common British name for a pub and *nag* is an informal word for a horse.



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Play the video for Sts to watch and number the places in the order Ben and Izzy mention them. Then Sts answer the question.

Get Sts to compare with a partner, and discuss where they go in the end.

Check answers.

**ANSWERS**
**3** The Red Lion
**5** Pomodora
**1** a coffee shop
**4** Les Amis
**2** The Nag's Head
They decide to go to Pomodora, because it's nearby.

**I = Izzy, B = Ben**
**I** Where shall we go for that drink?
**B** Well, there's a really nice coffee shop up the road. We could go there.
**I** Actually, I've had a lot of coffee today. And it's a bit late for tea or coffee.
**B** OK. Why don't we go to a pub?
**I** Good idea. What about The Nag's Head? It's quite near here. I've never been before, but I've heard good things about it.
**B** Or how about The Red Lion?
**I** It's always too busy in there.
**B** Actually, I'm really hungry. I didn't have much lunch. What about going to Les Amis?
**I** That's a great idea. Although we're not far from Pomodora. Do you remember it?
**B** Of course. That's where we had our first date.
**I** No, our first date was cycling! So shall we go there?
**B** Why not?

**b** Focus on the extracts and give Sts a minute to read them and think what the missing words might be.

Play the video again, and get Sts to check their answers.

Check answers.

**ANSWERS**
**1** Where **2** could **3** don't **4** Good **5** What **6** how
**7** going **8** idea **9** shall **10** Why

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

**c** Focus on the **Verb forms: base form or gerund?** box and go through it with the class.

Play the video and tell Sts to watch and repeat the highlighted phrases in **b** when the video pauses. Encourage them to copy the rhythm and intonation.

Same as previous video with repeat pauses

**d** Put Sts in pairs, **A** and **B**. **A** is Izzy and **B** is Ben. Get Sts to read the conversation in **b** aloud, paying attention to rhythm and intonation.

When they have finished, they should change roles.

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

**e** Put Sts in small groups and tell them to make suggestions for all three of the situations. Tell them that they need to agree with each other before moving on to the next situation. Encourage them to use the language in the extracts in **b**.

Find out from various groups what decision they made for each situation.

## 3 A GREAT OPPORTUNITY

**a** In this scene, Ben and Izzy have a relaxed meal in the restaurant, and Izzy finally tells Ben that her magazine wants to buy some of his photos.

Focus on the photos and do the questions as a whole-class activity. Elicit some ideas, but don't tell Sts if they are right or not.

Now play the video for Sts to watch and check their ideas.

Check answers.

**ANSWERS**
**1** The past / when they went out together, work.
**2** She has seen Ben and Izzy saying goodbye / hugging.

**I = Izzy, B = Ben, C = Carla**
**I** You did! And also…Do you remember when Max came jogging with us in the park?
**B** How could I forget?
**I** And you had a bad back…
**B** I had a very bad back.
**I** You and Max were racing. And you wanted to win so much that you forgot how much your back was hurting.
**B** I know. I don't know what I was thinking. You know, I couldn't go to class for two days after that. So, what did you actually want to talk about?
**I** I wanted to ask you something about work.
**B** Sure, go ahead.
**I** Well, I have this project that's not going well. It's a magazine feature all about London, but I want to show a different side of it.
**B** OK.
**I** So…some of your photos would be perfect for it. You have an amazing way of capturing a different side of London that most people never see. What do you think? The money would be good.
**B** Is that why you wanted to see me?
**I** What? No, I…
**B** You just wanted something from me.
**I** No, it's been great seeing you again. But this would be a fantastic opportunity. Don't…
**B** Izzy, I'm only joking. Of course. I'd love to help you.
**I** Really? Ah, that's amazing! The money would be good.
**B** You're right. It's a great opportunity. You'd be my first real business contact…I've spent everything I have on this exhibition, and so the money would be really helpful right now.
**I** Cool. However, a little bit of business advice for you – don't tell somebody who might be paying for your work that you really need the money! Play hard to get.
**B** Ha! Yes, that's very good advice. So how many photos would you like to use?
**I** Well…I'd like to choose five or six of the ones that really capture London.
**B** Sure, just let me know what you need. Well, it's been really nice seeing you again.
**I** Yeah, it has. I'm looking forward to working with you. I'll be in touch very soon about the project.
**B** Looking forward to it.
**I** So…see you soon.
**B** Yeah. Let's keep in touch. OK…Bye, Izzy.
**I** Bye.
**B** Carla! Carla!
**C** Oh…Hi, Ben.
**B** Hi. I was just having a drink with…Izzy.
**C** Oh, yeah? That's nice.
**B** We were talking about work.

**C** Work? Right. I see.
**B** Are you…are you OK? Should we…should we talk?
**C** No, no. I, I'm fine…I just, uh…Listen, I have to go. I'm in a hurry. But I'll see you tomorrow, OK?

**b** Focus on questions 1–4 and play the video again for Sts to watch.

Give Sts time to answer the questions, individually or in pairs.

Check answers.

**ANSWERS**
1 Ben had a bad back, but he and Max had a race, and his back got worse. He couldn't go to class for the next two days.
2 She says they would be perfect for her magazine feature about London because they show a different side of London.
3 Not to tell somebody who is going to pay him for his work that he needs the money.
4 She feels upset because she thinks Ben and Izzy are getting back together again.

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

## 4 SOCIAL ENGLISH

**a** Focus on the phrases in the chart and go through them with the class.

Now give Sts time to match a phrase in **A** to a response in **B**. They can do this individually or in pairs.

**b** ▶ Play the video for Sts to watch and check.

Check answers. You might want to point out that *How could I forget?* is used as gentle sarcasm and it is actually the intonation that will help convey this message. If you know your Sts' L1, you could get them to translate the phrases.

**ANSWERS**
**1** Well done! **2** I'll tell you over a drink. **3** How could I forget? **4** Sure, go ahead. **5** Yeah, it has. I'm looking forward to working with you.

Now play the video again, pausing as necessary, for Sts to watch and repeat.

**c** Focus on the instructions and put Sts in pairs, making sure they understand what they have to do.

Monitor and help. Make sure they change roles. If there's time, you could get Sts to close their books and respond from memory.

## WHAT DO YOU THINK?

Put Sts in pairs and get them to talk about the questions.

Elicit some feedback from the class.


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# 8A The right job for you

G choosing between gerunds and infinitives
V work
P word stress

## Lesson plan

The topic of this lesson is work. In the first half of the lesson, Sts learn words and phrases related to work through a video story, and these are recycled and practiced orally in Pronunciation and Speaking. The grammar focuses on when Sts have to use a gerund (or *-ing* form) or an infinitive, and the context is a questionnaire that helps people see what kind of job would most suit their personality. The grammar is practiced in a speaking activity. The first half of the lesson ends with Sts writing a cover email to go with a job application.

In the second half of the lesson, Sts read about a TV show called *Shark Tank*, in which contestants try to convince a panel of businesspeople to invest in a product or service. In Listening, they hear a contestant talking about his experience on the British version of the show, *Dragons' Den*. Finally, in Speaking, Sts take part in a role-play where they present a new product to the class, as if they were appearing on the show.

**Video material**

Vocabulary – work
Speaking – *A product presentation* (full video, extracts)

**More materials**

**For teachers**

**Photocopiables**

*Grammar* choosing between gerunds and infinitives *p.175*
*Communicative* I think… *p.204* (instructions *p.186*)
*Vocabulary* Work *p.227* (instructions *p.214*)

**For students**

Workbook 8A

OPTIONAL LEAD-IN (BOOKS CLOSED) Do a jobs quiz. Put Sts in pairs or small groups, then read out the following quiz questions or write them on the board.

*Can you name two jobs…?*

- *that people do in a restaurant*
- *connected with transportation*
- *that people do in a hospital*
- *where you spend a lot of time outside*
- *in entertainment*

Elicit some answers, making sure Sts can spell and pronounce the words correctly.

**POSSIBLE ANSWERS**

- sever, chef
- taxi driver, pilot, bus driver
- nurse, doctor
- police officer, farmer
- actor, singer, musician

## 1 VOCABULARY work

**a** Books open. Focus on the task and then put Sts in pairs to answer questions 1–3.

Elicit some ideas, but don't tell Sts if they are right or not.

EXTRA SUPPORT Do this as a whole-class activity.

**b** ▶ Play the video for Sts to check their answers in **a**.

Check answers.

**ANSWERS**

**1** She works in an office. **2** Her boss **3** No, she doesn't.

Now focus on sentences A–I and give Sts time to number them in the correct order. Point out that the first one (*B 1*) has been done for them.

Play the video again for Sts to check their answers.

Check answers. Make sure Sts understand the **bold** words and phrases, and model and drill the pronunciation where necessary.

**ANSWERS**

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

▶ See sentences in Student Book on *p.78* and answer key

### Vocabulary notes

Point out that:

- *set up* = start (a business)
- *resign* /rɪˈzaɪn/ is a regular verb. If you *resign*, you officially tell somebody that you are leaving your job.
- we use *apply for* when sending a letter or a completed application form to a company to ask for a job (usually in response to an advertisement).
- *résumé* /ˈrɛzumeɪ/ = a document that shows your education / qualifications, experience, and interests.
- *overtime* = extra hours that you work over and above your normal working hours

**c** Focus on the instructions and get Sts to close their books.

Play the video without the sound and pause on each picture to elicit the sentence from the class.

EXTRA SUPPORT Write the **bold** words on the board to help Sts. Put Sts in pairs and give them time to write a sentence for each picture.

**d** Now tell Sts to go to **Vocabulary Bank** Work on *p.171*.

### Vocabulary notes

***Job* or *work*?**

You could remind Sts of the difference between the nouns *job* and *work*:

- *job* is a countable noun, e.g., *There are several jobs available in this company. I'm looking for a job. Did they offer you the job?*
- *work* is an uncountable noun and has no plural, e.g., *I'm looking for work. I have a lot of work to do today. Taking care of children is very hard work.*

### Saying what you do

The work environment is constantly changing, so you might want to teach some more terms, e.g., *a gig worker* /ˈgɪg wərkər/ (= somebody who engages in short-term jobs on a contract by contract basis, without traditional employment benefits), *on-call contract* (= a contract of employment in which the employee is not guaranteed regular hours of work and is only paid for the hours they actually work), and *hybrid working* /haɪbrɪd ˈwərkɪŋ/ (= a flexible working arrangement in which employees work partly from home and partly in the office).

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

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

Check answers.

**8.1**

**Work, 1 Verb phrases**

1 Dan has to **do overtime**.
He has to work extra hours.
2 Matt **got promoted** last week.
He was given a more important job.
3 Most nurses have to **work shifts**.
Sometimes they work during the day and sometimes at night.
4 A man in our department **was fired** yesterday.
The boss told him to leave.
5 Paulo **was laid off**.
He lost his job because the company didn't need him anymore.
6 The director of the company is going to **resign**.
He has decided to leave his job.
7 Lilian is going to **retire** next month.
She's sixty-five, and she's going to stop working.
8 Isabel has **set up** a business selling clothes online.
She had the idea and has started doing it.
9 Everyone in the office has to **take** a training course.
They need to learn how to use the new software.
10 Mandy **applied for** a job online.
She replied to an ad and sent in her résumé.
11 My parents **run** a language school in San Diego.
They employ six teachers, who teach English to foreign students.

Now either use the audio to drill the pronunciation of the verb phrases, or model and drill them yourself. Point out the silent *g* in *resign*. Give further practice of any words your Sts find difficult to pronounce.

Finally, get Sts to cover the first sentence in each number and look at the second one. Can they remember the verb or verb phrase used in each one?

For **Activation**, either put Sts in pairs or do this as a whole-class activity.

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

Now focus on **2 Saying what you do** and get Sts to do **a** and **b** individually or in pairs.

**8.2** Now do **c**. Play the audio for Sts to listen and check.

Check answers.

**8.2**

**2 Saying what you do**

a 1 I'm **unemployed**.
2 He's **self-employed**.
3 He's a **freelance** designer.
4 It's a **temporary** job.
5 It's a **part-time** job.

b 1 I work **for** a multinational company.
2 I'm **in** charge **of** the marketing department.
3 I'm responsible **for** customer loans.
4 I'm **in** school.
5 I'm **in** my third year of college.

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

Now focus on **3 Word building** and the typical endings for job words. In pairs or individually, give Sts time to do **a** and **b**.

**8.3** Now do **c**. Play the audio for Sts to listen and check.

Check answers by eliciting the words and writing them on the board.

**8.3**

**3 Word building**

a 1 promote, **promotion**
2 apply, **application**
3 retire, **retirement**
4 employ, **employment**
5 qualify, **qualification**
6 resign, **resignation**

b 1 science, **scientist**
2 law, **lawyer**
3 music, **musician**
4 pharmacy, **pharmacist**
5 farm, **farmer**
6 translate, **translator**

Either get Sts to underline the stressed syllable in the new words before playing the audio again, or play the audio again, pausing after each word for Sts to underline the stressed syllable.

Elicit which syllables are stressed and underline them on the board.

**ANSWERS**

See script 8.3

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

For **Activation**, get Sts to cover the **Noun** columns and look at 1–6 in **a** and **b**. They can test each other or themselves on the nouns.

Now write the four endings on the board. Put Sts in pairs and get them to think of two more jobs for each ending. Elicit answers and write them on the board.

**POSSIBLE ANSWERS**

***-er*:** baker, banker
***-or*:** actor, director
***-ian*:** electrician, optician
***-ist*:** pianist, receptionist

EXTRA IDEA If most of your Sts work, get them to tell you what they do.

Tell Sts to go back to the main lesson **8A**.

EXTRA PRACTICE OPTION Use the **8A Vocabulary** photocopiable activity.

**e** Focus on the **Words with different meanings** box and go through it with the class.



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Now put Sts in pairs and get them to discuss the difference between sentences **a** and **b** in 1–5.

Check answers.

**ANSWERS**

1 a **running** = in charge of, managing
b **running** = as a sport
2 a **was fired** = lost her job
b **fired** = shot
3 a **work** = it's my job
b **doesn't work** = is broken
4 a **market** = the number of people who want to buy something
b **market** = an open area for shopping
5 a **company** = business
b **company** = a nice person to be with

## 2 PRONUNCIATION & SPEAKING word stress

**a** Focus on the words and phonetics and ask Sts if they can remember how the phonetics show them where the stress falls (the syllable after the stress mark (') is the one that is stressed).

Get Sts to underline the stressed syllable in each word.

**b** **8.4** Play the audio, pausing after each word for Sts to listen and check. You could also ask Sts to tell you how each word is pronounced just before you play it.

Check answers.

**8.4**

1 apply
2 salary
3 unemployed
4 experience
5 overtime
6 permanent
7 qualifications
8 resign
9 responsible
10 temporary

Now give Sts a few minutes to practice saying the words. You could get them to practice saying the words correctly by looking only at the phonetics and / or by repeating after the audio.

**c** Focus on the task and give Sts time to read the questions and prepare their answers for the person they are thinking of.

**d** Focus on the example.

Put Sts in pairs, **A** and **B**. Get Sts **B** to start by telling their partner who they are going to talk about. Then get Sts **A** to ask the questions in **c**. Encourage Sts to give, and ask for, as many details as they can.

Make sure Sts change roles.

Get some feedback.

EXTRA SUPPORT To help Sts with the task, tell them about a real person you know for two or three of the questions.

## 3 GRAMMAR choosing between gerunds and infinitives

**a** Focus on the instructions and the questionnaire. Quickly go through the questionnaire with Sts and make sure they understand all the vocabulary, e.g., *instincts*, *improvise*, etc.

Get Sts to fill in the blanks individually or in pairs. Point out that the first one (*to work*) has been done for them. They should be able to do this reasonably well from what they already know and by instinct.

Check answers. If Sts ask for a reason why a particular verb has to be in the gerund or infinitive, tell them that they will see all the rules in the **Grammar Bank**.

**ANSWERS**

2 helping 3 not earning 4 listening 5 making 6 Taking
7 to work 8 managing 9 expressing 10 to follow
11 to be 12 improvising 13 Doing 14 solving
15 to understand 16 to calculate

**b** Now tell Sts to read each sentence in the questionnaire individually, and put a checkmark by the sentences that they strongly agree with.

When they have finished, get them to compare their answers with a partner, explaining why they have checked certain statements.

**c** Focus on the instructions and tell Sts to go to **Communication** Match your personality to the job on *p.118*.

Get Sts to read the "answer" paragraph corresponding to the section where they have the most checks. Some Sts may have an equal number of checks in two sections, in which case they should read both answer sections.

Get feedback from some Sts to find out what kind of job, according to the questionnaire, would suit them, and if this is the kind of job that they would actually like to do. If some of your Sts already have jobs, ask them what they think of the results of the questionnaire.

Tell Sts to go back to the main lesson **8A**.

**d** Now focus on the rules and give Sts time to complete them individually or in pairs.

Check answers.

**ANSWERS**

1 the gerund 2 the infinitive 3 the infinitive 4 the gerund
5 the gerund

**e** Tell Sts to go to **Grammar Bank 8A** on *p.154*.

### Grammar notes

Sts who used *American English File Level 2* have learned rules for using gerunds (or *-ing* forms) and the infinitive before, but separately. In this lesson, they are brought together.

Sts will see in this lesson that there are three common verb forms in English: *to go* (infinitive), *go* (base form), and *going* (gerund or *-ing* form).

! *Like* is listed as a verb that takes the gerund; however, Sts may hear or see it used with the infinitive. Compare:
*I like getting up early in the morning.*
*I like to get up early in the morning.*

Both sentences = *I enjoy getting up early.*

Verbs that can take either the gerund or infinitive, but with a different meaning, will be focused on in more detail in *American English File Level 4*.

Emphasize the importance of learning which verb form to use after a particular verb or construction, and give Sts plenty of practice. In time, they will develop an instinctive feel for whether a gerund or infinitive is required.

Focus on the example sentences and play audio **8.5**, **8.6**, and **8.7** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the three information boxes and go through them with the class.

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

Check answers, getting Sts to read the full sentences.

**ANSWERS**

**a** **1** to spend **2** Applying **3** to do **4** to open **5** not to ask **6** working **7** solving **8** not going **9** modeling **10** to learn

**b** **1** to retire **2** commuting **3** not to worry **4** to lock **5** not to buy **6** leave **7** wear **8** not to make **9** working

Tell Sts to go back to the main lesson **8A**.

EXTRA PRACTICE OPTION Use the **8A Grammar** photocopiable activity.

**f** Focus on the instructions and then give Sts time to choose five topics and to write a couple of words and think about what they are going to say. Demonstrate the activity by talking about a couple of the topics yourself.

**g** Put Sts in small groups of three or four and get them to tell the other people in the group what they have written. The others should listen and ask for more information when possible. Monitor to check that Sts are using the correct forms of the verbs.

Make sure Sts change roles.

Get feedback from various groups.

## 4 WRITING a cover email

In this writing lesson, Sts practice writing a formal "cover" email, i.e., the email you include with your résumé when you send it to a company or organization in response to a job advertisement. The layout and style applies to both letters and emails.

Tell Sts to go to **Writing Bank 8** on *p.128*.

**a** Focus on the job advertisement and make sure Sts understand *vacancy* (= a job that is available for somebody to do) and (*job*) *requirement* (= something that you must have in order to get the job).

Now focus on the questions and make sure Sts understand *recruit* (= to find new people to join a company).

Give Sts time to read the advertisement and answer the questions.

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

**ANSWERS**

**1** Four
**2** Appropriate training, experience, and a B1 level of English
**3** Send your résumé and a cover email in English

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

**b** Focus on the task and explain / elicit what a *cover email* (or *cover letter*) is (= an email / letter you send when you also attach / enclose something else, e.g., a résumé or a form, where you explain what you are sending and why).

Sts quickly read Ricardo's cover email to find out which area he wants to work in.

Check the answer.

**ANSWER**

He's applying for a job in medical support.

**c** Tell Sts to read the email again and circle the expression that they think is better in each pair.

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

**ANSWERS**

**1** Dear Sir or Madam
**2** I am writing
**3** I would like
**4** I have been working
**5** Regarding
**6** I attach
**7** I look forward to hearing from you.
**8** Sincerely yours,

Now ask Sts whether the language is formal or informal.

**ANSWER**

The style is formal because he's writing to someone he doesn't know.

**d** Focus on the **Including relevant information** box and go through it with the class.

Now give Sts time to match the job requirements in the advertisement to the information in Ricardo's email.

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

**ANSWERS**

We are looking for hardworking, enthusiastic, and energetic people:
*…last year, I was promoted to senior physiotherapist. I am hoping to open my own practice in the future.*
All applicants must have appropriate training and experience:
*I have a degree in physiotherapy from the University of São Paulo. I have been working at a rehabilitation center in Rio since September 2024.*
… a B1 level of English is a minimum requirement:
*Regarding my level of English, I passed the B2 exam two years ago. I am currently attending classes, and I hope to take the C1 exam in June this year.*

**e** Tell Sts they are going to apply for one of the jobs in the next World Athletics Championships, and they need to write a cover email.

Sts should make notes, using Ricardo's email as their model to help them and the box **Including relevant information**. If Sts have not had any work experience, tell them to invent the details.

**f** You may want to get Sts to do the writing in class, or you could assign it as homework. If you do it in class, set a time limit for Sts to write their cover email, e.g., 15–20 minutes. Remind them that the email is formal and encourage them to use some of the highlighted phrases.

**g** Sts should check their work for mistakes before handing it in.

Tell Sts to go back to the main lesson **8A**.

## 5 READING & SPEAKING predicting from evidence

**a** Focus on the instructions and the four questions.

Point out the **Glossary** and give Sts time to read the first part of the article and answer the questions.

Get Sts to compare with a partner, and then check answers to 1–3.



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**ANSWERS**
1 They are five multimillionaires who have made their fortunes through business.
2 In the "Tank," the room where the show is filmed
3 The contestants present their product to the "Sharks" in ten minutes. The Sharks ask them questions and decide whether or not to invest in the contestants' businesses. If they decide not to invest, they say "I'm out."

Now elicit answers to 4 and find out if Sts like the show.

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

**b** Sts now look at the photos, read about three products that were presented on the show, and answer the three questions.

Put Sts in pairs or small groups and get them to discuss their ideas.

Elicit opinions from various groups, but don't tell them if they are right or not.

**c** Put Sts in groups of three, **A**, **B**, and **C**. Tell them to go to **Communication** Shark Tank, **A** on *p.111*, **B** on *p.116*, and **C** on *p.118*.

Sts **A** read about Kodiak Cakes, Sts **B** read about Bombas, and Sts **C** read about ToyGaroo. Go through the instructions and make sure Sts know what to do.

When they have finished reading, they must tell their group about their product.

Finally, check the answers to the three questions in **b** in the main lesson.

**ANSWERS**
1 Bombas
2 ToyGaroo
3 Kodiak Cakes

Tell Sts to go back to the main lesson **8A**.

**d** Do the questions as a whole-class activity.

## 6 LISTENING listening for note-taking

**a** Point out to Sts that *Dragons' Den* is the Brtish version of *Shark Tank*. Focus on the photo of two *Dragons' Den* contestants and their product. Elicit from Sts if they think the contestants were successful, but don't tell them yet if they are right or not. You could elicit opinions with a show of hands.

**b** **8.8** Focus on the task and give Sts time to read sentences 1–8.

Play **Part 1** of the interview.

Give Sts time to mark the sentences *T* (true) or *F* (false).

**8.8**
(script in Student Book on *p.136*)

**I = interviewer, J = Joe Kenyon**

**Part 1**

I Today, we're talking to two contestants who appeared on *Dragons' Den*, the UK version of *Shark Tank*. While the businesspeople are called Sharks on the US show, they're called the Dragons on the UK show. So, Jake and Joe, whose idea was it to go on the show?

J It was my idea. I applied without telling my business partner, Jake. Of course, I never really expected to get on it. But then they called me and said, "You're on the show," so that's when I told him.

I Did you spend a long time preparing your pitch?

J Yes. We worked really hard, and we practiced a lot so that we knew the pitch word for word. The evening before the show, we actually went for a run where the show is filmed – just repeating the pitch over and over again.

I How did you feel when you arrived at the Den?

J Um, well, we were told to get to the set at about eleven the night before, because you had to prepare everything in advance, like any furniture you need, things like that. It was freezing cold, and we were exhausted – we didn't get back to our hotel until the middle of the night – and a car came to pick us up a few hours later, at five-thirty in the morning.

I What time did you actually do your pitch?

J Um, eleven-thirty. So we were lucky because we were the first on that particular show.

I Why lucky?

J Because we didn't have to wait too long. The other contestants spent a long time just waiting around. Some of them – the ones who are on last – had to wait twelve hours!

I Did you meet the Dragons before you went in to do the pitch?

J No. You're not allowed to. Like, if you go to the bathroom before you go on, someone has to escort you in case you meet a Dragon. So the first time you see them is when you go into the Den.

EXTRA SUPPORT You could check whether answers are true or false before Sts listen again and correct the false ones.

**c** Tell Sts they are going to listen to the interview again and this time they must correct the false sentences.

Play the audio again the whole way through.

Check answers.

**ANSWERS**
1 F (Joe applied without telling Jake.)
2 F (They worked very hard and practiced a lot.)
3 T
4 F (They practiced their pitch the night before and they prepared the furniture they needed.)
5 T
6 F (They were the first contestants.)
7 T
8 F (Contestants aren't allowed to meet the Dragons before they go on.)

**d** **8.9** Now tell Sts to listen to what happened in **Part 2** and answer the question.

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

Check the answer.

**ANSWER**
They were offered a job, not investment in their business.

**8.9**
(script in Student Book on *p.136*)

**Part 2**

I What were the Dragons like?

J Well, they're obviously told by the producers to be really unfriendly and aggressive. So, I remember thinking, when the doors opened and we walked in, what I wanted to do was just to smile at one of them. That was my way of making myself relaxed. And I looked at Deborah Meaden, because she was in the middle, and I smiled at her, but she just, you know, stared at me, stony-faced, to make me feel nervous. And it worked.

I Did you think you made a good presentation?

J Yeah, we did. But Jake, who usually never gets anything wrong, he forgot his first words, and he just never does that. So we both thought, when he got the introduction wrong, that it was going to go badly, but it didn't.

I So what happened after you'd made your pitch?

J Yeah, well, four of the Dragons said, "I'm out." They said they weren't interested. So we were feeling pretty depressed, pretty negative.

I And then?
J The last Dragon was Peter. And he's kind of scary – he's incredibly tall – over six feet. And, at first, he really criticized us. But then he told us he had a big chain of camera stores called Jessops, and they were starting online printing and photo framing as part of their business. And then he said, "I've got fifteen guys in Hong Kong trying to do what you guys are doing, but you guys are doing it better. I'm going to offer you both a job."
I Were you very surprised?
J Totally, because it had never happened on the show before. In ten years, they'd never offered someone a job.
I So he offered you jobs just like that?
J Well, his offer was that he wanted to have our business, and for us to work with him at Jessops.
I With a good salary?
J Very.
I So what did you do?

**e** Tell Sts they are going to listen to **Part 2** again and they must make notes for questions 1–6.

Play the audio again. You could pause it each time Joe has answered the interviewer's question, to give Sts time to write.

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

**ANSWERS**
1 He smiled at her to help himself to relax, but she just stared at him to make him feel nervous.
2 Jake forgot his first words, which he never usually does.
3 Four of the Dragons said, "I'm out," to show that they weren't interested in investing.
4 Peter is incredibly tall – more than six feet – which makes him scary.
5 Peter owns a big chain of camera stores called Jessops.
6 Peter offered them a job, which had never happened on the show before.

**f** **8.10** Focus on the task and elicit some opinions to the first question.

Now play the end of the interview once the whole way through.

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

**ANSWERS**
Joe and Jake decided not to accept the jobs, because it wasn't a good time, and they were enjoying running their own business. Yes, they think it was the right decision, and they don't regret it.

**8.10**
(script in Student Book on *p.136*)
**Part 3**
J It was very stressful because we knew we had to make a decision immediately. So Jake said, "Yes, let's take the jobs," but I said, "You don't want to work for Jessops." And he stayed silent and I said, "I don't want to work for Jessops." I mean, neither of us were in a position where we could have dropped everything and gone and worked for Jessops full-time. It was completely…it was ridiculous.
I So you said no?
J That's right.
I Have you ever regretted saying no?
J No, not for a second. It was still in the early days for us then, so we were still kind of having fun and enjoying running our own business. And things worked out well for us. Frame Again was successful, and eventually we sold the business this year.
I But not to one of the Dragons?
J No, but that would have been perfect!

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on *p.136* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

## 7 SPEAKING

**a** In this video, Sts will see two people doing a pitch similar to the ones on *Dragons' Den*.

Focus on the photo and explain that these two people are pitching a new product that they have invented, as Sts will be doing themselves later.

Play the video for Sts to watch and answer the question.

Elicit answers and reasons from various Sts. You could see with a show of hands how many Sts would buy the product.

**M = Max, J = Jasmine**
M Hello and good morning! I'm Max, and this is Jasmine. We're here to tell you about our new product.
J The name of our new product is Forever Fresh. What is it for? Well, come up and have a look at these three vases of flowers. They all look the same: beautiful, fresh, the water is clean, they smell great. But one is a week old, one is two weeks old, and one is three weeks old. Yeah, three weeks old! And can you tell which one? You can't, because in the water is…Forever Fresh!
M Forever Fresh comes in capsules. They look like coffee machine capsules. But inside, there is a special powder. The recipe is a secret. It includes salt, sugar, bicarbonate of soda, and some other ingredients. You put it in the water when you first buy the flowers, or when you pick them from the garden.
J And who is Forever Fresh for? Well, it's for anyone who loves having flowers in their home. We think Forever Fresh is going to be very popular, because you don't need to change the water, you just need to add a bit more from time to time. With Forever Fresh, your flowers will last up to five weeks.
M Oh, you heard it right! Five weeks! And the price is very reasonable – for five pounds a pack, you get ten capsules. And our slogan is…
M & J Forever Fresh flowers last the longest!

**b** Tell Sts they need to number questions A–E in the order that Max and Jasmine answer them. Make sure they understand all the lexis, e.g., *slogan*.

Play the video again for Sts to watch and complete the task.

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

**ANSWERS**
1 C 2 B 3 E 4 A 5 D

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

**c** Focus on the instructions and the **Presenting a product** box. Encourage Sts to try to remember what the missing words are.

Now play the video for Sts to watch and then fill in the blanks.

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


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**ANSWERS**
**1** this **2** product **3** name **4** popular **5** price **6** slogan

See sentences in Student Book on *p.81* and answer key

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

**d** Focus on the instructions and put Sts in pairs.

Give Sts time to think about their product and answer questions A–E in **b**.

**e** In their pairs, Sts prepare their pitch, deciding who will say what in their presentation.

**f** Focus on the instructions and get Sts to "invest" in the products or say "I'm out" (and explain why).

Now get all the pairs to present their product to the class.

Finally, when all pairs have presented their products, find out which pair got the most votes.

# 8B Service with a smile?

**G** reported speech: statements and questions
**V** making nouns from verbs
**P** the letters *ai* and *air*

## Lesson plan

Customer service is the main theme for this lesson, which reviews and extends Sts' knowledge of reported speech.

The first half of the lesson focuses on jobs where people often spend a lot of time chatting to their clients or patients. Sts begin by reading an article about different customer-facing jobs and then discuss whether they usually chat to taxi drivers, salespeople, etc. This article provides the context for the presentation of reported speech, which is later practiced through a video of someone reporting a phone conversation.

The second half of the lesson focuses on good and bad customer service. Sts listen to a true story about bad service, and then talk about their own experiences. They then read five stories about good customer service. Vocabulary focuses on how to make nouns from verbs. This leads into a spot on the different pronunciations of the letters *ai* and *air*. Finally, Sts watch a video about complaining, and how to do it politely and successfully, and role-play making complaints.

| Video material |
|---|
| Grammar – reported speech |
| Vocabulary – making nouns from verbs |
| Listening – *How to complain* (Parts 1–2) |

| More materials |
|---|
| **For teachers** |
| **Photocopiables**<br>*Grammar* reported speech: statements and questions *p.176*<br>*Communicative* I want to speak to the manager *p.205* (instructions *p.186*) |
| **For students** |
| Workbook 8B |

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board:
*gas*
*fruit and vegetables*
*electronic devices*
Ask Sts to think about when they buy these things. Then ask if they prefer to be helped by a salesperson or choose / serve themselves, and why.

### 1 READING & SPEAKING understanding the main point in a short text

**a** Books open. Focus on the instructions and make sure Sts know what a *personal trainer* is.

Give Sts time to mark 1–10 with the correct initials.

EXTRA SUPPORT Put Sts in pairs to do the activity. Then in **b**, put two pairs together.

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

**ANSWERS**
**1** TD **2** HS / PT **3** PT **4** D **5** HS **6** A **7** D **8** TD **9** PT **10** A

**c** Tell Sts to read the article quickly and complete the headings with the four jobs. Point out the **Glossary**.

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

**ANSWERS**
Sacha, taxi driver
Dorothy, doctor
Luke, hair stylist
Rachel, personal trainer

**d** Now give Sts time to read the article again and complete 1–4 with the right person.

Get Sts to compare with a partner, and then check answers. Make sure they understand all the lexis, e.g., *praise*, *share*, etc.

**ANSWERS**
**1** L **2** S **3** R **4** D

**e** Focus on the instructions and give Sts time to find the words or phrases for definitions 1–8.

Get Sts to compare with a partner, and then check answers. Model and drill pronunciation of any new words.

**ANSWERS**
**1** cope **2** pulled over **3** get to the root of **4** minor **5** try out **6** burst into tears **7** rapport **8** lifting

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

**f** Either do this as a whole-class activity or put Sts in pairs or small groups.

If Sts worked in pairs or small groups, elicit some feedback.

### 2 GRAMMAR reported speech: statements and questions

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

Give Sts time to complete the direct speech.

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

**ANSWERS**
**1** was your day **2** is going to, don't approve **3** 'd like to

**b** Tell Sts to go to **Grammar Bank 8B** on *p.155*.

#### Grammar notes

**Reported statements**

This is a structure that may be new for some Sts and not for others (it was introduced in *American English File Level 2*, in File 12). The basic principle of reported speech is straightforward – when you report what someone else said, you move the tenses / forms "backward," i.e., present to past, *will* to *would*, etc.


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! *Must* changes to *had to* BUT *must not* stays the same, e.g., "You must not *touch it.*" *She said I must not touch it.*

Point out that *that* after *say* and *tell* is optional.

You should point out that when direct speech is reported at a later time or in a different place from when / where it was originally said, some time / place words may change as well, e.g., *tomorrow* may change to *the next day*, *this* to *that*, etc.

! In conversation, people sometimes do not change the past to the past perfect, and when the reporting is very soon after the direct speech occurred, sometimes the tenses of the direct speech are not changed.

Some typical mistakes include:

- confusing *tell* and *say*, e.g., ~~*He said me that he was ill.*~~
- forgetting to change the tenses, e.g., ~~*The server said he will call the manager.*~~

**Reported questions**

These will probably be new to most Sts. The most important things to emphasize are the change in word order and the use of *if / whether* in *yes / no* questions.

Some typical mistakes include:

- forgetting to change the word order in reported questions, e.g., ~~*She asked him what was his name.*~~
- using *did* in reported questions in the past, e.g., ~~*They asked me where I did live.*~~

Focus on the example sentences and play audio **8.11** and **8.12** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the two information boxes, and go through them with the class.

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

Check answers, getting Sts to read the full sentences.

**ANSWERS**

**a**
1 (that) he was selling all his books.
2 (that) she had booked the flights.
3 (that) my new dress didn't suit me.
4 (that) he might not be able to go to the party.
5 (that) she wouldn't wear those shoes again.
6 (that) he hadn't bought me a present.
7 (that) he couldn't find anywhere to park.

**b**
1 when I was leaving.
2 if / whether he had ever been married.
3 if / whether they would be home early.
4 where I usually bought my clothes.
5 if / whether he had worn a suit to the job interview.
6 if / whether she ever went to the theater.
7 if / whether he / she could help her.

Tell Sts to go back to the main lesson **8B**.

EXTRA PRACTICE OPTION Use the **8B Grammar** photocopiable activity.

**c** Focus on the task and the photo. In this video, Sts will see a man on the phone to an employee at the lost and found office for yellow cabs. He's panicking because he really needs his phone. His partner, who is standing near him, wants to know what the lost and found attendant is saying on the phone.

Tell Sts they will hear a question being asked by a man on the other end of the phone and they will also hear the answer from the man in the photo. Then they will hear a woman ask *What did he ask / say?*, and they must answer either *He asked* or *He said* and put the question into reported speech. The answer will then appear on screen, and they will hear it. Now focus on the photo again and elicit what the question was that the employee asked (*Have you tried calling it?*), and write it on the board, so that Sts can see how the direct speech changes with reported speech.

Play the first interaction, pausing the video after the "ping" and eliciting the reported speech, and then show Sts how it appears on screen.

Then play the rest of the video. Press pause each time the video pauses, and elicit the reported speech from individual Sts.

**LF = lost and found attendant, M = man, W = woman**

**LF** Lost and found, how can I help you?
**M** Hello? Oh, thank goodness, at last! I left my phone in a yellow cab about an hour ago.
**LF** Have you tried calling it?
**M** Yes, yes, I have.
**W** What did he say?
**M** He asked me… (*pause*) if I'd tried calling it.
**LF** Did you write down the taxi cab number?
**M** No, no, I didn't.
**W** What did he say?
**M** He asked me… (*pause*) if I'd written down the taxi number.
**LF** Where did you get in the taxi?
**M** I don't know exactly, somewhere near the Empire State Building?
**W** What did he say?
**M** He asked me… (*pause*) where I'd gotten in the taxi…So what should I do?
**LF** You should report it on our website.
**M** OK, yes, OK.
**W** What did he say?
**M** He said… (*pause*) I should report it on their website…And when will I know if you've found it?
**LF** You'll need to wait until tomorrow.
**M** Oh no!
**W** What did he say?
**M** He said… (*pause*) I'd need to wait until tomorrow.
**LF** Yes, because the driver probably won't bring the phone to the office until tomorrow.
**M** So do I need to call you tomorrow, or will you call me?
**LF** We'll contact you as soon as we receive the phone.
**M** Oh, OK.
**W** What did he say?
**M** He said… (*pause*) …they'd contact me as soon as they received the phone…And then what happens?
**LF** You need to come to the lost and found office to pick it up.
**M** Right.
**W** What did he say?
**M** He said… (*pause*) …I needed to come to the lost and found office to pick it up…Can't someone deliver it to me?
**LF** Well, they can, but we charge extra for that.
**W** What did he say?
**M** Here, why don't you talk to him yourself?

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

## 3 LISTENING understanding the order of events

**a** Do the questions as a whole-class activity. If you have ever had a problem with luggage when traveling, tell Sts about it.

**b** 8.13 Tell Sts they are going to listen to a radio show story about bad customer service, but first they must listen to six extracts from the show. Focus on the verbs in the list and make sure Sts know their meaning.

Play the audio once the whole way through for Sts to listen and fill in the blanks.

Check answers.

**8.13**

1 They're **throwing** guitars out there!
2 They immediately **complained** to United Airlines.
3 For nine months, he tried to **claim** compensation.
4 Dave wrote a song about his experience and **produced** a music video to go with it.
5 United Airlines **contacted** Dave and **offered** him a payment.
6 The BBC **reported** that United Airlines' share price had **dropped** by ten percent.

**c** 8.14 Give Sts time to read questions 1 and 2.

Now play the audio of the story the whole way through.

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

Check answers.

**ANSWERS**

1 To complain about the experience he'd had with United Airlines
2 Because the video went viral on YouTube and was watched by millions of people, who found out about United Airlines' bad customer service

**8.14**

(script in Student Book on *p.136*)

Hello, and welcome to *How's Business?* Today, we're going to look at how social media can make a big difference for some businesses. And I'd like to start with the story of Dave Carroll, a Canadian singer-songwriter who had a very bad experience with United Airlines.

Dave and his band were flying with United Airlines from Halifax, in Nova Scotia, to Omaha, in Nebraska, with a stopover in Chicago. As they were waiting to get off the plane in Chicago, they heard another passenger say, "My goodness! They're throwing guitars out there!" One of the band members looked out of the plane window, and saw that the baggage handlers, who were taking the luggage off the plane, weren't being careful with the band's guitars – they were throwing them. The band was very worried and they immediately complained to United Airlines, but nobody listened to them.

When they arrived in Omaha, Dave discovered that part of his very expensive Taylor guitar had been damaged. It cost him one thousand two hundred dollars to get it repaired. For nine months, he tried to claim compensation from United Airlines. He called and emailed their offices in Halifax, Chicago, and New York without success. In the end, he even suggested that, instead of money, they could give him one thousand two hundred dollars' worth of flight tickets. But after all his complaints and suggestions, United simply said, "No." So, what else could a singer-songwriter do? Dave wrote a song about his experience and produced a music video to go with it. The song was called "United Breaks Guitars." He posted the video on YouTube and it was a huge hit. The song reached number one on the iTunes music store within a week. Dave decided to produce two more videos, which he also posted on YouTube.

Four days later, after one million views of the first video, United Airlines contacted Dave and offered him a payment – they said he had one chance to accept, and he wouldn't get a better offer from them. He refused, and suggested giving the money to charity. Of course, the impact of Dave's song went far beyond YouTube. Soon newspapers, websites, TV, and radio stations all over North America were doing stories about the song. Dave was interviewed on many radio and TV shows where, of course, he retold the story of how "United Breaks Guitars." He did over two hundred interviews in the first three months!

Dave Carroll's favorite guitar was damaged, but in the end United Airlines was the bigger loser. After the bad publicity, the BBC reported that United Airlines' share price had dropped by ten percent within four weeks, which means that the company lost an incredible one hundred eighty million dollars. It would have been much cheaper to repair Dave's guitar. Since then, Dave's first music video has had over twenty-two million views.

**d** Tell Sts to read events 1–10 and then put them in the order in which they happened. Make sure they understand all the lexis, and point out that the first and last ones have been done for them.

Get Sts to compare with a partner.

Now play the audio again for Sts to listen and check.

Check answers.

**ANSWERS**

2 The baggage handlers were throwing their guitars, so they complained to airline staff.
3 They got their connecting flight to Omaha, Nebraska.
4 Dave discovered that his guitar was damaged.
5 He complained again to United Airlines by phone and email, but they didn't help him.
6 He wrote a song about his experience.
7 He put a video of the song on YouTube.
8 United Airlines contacted him and offered him money.
9 He did a lot of media interviews.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.136* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**e** Do this as a whole-class activity. If you have any experience of very good or bad customer service, tell Sts about it.

## 4 VOCABULARY making nouns from verbs

**a** Focus on the instructions and the three nouns from the listening. Elicit the verbs from the class.

**ANSWERS**

compensate complain pay

**b** Tell Sts to go to **Vocabulary Bank** Word building on *p.172*.

### Vocabulary notes

#### Making nouns from verbs

Sts have come across word building in English many times before, e.g., *study / student* and *teach / teacher*, and *American English File Level 2* includes focus on *-ed / -ing* adjectives and noun formation (e.g., *decide → decision*, *invite → invitation*). The examples in this **Vocabulary Bank** are more advanced, and show two common patterns of word building that are useful for Sts to know, as well as nouns that are related to verbs, but that are not made by word building.

Point out to Sts that whenever they learn a new word, they should also see if there are related parts of speech that they could learn at the same time – this is a very good way of expanding their vocabulary at Level 3 and beyond. To demonstrate this, you could look back at the **1 Verb phrases** section of **Vocabulary Bank** Work on *p.171*, and point out that the verb *apply* becomes the noun *application*, that *promote* becomes *promotion*, *resign* becomes *resignation*, and *retire* becomes *retirement*.

One important thing for Sts to notice is that word stress very often changes when making nouns from verbs, so it's important that they note pronunciation as well as meaning.



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Focus on **1 Making nouns from verbs** and get Sts to do **a** individually or in pairs. Before Sts start, check they know the meaning of all the verbs.

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

Check answers.

**8.15**
**Word building, 1 Making nouns from verbs**
+ ***-ation*** compensation, consideration, demonstration, explanation, temptation, valuation
+ ***-ment*** achievement, agreement, argument, attachment, improvement, management, payment, treatment
**new word** choice, complaint, delivery, failure, loss, response, sale, service, success

Now get Sts to underline the stressed syllable in the nouns.

EXTRA SUPPORT Play the audio again, pausing after each word, and get Sts to underline the stressed syllable. Then play it again and check answers.

Play the audio again for Sts to listen and check. Check answers.

**ANSWERS**
See underlining in script 8.15

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

For **Activation**, put Sts in pairs, **A** and **B**. Sts **A** (books open) tell Sts **B** (books closed) a verb. Sts **B** say the noun. Then they change roles.

For **c**, tell Sts to fill in each blank with a noun from **a**. Tell them to be careful with singular and plural nouns.

**8.16** Now do **d**. Play the audio for Sts to listen and check.

Check answers.

**8.16**
1 Have you ever been in a **demonstration**? What were you protesting about?
2 Have you ever opened an email **attachment** that contained a virus? What happened?
3 Do you often have **arguments** with your family? What about?
4 Do you prefer reading grammar **explanations** in your own language, or do you think it's better to read them in English?
5 Have you ever made a **complaint** to a company and gotten **compensation**?
6 Do you think that there's too much **choice** when you're shopping, for example, for a new phone?
7 In a restaurant, what's more important for you, the food or the **service**?

Put Sts in pairs for **Activation** and get them to interview each other using the questions in **c**.

Get some feedback.

Tell Sts they will be doing **Part 2** in a later lesson (**9A**) and tell them to go back to the main lesson **8B**.

! The **Vocabulary** photocopiable activity for this **Vocabulary Bank** includes **Part 2**, so should be done in **9A**.

**c** In this video, Sts will see ten clips of people doing something and they need to choose a verb from the list on the right of the screen that describes the scene, and change it to a noun.

Focus on the instructions, photo, and example. Then tell Sts that for each clip they need to write down a noun made from one of the verbs on the list on the right.

Play the video once the whole way through. Pause it at the end when all ten images are on the screen.

Put Sts in pairs and tell them to try to remember the noun for each clip. Then play the video again, pausing after each clip and eliciting the answers. Make sure Sts stress the words on the right syllable.

**ANSWERS**
**2** choice **3** temptation **4** treatment **5** argument
**6** agreement **7** delivery **8** attachment **9** success
**10** demonstration

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

## 5 PRONUNCIATION the letters *ai* and *air*

### Pronunciation notes

The letters *ai* between consonants are usually pronounced /eɪ/ if they are stressed, e.g., *main*, *complain*. Remind Sts that this sound is a diphthong, which consists of two short vowel sounds that are combined to make one longer sound.

*Said* has an irregular pronunciation /sɛd/.

The letters *ai* between consonants are unstressed and are pronounced /ə/, e.g., *bargain* /'bɑrgən/.

! The word *again* is pronounced by some native speakers as /ə'gɛn/ and by others /ə'geɪn/.

The letters *air* are always pronounced /ɛr/.

**a** **8.17** Focus on the words in the list and tell Sts to listen to the audio and underline the stressed syllable.

Play the audio, pausing after each word to give Sts time to complete the task.

EXTRA CHALLENGE Get Sts to underline the stressed syllable in each word before you play the audio.

**8.17**
See words in Student Book on *p.84*

Now focus on the three sound pictures and elicit the words and sounds: *train* /eɪ/, *chair* /ɛr/, and *computer* /ə/. Give Sts time to put the words in the list in the correct column. Remind them that this kind of activity is easier if they say the words aloud to themselves.

**b** **8.18** Play the audio for Sts to listen and check.

Check answers, eliciting the words and writing them on the board in columns, and getting Sts to tell you the stressed syllable in each word.

**8.18**
**train** /eɪ/ claim, complain, contain, email, explain, paid, waiter
**chair** /ɛr/ airline, repair
**computer** /ə/ bargain, captain

Now either elicit the answers to questions 1–3 as a class, or put Sts in pairs to answer them.

If Sts worked in pairs, check answers.

**ANSWERS**

1 **a** *ai* when stressed is usually /eɪ/
**b** *ai* when unstressed is usually /ə/
*Email* is the exception.
2 *air* is pronounced /ɛr/
3 *said* is pronounced /sɛd/

EXTRA SUPPORT Play the audio again for Sts to listen and repeat after each group of words. Then get them to practice individually or in pairs.

## 6 READING predicting the end of a story

**a** Focus on the instructions and give Sts time to read the introduction to the article and answer the question.

EXTRA CHALLENGE Elicit some ideas before Sts read the introduction.

Check the answer.

**ANSWER**

Because people can use social media to tell millions of other people about good or bad service.

**b** Before Sts read the five stories, focus on the title of the article, *Going the extra mile*, and elicit / explain what it means (= making a special effort to help somebody).

Now tell Sts to read each story and try to complete the last sentence in each one. Tell Sts that the aim isn't to guess the exact words, but how the story ends.

Get Sts to compare with a partner, and then elicit some ideas from Sts, but don't tell them if they are right or not.

**c** Tell Sts to go to **Communication** Going the extra mile on *p.118* to check their answers to **b**.

When Sts have finished reading, find out with a show of hands how many Sts had guessed the endings correctly.

Tell Sts to go back to the main lesson **8B**.

**d** Focus on the instructions and give Sts time to answer questions 1–3.

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

**ANSWERS**

1 B, D, E 2 B, C, E 3 A, D

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

**e** Focus on the five questions and give Sts time to think of their choice for each one.

Now ask each question to the whole class and elicit some opinions and answers.

## 7 LISTENING & SPEAKING understanding how to do something better

**a** Tell Sts that they are going to watch a video that gives tips on how to complain effectively, but first, they will hear the top five things people complain about in hotels.

Put Sts in pairs to discuss the question.

Elicit some ideas, but don't tell Sts if they are right or not.

**b** ▶ Play **Part 1** of the video once the whole way through for Sts to watch and check their answers to **a**.

Check answers.

**ANSWERS**

1 Air conditioning (24% of complaints)
2 Wi-Fi (14% of complaints)
3 Noise (11% of complaints)
4 Rooms not being clean (10% of complaints)
5 Slow or bad service (9% of complaints)

▶

Hello, and welcome to *Ten-Minute Travel* for all your travel tips, news, and reviews. Many of us travel a lot, on vacation or for work, and that often means staying in a hotel. So today we're looking at hotel problems, and what we should do when things go wrong. The hotel industry is a competitive one, and hotels really do want you to enjoy your stay, especially in this digital age, where guests can leave good or bad reviews instantly. But sometimes things go wrong – let's start by looking at the top five complaints.
Air conditioning is top of the list, with nearly a quarter of all the complaints. At number two is Wi-Fi, with fourteen percent of people complaining that the hotel Wi-Fi is too slow or that they can't connect. Eleven percent of hotel guests have had problems with noise, either from the street outside or from neighboring rooms. And a similar number have complained about their room not being clean enough. And finally, in fifth place – service. Nine percent of guests have suffered from slow or bad service, especially with hotel breakfasts or room service. So, what should you do if you have one of these problems?

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

**c** ▶ Tell Sts that they are going to watch Phil, a hotel guest, complaining in three different situations. First, he complains in the wrong way, then he does it the right way.

Play **Part 2** of the video and pause after Situation 1, when the screen says "What did Phil do wrong?"

Elicit ideas.

**ANSWER**

**Situation 1:** Phil complains to the wrong person, the woman from the cleaning staff, but she can't fix it, and it isn't her job to ask somebody else to fix it.

Now play the rest of Situation 1, including the presenter's advice and Phil complaining the right way.

Pause again and elicit how he complains better.

**ANSWER**

The second time, Phil complains to the right person, the receptionist, who can arrange for the air conditioning to be fixed.

Then repeat for Situations 2 and 3 (including the presenter's final comments).

**ANSWERS**

**Situation 2:** The waiter brings Phil the wrong things for breakfast – he wanted wheat toast and a cappuccino. Phil complains to the right person, the waiter, but he accepts the white toast and espresso. There's no point complaining if you don't want a solution. The second time, Phil asks the waiter to bring the right toast and coffee, as soon as possible, so his problem is solved.
**Situation 3:** Phil's room was noisy and the Wi-Fi was slow. Phil complains when he's checking out at the end of his stay, so it's too late for the hotel to do anything about it. He's also rude and aggressive.
The second time, he complains politely and at the right time, so the receptionist can give him a new room and try to solve the problem with the Wi-Fi.



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**J = Joanne, C = cleaning staff woman, P = Phil, R = receptionist, W = waiter**

**J** So, what should you do if you have one of these problems? What's the best way to complain? Let's look at three examples of how *not* to do it. Here's Phil, a hotel guest who's on a work trip.
[**text on screen:** *Situation 1*]
**C** Oh, sorry, sir! I'll come back later.
**P** No, it's fine, go ahead. It's so hot in here, I couldn't sleep. I can't get the air conditioning to work. Can you see if you can fix it?
**C** I'm sorry, sir, I don't really know about the air conditioning.
**P** Well, I'm afraid I don't know about it either.
**C** I'll tell reception later.
[**text on screen:** *What did Phil do wrong?*]
**J** So, what did Phil do wrong? The first rule of complaining is to complain to the right person. The cleaning staff can't fix Phil's air conditioning and it isn't her job to get it fixed. Phil needs to go down and complain to reception – it's always better to complain in person, rather than just calling. So, let's take a look at how Phil should have complained.
[**text on screen:** *Complain to the right person*]
**R** Good morning, sir.
**P** Good morning. I think there's a problem with the air conditioning in my room – room forty-two. It's very hot and I can't get it cooler. Could you ask someone to have a look at it before this evening?
**R** Of course, sir. I'll do it right away.
[**text on screen:** *Situation 2*]
**W** Here you are, sir. Eggs, toast, and an espresso.
**P** I think I asked for wheat toast. And a cappuccino, not an espresso.
**W** Wheat toast and a cappuccino? I'm very sorry, sir. The order must have gotten mixed up.
**P** Never mind. I'm in a hurry. I'll have the espresso.
**W** And the toast? I can bring you some wheat toast in a few minutes.
**P** OK then. Oh, it doesn't matter. White toast will be OK.
**W** Thank you, sir.
[**text on screen:** *What did Phil do wrong?*]
**J** Here Phil complains to the right person, but there's no point complaining if you don't want somebody to do something about it. If you want to complain successfully, you need to know what your ideal solution is and make it clear. So, let's take a look at how Phil should have complained.
[**text on screen:** *Make it clear what you want*]
**W** Here are eggs, toast, and an espresso.
**P** I think I asked for wheat toast. And a cappuccino, not an espresso.
**W** Wheat toast and a cappuccino? I'm very sorry, sir. The kitchen must have made a mistake.
**P** If you could change them, that would be great. And as quickly as you can, please. I don't have much time.
**W** Of course, sir. I'll be right back.
[**text on screen:** *Situation 3*]
**R** Good morning, sir. Can I help you?
**P** Yes, I'd like to check out, please.
**R** Of course, sir. I hope you enjoyed your stay.
**P** No, I didn't enjoy it at all. My room was noisy and the Wi-Fi was slow – it was impossible to get any work done. I certainly won't be recommending this hotel; you can be sure of that.
**R** I'm very sorry to hear that, sir.
[**text on screen:** *What did Phil do wrong?*]
**J** Why complain about your room and the Wi-FI when you're checking out? You should always complain as soon as you notice a problem. If you wait till later, the hotel might not have the chance to make the problem right. Above all – and this is probably the most important tip – never be rude or aggressive. If you complain politely, you're far more likely to be successful. A smile will always make people want to help you. So, let's take a look at how Phil should have complained.
[**text on screen:** *Complain at the right time.* Be polite.]
**R** Hello again, sir. Can I help you?
**P** Yes, I've been trying to do some work in my room and there's a lot of traffic noise from the street. Would it be possible to move to a different room, maybe at the back of the hotel?
**R** I'll see what we have. Yes, we do have a room free, overlooking the garden.
**P** That sounds perfect. I also noticed the Wi-Fi seems to be very slow. It's like being at home.
**R** I'll get someone to look at that right away, sir. Here's your new room key. Just let me know if you're still having problems with the Wi-Fi in ten minutes.
**P** Thanks very much.
**J** Finally, remember that if you're staying in a good hotel, they'll always want the chance to make things right. But they can't help you if they don't know there's a problem, so you should always complain. And now you know how!

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

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

**d** Put Sts in pairs, **A** and **B**, preferably face-to-face. Tell them to go to **Communication** I want to speak to the manager, **A** on *p.111*, **B** on *p.116*.

Go through the instructions for the first role-play situation. Remind Sts that in the first role-play, Sts **A** are the customer and Sts **B** are the salesperson. Tell Sts **A** to start first, saying, *Excuse me. I bought…*

When they have finished role-playing the first situation, tell Sts to read the instructions for the second situation. This time Sts **A** are the restaurant manager and Sts **B** are the customer. **B** starts, *Good evening. Are you the manager?*

Get feedback to see whether different customers achieved their objectives or not.

Tell Sts to go back to the main lesson **8B**.

**e** Focus on the questions and ask Sts to share their experiences of complaining. You could also ask if they usually complain about problems, and if they think they are good or bad at complaining.

# 7&8 Review and Check

For instructions on how to use these pages, see *p.49*.

**Video material**

Can you understand these people? 7&8

**More materials**

**For teachers**

**Oxford English Hub**
Quick Test 8
File 8 Test

**For students**

Workbook Exam skills 7 Reading
Exam skills 8 Listening

## GRAMMAR

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

## VOCABULARY

**ANSWERS**
**a 1** semesters **2** preschool **3** grades **4** suspended **5** private
**b 1** on **2** ceiling **3** gate **4** on **5** fireplace
**c 1** overtime **2** shifts **3** temporary **4** set **5** self-employed
**d 1** choice **2** agreement **3** success **4** complaint **5** demonstration **6** improvement **7** qualifications **8** translator **9** scientists **10** explanation

## PRONUNCIATION

**ANSWERS**
**c 1** **c**eiling /s/ **2** em**ai**l /eɪ/ **3** rep**air** /ɛr/ **4** f**u**ll time /ʊ/ **5** spa**ci**ous /ʃ/
**d 1** semester **2** unemployed **3** delivery **4** apply **5** achievement

## CAN YOU understand this text?

**ANSWERS**
**a** 2
**b 1** c **2** a **3** c **4** b **5** b **6** a **7** c **8** b

## CAN YOU understand these people?

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

**1 Philomena**

**I = interviewer, P = Philomena**
**I** What was your favorite subject when you were in school?
**P** History, predominantly modern history. That's the main reason… My history teacher is the reason why I became a teacher. She was really inspiring and she made the subject come alive.
**I** Were there any subjects you hated?
**P** Maths, again due to bad teachers, and predominantly I just don't have a mathematical brain, so I found it very difficult.

**2 Adina**

**I = interviewer, A = Adina**
**I** What kind of things do you often buy online?
**A** I buy online clothes, food to get delivered to home, um, and also a lot of beauty products as well.
**I** Is there anything you would never buy online?
**A** I don't think there is any more, I don't think there is anything any more that I wouldn't buy online.

**3 Daniel**

**I = interviewer, D = Daniel**
**I** Have you ever had really bad customer service?
**D** Yes, I have had very bad customer service before.
**I** What happened?
**D** Um, I've had a waiter be very rude to me and sort of drop the plate on the table when they served the dish.
**I** What did you do?
**D** I did not tip that waiter.

**4 Julie**

**I = interviewer, J = Julie**
**I** If you could change one thing about your home, what would it be?
**J** I would probably change my home's location. I really love my house, but it's very isolated. We live in the forest and there's no sidewalks. So, I'd probably put it in a slightly more urban setting.

**5 Shrenik**

**I = interviewer, S = Shrenik**
**I** What's more important to you about a job: having a good salary or doing something you really enjoy?
**S** Doing something you really enjoy, um, is something that I prioritize, when looking for a job or working a job. And also having a good work to life balance.
**I** Why do you think that's important?
**S** Because a job isn't everything. You have to have time for yourself and your life and do things that you love and you're passionate about…or else you'll never grow.



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# 9A I was so lucky!

**G** third conditional
**V** making adjectives and adverbs
**P** sentence rhythm, weak pronunciation of *have*

## Lesson plan

This lesson presents the third conditional in the context of different aspects of luck. The first half of the lesson centers on people who got into difficulties when traveling on their own and were lucky enough to be helped by kind strangers. Sts read and listen to a journalist from a website called Solo Traveler talking about how she was helped, and then listen to three more people talking about their experiences. Sentences about the stories provide an introduction to the grammar, which is then further practiced in Pronunciation, focusing on the stress patterns in third conditionals.

The second half of the lesson opens with Sts talking about how lucky or unlucky they consider themselves to be. This leads to a reading activity on some research carried out by psychologist Richard Wiseman on how to improve your luck. There is then a vocabulary focus on adverb and adjective formation, and this is consolidated through a writing game.

**Video material**

Grammar – third conditional

**More materials**

**For teachers**

**Photocopiables**

*Grammar* third conditional *p.177*
*Communicative* Sentence race *p.206* (instructions *p.186*)
*Vocabulary* Word building *p.228* (instructions *p.214*)

**For students**

Workbook 9A

OPTIONAL LEAD-IN (BOOKS CLOSED) Draw a horseshoe on the board, with the open part at the top. Ask what it is, and tell Sts that in the US and Britain, people believe that if you find a horseshoe, it will bring you good luck, and people often hang them up on the wall. Ask if horseshoes also mean good luck in your Sts' country.
Then put Sts in pairs and ask them to think of things in their country that are considered either good luck or bad luck. Get feedback and write the things in two columns, *good luck / bad luck*, on the board. Then ask Sts if they personally believe in this.

### 1 LISTENING listening for retelling

**a** Books open. Focus on the questions and go through them, making sure Sts know the meaning of *run out of* and *foreign*. Tell Sts to imagine they are on their own in each scenario.

Put Sts in pairs and get them to discuss the four situations.

Get some feedback.

**b** Focus on the instructions and make sure Sts know what a *stranger* is.

Tell Sts to read the text and answer the two questions.

Check answers.

**ANSWERS**
1 She was lost in a city where she didn't speak the language and was in a hurry to get to the train station.
2 The stranger took her to the station. It was especially kind because he wasn't going there himself.

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

**c** 9.1 Tell Sts they are going to listen to Tracey telling three stories that were sent to her of people who were helped by strangers.

Play the audio for Sts to listen and match two photos to each story.

Check answers.

**ANSWERS**
**Story 1:** C, E
**Story 2:** B, F
**Story 3:** A, D

**9.1**
(script in Student Book on *p.137*)
Here are three of the best stories people sent to me at Solo Traveler. First, Katia. Katia was in Argentina to see the famous Iguazu Falls. She'd just arrived in Puerto Iguazu, the closest town to the falls, and it was 10 o'clock at night. She'd booked a room in a hostel, but when she tried to find it, it didn't seem to exist! She walked around town for a long time, but she had no luck. In the end, she stopped at a bar and asked the owner and his wife for help. It turned out that the hostel had given her the wrong address. The kind bar owner ended up driving her around town at two o'clock in the morning to try to find the hostel. They eventually found the place, but the front desk was closed for the night. So then the bar owner drove her to a small hotel that was still open so she could get a room for the night. He even negotiated the price for her because he was worried it would be too expensive, so it only cost her about the same as the hostel. Katia says she can't believe how incredibly kind he was.
What a great story! Now, this is Gerry's story.
Gerry was on a solo trip to France. One day in Paris, as he was running accros a street, he tripped on the curb. He fell flat on his face on the sidewalk and cut his face badly – it was bleeding a lot. He was lying on the sidewalk, when a group of boys, about thirteen or fourteen years old, came over to him. They helped him stand up and then took him to sit down on a bench. One of the boys gave him some tissues to stop the bleeding. Then another boy ran to a nearby school to ask the school nurse to take a look at Gerry, and all the other boys helped him walk slowly along the street to the school. They couldn't go in with him, so they waved goodbye and ran off. Gerry says that the whole experience could have been much worse, but the kindness of those young men really cheered him up.
And finally, this is what happened to Jenn. Jenn was at the airport in Lisbon. She was on her way first to London and then back to the US. She thought she'd allowed plenty of time to check in, but when she got to the airport, there was a huge line of several hundred people. She was absolutely convinced that she would miss her flight – she was panicking and talking aloud to herself, saying, "What am I going to do?" Then a man in the line asked her, in English, if he could help. She explained that she had a flight to London, and the man told her she was actually in the line for a flight to Brazil…He wasn't sure where she needed to be, but he stepped out of his line, found the line she needed to be in – which was much shorter – and showed her where to go. The person behind him saved his place while he made sure Jenn was OK. Jenn says if it wasn't for the kindness of this man, she would have had a complete panic attack!

Aren't these stories amazing? Keep sending in your stories about the kindness of strangers – we always love to hear from all those solo travelers out there.

**d** Focus on the instructions and then give Sts time to read items 1–5 for each story, making sure they understand all the lexis, e.g., *trip*, *curb*, etc.

Play the audio again the whole way through.

**ANSWERS**

**Story 1**

1 Katia arrived in Puerto Iguazu at 10 p.m.
2 Katia booked a room in a hostel, but she couldn't find the building.
3 She asked a bar owner and his wife for help finding the hostel.
4 The bar owner drove her around at two in the morning.
5 The bar owner drove her to a small hotel so she could get a room for the night.

**Story 2**

1 One day in Paris, Gerry ran across a street and tripped on the curb.
2 His face was bleeding a lot.
3 A group of boys about 13 or 14 years old came over to him.
4 One boy gave Gerry some tissues to stop the bleeding.
5 Another boy ran to a nearby school and asked the school nurse to take a look at Gerry.

**Story 3**

1 Jenn was on her way first to London and then back to the US.
2 There was a huge line, of several hundred people, at the airport.
3 Jenn was talking aloud to herself, saying, "What am I going to do?"
4 A man told her she was actually in the line for a flight to Brazil.
5 The man stepped out of his line, found the line she needed to be in, which was much shorter, and showed her where to go.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.137* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**e** Now put Sts in groups of three and tell them to each choose a story to retell, using 1–5 to help them.

Finally, elicit each story from the class.

**f** Put Sts in pairs or small groups to tell each other their stories.

Elicit some of the stories. You could also tell Sts if you have a story of your own.

EXTRA SUPPORT Do **f** as a whole-class activity or write the following on the board to help Sts:

- *where it happened*
- *what the problem was*
- *what you did to help a stranger / what the stranger did to help you*

Now get Sts to tell their partner / group about their story using the prompts to help them.

## 2 GRAMMAR third conditional

**a** Focus on the instructions and get Sts to match sentence beginnings 1–4 to their endings A–D.

Check answers.

**ANSWERS**

1 D 2 B 3 A 4 C

**b** Focus on the questions. Then either get Sts to answer the question in pairs, or elicit the answer from the class.

If Sts worked in pairs, check the answer.

**ANSWER**

b

**c** Tell Sts to go to **Grammar Bank 9A** on *p.156*.

### Grammar notes

If Sts have a similar structure in their own language, they may not have too many problems with the concept, but most Sts will have problems with the "mechanics" of the structure, i.e., remembering which verb form goes in each part of the sentence, and also in understanding and producing contracted forms.

Some typical mistakes include:

- using *would have* in the *if*-clause, e.g., ~~*If I would have known, I would have done something about it.*~~
- using the past perfect in both clauses, e.g., ~~*If I had known, I had done something about it.*~~

Focus on the example sentences and play audio **9.2** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Check answers, getting Sts to read the full sentences.

**ANSWERS**

**a** **1** I **2** F **3** H **4** E **5** A **6** J **7** B **8** G **9** C

**b** **1** hadn't taken, 'd / would have missed
**2** wouldn't have won, hadn't given
**3** 'd / would have enjoyed, 'd / had come
**4** hadn't bought, 'd / would have been
**5** would have forgotten, hadn't reminded
**6** had arrived, wouldn't have caught
**7** hadn't lent, wouldn't have been able
**8** would have fallen, hadn't caught
**9** wouldn't have found, hadn't seen
**10** 'd / had known, 'd / would have applied

Tell Sts to go back to the main lesson **9A**.

EXTRA PRACTICE OPTION Use the **9A Grammar** photocopiable activity.

**d** In this video, Sts will see a series of five scenes that show a man having a bad day, each prompting a separate third conditional sentence. There is no script, just the man acting the events.

Play the video once the whole way through for Sts just to watch.

Now play the video again, pausing after each clip for Sts to write a third conditional sentence using the start of the sentence given and the verbs on the screen.

EXTRA CHALLENGE Get Sts to say the sentences without writing them down.

Put Sts in pairs and get them to compare sentences.

Elicit a sentence for each video clip.

**ANSWERS**

1 If he hadn't gotten up late, he wouldn't have missed the bus.
2 If he hadn't forgotten his coat, he wouldn't have been cold.
3 If he had read the email, he wouldn't have been late for the meeting.
4 If he hadn't gone running, he wouldn't have hurt his knee / leg.
5 If the player hadn't missed the penalty, his / Keith's team would have won / they wouldn't have lost the game..



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Then tell Sts to close their books, and play the video again and elicit the sentences orally from different Sts.

Now ask Sts if they've ever had a day like Keith's when everything went wrong, and ask them to tell you what happened.

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

## 3 PRONUNCIATION sentence rhythm, weak pronunciation of *have*

### Pronunciation notes

The main focus here is on getting Sts to say third conditional sentences with good rhythm, by stressing the information words. You may also want to highlight the weak form of *would have* /wədəv/ and the contraction of *had* in these kinds of sentences. These forms are commonly used by native speakers but, at this level, it is more important for Sts to be able to understand them rather than produce them themselves.

**a** 9.3 Focus on the instructions and the sound waves, and give Sts time to read the sentences. Tell them that the sound waves show the stress pattern of the first sentence.

Play the audio, pausing first after the two clauses in 1 and then after the sentence for Sts to listen and repeat.

Now do the same with 2–4.

Ask Sts how *have* is pronounced after *would*.

**ANSWER**
*Have* is pronounced /əv/.

**9.3**
See clauses and sentences in Student Book on *p.89*

Now get Sts to practice in pairs, focusing on the rhythm.

**b** 9.4 Focus on the task and tell Sts that they are going to hear five more third conditional sentences and they need to try to write them down.

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

Play the audio again for Sts to listen and check.

Check answers by eliciting the sentences and writing them on the board.

**9.4**
1 It would have been much quicker if we'd taken a taxi.
2 She wouldn't have found out if you hadn't told her.
3 The tickets would have been cheaper if we'd booked them earlier.
4 If you hadn't done your homework so quickly, you wouldn't have made so many mistakes.
5 I would have lent you some money if you'd asked me.

EXTRA IDEA Play the audio again, pausing for Sts to listen and repeat, copying the rhythm. Then put Sts in pairs and get them to practice saying the sentences.

**c** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** Guess the conditional, **A** on *p.111*, **B** on *p.116*.

Demonstrate the activity by writing in large letters on a piece of paper the following sentence: *If I'd known it was your birthday, I would have bought you a present*.

Don't show the sentence to your Sts.

Then write on the board: *If I'd known it was your birthday, I _____ you a present.* +

Tell Sts that you have this sentence completed on a piece of paper and they have to try to guess exactly what it is. Elicit possible completions with an + verb phrase (e.g., *would have gotten / would have given*). Say *Try again* if Sts say something different, until someone says the phrase *I would have bought you a present*. Then show them your piece of paper with the sentence on it and say *That's correct*. Now go through the instructions. Emphasize that Sts should only fill in the blank when their partner says *That's correct*.

Sts continue in pairs. Monitor and help.

Tell Sts to go back to the main lesson **9A**.

## 4 READING & SPEAKING identifying topic sentences

**a** Do this in pairs or as a whole-class activity. If you didn't do the optional lead-in at the start of this file, make sure Sts know what *lucky* means.

With a show of hands, find out how many Sts think they are lucky. Get a few Sts to explain why (not).

**b** Tell Sts that they are going to read an article about luck.

First, focus on the **Topic sentences** box and go through it with the class.

Then go through topic sentences A–E, making sure Sts understand them.

Now get Sts to read the article and match the topic sentences to paragraphs 1–5.

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

**ANSWERS**
1 B 2 E 3 C 4 D 5 A

**c** Focus on the instructions and quickly go through 1–5, making sure Sts understand all the lexis.

Give Sts time to read the article again and then choose the best option in the five multiple-choice questions.

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

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

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

**d** In pairs, Sts discuss the four questions.

Get some feedback from various pairs.

EXTRA SUPPORT You could do question 1 with the whole class, and then elicit answers to the other questions from individual Sts.

## 5 VOCABULARY making adjectives and adverbs

**a** Focus on the sentences from the article, and elicit that *luck* is a noun and *lucky / unlucky* are adjectives.

! The phrase *be lucky* may be a problem for some Sts who express the same concept in their L1 as *have luck*.

Now focus on questions 1 and 2 and get Sts, either in pairs or individually, to answer them.

Check answers.

**ANSWERS**
**1** luckily **2** unluckily

**b** Tell Sts to go to **Vocabulary Bank** Word building on *p.172*.

## Vocabulary notes

### Making adjectives and adverbs

Point out that:

- *-y* and *-able* are both typical endings for adjectives.
- *un-* and *im-* are common prefixes to make an adjective negative, but adjectives formed with the suffix *-ful*, e.g., *careful*, sometimes (but not always) make the opposite adjective with *-less*, e.g., *useful – useless*.
- the suffix *-ful* means *full of*
- the suffix *-less* it means *without*.
- sometimes there are spelling changes, e.g., the final *e* is dropped before an *-ly* suffix in, for example, *comfortably*, *possibly*, etc., and with adjectives ending in consonant + *y*, the *y* changes to *i* before adding the suffix, e.g., *lucky – luckily*, *healthy – healthily*, etc.

Focus on **2 Making adjectives and adverbs** and go through the **Adjective prefixes and suffixes** box with the class. Get Sts to do **a** individually or in pairs.

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

Check answers.

**9.5**
**Word building, 2 Making adjectives and adverbs**
**luck** lucky, unlucky, luckily, unluckily
**fortune** fortunate, unfortunate, fortunately, unfortunately
**comfort** comfortable, uncomfortable, comfortably, uncomfortably
**patience** patient, impatient, patiently, impatiently
**care** careful, careless, carefully, carelessly

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

EXTRA SUPPORT Get Sts to underline the stressed syllable in all the words in the chart.

**ANSWERS**
**luck:** lucky, unlucky, luckily, unluckily
**fortune:** fortunate, unfortunate, fortunately, unfortunately
**comfort:** comfortable, uncomfortable, comfortably, uncomfortably
**patience:** patient, impatient, patiently, impatiently
**care:** careful, careless, carefully, carelessly

Focus on **c** and get Sts to fill in each blank with the adjective or adverb made from the noun in **bold**. Tell them to be careful, as some are positive and some are negative.

**9.6** Now do **d**. Play the audio for Sts to listen and check.

Check answers.

**9.6**
**1** The beach was beautiful, but **unfortunately** it rained almost every day.
**2** My new shoes are very **comfortable**. I wore them all day yesterday and they didn't hurt at all.
**3** He took the exam quickly and **carelessly**, and so he made lots of mistakes.
**4** We were really **unlucky**. We missed the flight by just five minutes.
**5** Jack is a very **impatient** driver! He can't stand being behind someone who is driving slowly.
**6** It was a bad accident, but **luckily,** nobody was seriously hurt.
**7** It was raining, but fans waited **patiently** in the line to buy tickets for tomorrow's concert.
**8** The roads will be very icy tonight, so drive **carefully.**
**9** The temperature dropped to twenty degrees, but **fortunately**, we were all wearing warm coats.
**10** The bed in the hotel was incredibly **uncomfortable**. I hardly slept at all.

Tell Sts to go back to the main lesson **9A**.

EXTRA PRACTICE OPTION Use the **9A Vocabulary** photocopiable activity.

**c** Tell Sts they are going to play the sentence game, and read the rules together as a class. Make sure everything is clear. You could demonstrate the activity by writing on the board: *friend* (7 words), and then *People in my country are very friendly*.

**d** Put Sts in teams of three or four and give them five minutes to write five sentences. If you can see that they need more time, extend the limit.

**e** When the time is up, get each team to read out their sentences. The teams with five correct sentences are the winners.

EXTRA SUPPORT You could write each team's sentences on the board and get the other teams to say if they are correct or not.


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# 9B Power outage

G quantifiers
V electronic devices
P linking, *ough* and *augh*

## Lesson plan

This lesson reviews and extends Sts' knowledge of quantifiers, e.g., *a lot of / plenty of*, *too much*, *not enough*, etc., through the topic of the use of electronic devices.

The first half of the lesson starts with a vocabulary focus on electronic devices and phrasal verbs associated with these devices, and this is followed with pronunciation practice on linking words. Then Sts listen to a journalist who tried the experiment of living for a day without electricity. The first half ends with Sts discussing power outages and how well they could cope without electricity.

The second half starts with Grammar, with focus on quantifiers, presented through sentences related to the internet and electronic devices. There is then a pronunciation focus on the frequently problematic combinations *ough* and *augh*. Sts then read and discuss an article about how to "clean up" their digital life, i.e., encouraging them to get rid of old software and apps, etc. The lesson ends with a writing focus where Sts write an article analyzing the advantages and disadvantages of smartphones.

| Video material |
|---|
| Vocabulary – electronic devices |
| Pronunciation – *ough* and *augh* |

| More materials |
|---|
| **For teachers** |
| **Photocopiables** |
| *Grammar* quantifiers *p.178* |
| *Communicative* True or not? *p.207* (instructions *p.187*) |
| **For students** |
| Workbook 9B |

OPTIONAL LEAD-IN (BOOKS CLOSED) Bring into class as many of the items in **1b** as you can and put them on the table, e.g., an adapter, a charger, a plug, a mouse, a speaker, a USB-C cable.
Ask Sts to come up and look at the items for a minute. Then tell them to go back to their places and, in pairs, try to write down the objects that were on the table (meanwhile, put the objects in a bag or cover them).
Then take the objects out one by one and see if Sts had remembered them, and if any Sts knew how to say them in English.

### 1 VOCABULARY electronic devices

**a** Books open. Focus on the questions and elicit the meaning of *devices*. Model and drill the pronunciation of *device* /dɪ'vaɪs/ and the plural *devices* /dɪ'vaɪsɪz/.

Do the questions as a whole-class activity. You could tell the class which device you use the most.

**b** Focus on the instructions and the words. Point out that the first one (*a voice assistant*) has been done for them.

Give Sts time, individually or in pairs, to match the words and photos.

**c** 9.7 Play the audio for Sts to listen and check.

Check answers.

**9.7**

| | |
|---|---|
| 8 an adapter | 9 a printer |
| 7 a charger | 6 a remote control |
| 2 a flash drive | 4 a router |
| 11 a keyboard | 12 a speaker |
| 5 a mouse | 13 a switch |
| 3 an outlet | 14 a USB-C cable |
| 10 a plug | 1 a voice assistant |

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

Now put Sts in pairs and tell them to test each other by covering the words and looking at the photos.

EXTRA CHALLENGE Ask the class if they know any other technology words, e.g., *a VR headset*, *a screen*, *hardware*, *software*, etc.

#### Vocabulary notes

Sts may ask about the difference between *switch on / off* and *turn on / off*. Explain that they both mean the same thing, but they originated because of the way in which power was connected or disconnected. *Turn on* came into use because of things that had knobs that were turned right or left to connect or disconnect, and *switch on* for things that had switches. Today they are synonymous and can be used for anything, no matter whether it has a switch, a knob, or a button. However, we use *turn + up / down* because many devices still use a knob that must be turned to increase power, volume, etc.

**d** In this video, Sts will see ten clips of people using an electronic device. Sts need to watch the clips and match each one to a sentence.

Focus on the instructions and sentences A–J. Tell Sts that they refer to electronic devices and the phrasal verbs and normal verbs we commonly use to describe things we do with them. Now give Sts time to read the sentences.

Focus on the photo and elicit the sentence, but don't confirm the answer yet.

Then play the video once the whole way through. Play it again and pause briefly after each clip for Sts to number the sentences.

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

Get Sts to compare with a partner.

Check answers.

**ANSWERS**
A 2 B 3 C 5 D 4 E 1 F 8 G 6 H 10 I 7 J 9

Now tell Sts to close their books. Play the video again and get Sts to say the sentences for each clip.

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

## 2 PRONUNCIATION linking

### Pronunciation notes

**Linking**

These phrasal verbs related to technology are often used with the pronoun *it* followed by the particle, and the three words are linked. When the verbs are in the past tense (they are all regular), the linking also enables Sts to hear clearly how the *-ed* is pronounced.

As many of these are common phrases (e.g., *switch it off*, *turn it down*), Sts will benefit from learning to say them as one linked phrase.

You may want to point out that in A *it* and *down* are linked, because *it* ends and *down* begins with very similar consonant sounds.

**a** **9.8** Focus on the **Separable phrasal verbs** box and go through it with the class.

Play the audio for Sts to listen and notice how the words are linked. Elicit after each phrase whether the *-ed* ending is pronounced /t/, /d/, or /ɪd/.

**9.8**
See sentences A–E in Student Book on *p.93*

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

Finally, play the audio again, getting responses from individual Sts.

**b** Quickly go through questions 1–5, making sure Sts understand them.

Put Sts in pairs and get them to ask and answer the questions. Encourage them to give reasons for their answers.

Get some feedback from various pairs.

## 3 LISTENING & SPEAKING listening for note-taking

**a** Focus on the task and make sure Sts understand *a power outage* (= a situation in which the supply of electricity is interrupted) and *frustrating* (= causing you to feel annoyed and impatient because you cannot do what you want).

Get Sts to answer the question in pairs, or do it as a whole-class activity.

If Sts worked in pairs, get some feedback.

**b** **9.9** Focus on the task and elicit some ideas to the first question. Don't tell Sts if they are right or not.

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

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

EXTRA IDEA Elicit which gadgets Chris used (laptop, phone, tablet) and ask *Did any of the gadgets run out of battery completely?* (Yes, his laptop battery.)

**ANSWERS**
He found the evening the most difficult.
Overall it was a negative experience.

**9.9**
(script in Student Book on *p.137*)
We're more dependent on power than ever before, thanks to our phone addiction, and because many people work from home more often, using laptops. So how difficult would life be for twenty-four hours without power? I decided to find out.
**Seven a.m. to nine a.m.**
**Laptop battery: ninety-five percent Phone battery: one hundred percent Tablet battery: sixty-five percent**
It's ten minutes since my alarm went off. I set it on my phone, which I charged overnight – my last blast of electricity for the next twenty-four hours. Already, I'm realizing how dependent we are on power. My usual morning shower isn't possible. Neither is breakfast. I look sadly at the electric kettle. I can't even boil some water in a saucepan. My stovetop needs power. My toaster needs power. Everything in my modern home seems to need power. I read the news on my tablet and the battery life drops from sixty-five percent to fifty-five percent in a few minutes. Uh-oh.
**Nine a.m. to noon**
**Laptop battery: seventy-two percent Phone battery: ninety-one percent Tablet battery: fifty-five percent**
I sit down to work at my laptop. By ten a.m., it's down to seventy-two percent battery. Someone gets in touch to ask for a video call, but video calls really drain the power. I close down unnecessary programs and turn the brightness of my screen down to its lowest level. I can't use the Wi-Fi because my internet router is turned off. I can only use my mobile data, but I decide not to use it because I'm worried that it will use up my phone battery very quickly.
A researcher at Queensland University of Technology who has studied "battery anxiety" says that when our battery life drops to twenty percent, we start thinking about what we actually need to do compared to what we want to do. Do we need to scroll through TikTok? I think we all know the answer to that.
**Noon to two p.m.**
**Laptop battery: thirty-nine percent Phone battery: eighty-six percent Tablet battery: fifty-four percent**
Usually for lunch, I'd reheat yesterday's pizza in the oven. But that's not possible, so I eat cold pizza, and drink a warm soda, because the fridge is also off! I'm trying to avoid opening the fridge as much as possible; if the door is shut, food should be OK for four to six hours in the refrigerator, and fifteen to twenty-four hours in the freezer before you need to throw it away.
**Two p.m. to six p.m.**
**Laptop battery: zero percent Phone battery: sixty-nine percent Tablet battery: thirty-six percent**
Finally, my laptop battery dies just after lunch. Thankfully, I can continue to work in the cloud on my phone. I do this for a while, but the small screen makes typing very difficult and I want to shout at the screen! I go for a walk – only I can't listen to music or the radio on my phone, as I usually would. I think nostalgically of the battery-operated Walkman of the nineteen eighties…
**Six p.m. onward**
**Laptop battery: zero percent Phone battery: forty-four percent Tablet battery: twenty-six percent**
There's not much power left and it's getting dark. How on earth did people keep themselves busy in the evenings before electricity?
I call a friend named Joel. Two and a half years ago, he decided to live off-grid and now he lives in a tent in a field, with no power. I ask Joel what to do with my long Friday evening. He thinks for a minute. "Cook yourself a really nice meal," he says, sounding very relaxed. "But I have an electric oven," I say. Joel's surprised – he cooks his food outside over a fire. Then I have a flash of inspiration. My car has enough gas in it to get to a take-out restaurant. As my phone charge drops to twenty percent, I drive out to pick up dinner. For the next hour, my girlfriend and I sit in the dark eating fried chicken. Then we decide to have an early night. After all, with hardly any phone battery left, I won't be able to rely on my alarm to wake me up tomorrow.

**c** Tell Sts they are going to listen to the experiment again and this time they must make notes about what Chris couldn't do at certain times of the day.


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Play the audio again, pausing if necessary after each time of day to give Sts time to write.

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

Check answers.

**ANSWERS**

1 He couldn't take a shower and he couldn't have breakfast (he couldn't make coffee, tea, or toast).
2 He couldn't make video calls and he couldn't use the Wi-Fi.
3 He couldn't have any hot food (because he couldn't use the oven) and he couldn't have any cold drinks (because the refrigerator was off).
4 He couldn't use his laptop (no battery), he couldn't listen to music or the radio on his phone.
5 He couldn't cook dinner or have the light on to eat, he couldn't rely on the phone alarm to wake up the next morning.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.137* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**d** Tell Sts to focus on the bold expressions in 1–6 and decide what they mean. They could do this individually or in pairs.

If Sts worked individually, get them to compare with a partner.

Check answers.

**ANSWERS**

1 goes down
2 use up the battery
3 stop (a computer program) from running
4 stops working
5 work online using a server
6 live without using electricity from a public supply

**e** Focus on the task and make sure Sts understand "battery anxiety."

Put Sts in pairs and get them to discuss questions 1–4.

Get some feedback from various pairs.

## 4 GRAMMAR quantifiers

**a** Put Sts in pairs and tell them to try to guess what the missing words in sentences 1–6 are. Tell them not to write anything yet.

**b** **9.10** Tell Sts to listen and fill in the blanks in **a**.

Get Sts to compare with a partner, and then check answers. Drill the pronunciation where necessary, e.g., *enough* /ɪˈnʌf/. Find out if any Sts guessed all the answers correctly.

**ANSWERS**

1 a lot 2 enough money 3 too much 4 a few
5 big enough 6 too expensive

**9.10**
See sentences in Student Book on *p.94* and answer key

**c** Tell Sts to go to **Grammar Bank 9B** on *p.157*.

### Grammar notes

**Quantifiers**

Sts should have seen most or all of these forms previously, but here they are brought together.

**Large quantities**

*Lots of* is a colloquial equivalent of *a lot of*. Be careful Sts don't say ~~*a lots of*~~.

Some nationalities confuse *plenty of* and *full of* because of L1 interference.

**Small quantities**

*A little* and *very little* are very different in meaning (the second is more negative). The same applies to *a few* and *very few*.

You may (or may not!) want to point out to Sts that native speakers increasingly use *less* where they should use *fewer*.

**More or less than you need or want**

Some typical mistakes include:

- using *too much* + an adjective, e.g., ~~*I'm too much busy*~~.
- the position of *enough*, e.g., ~~*I'm not enough tall to open the cupboard*~~.
- mispronouncing *enough*

**Zero quantity**

Point out that *no* must be used with a noun, e.g., *I have no time, no brothers and sisters*, etc. *None* is a pronoun, so it is used on its own, e.g., *"Is there any milk?" "No, I'm afraid there's none left."*

Focus on the example sentences and play audio **9.11**, **9.12**, **9.13**, and **9.14** for Sts to listen and repeat.

Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Check answers, getting Sts to read the full sentences.

**ANSWERS**

**a** **1** a few **2** much **3** ✓ **4** very few **5** ✓ **6** a lot **7** too **8** ✓ **9** old enough **10** ✓
**b** **1** ✗ A lot! **2** ✓ **3** ✗ There isn't enough time / There's no time **4** ✗ much too loud **5** ✓ **6** ✗ isn't fast enough **7** ✗ too many emails **8** ✗ None **9** ✗ only a few people **10** ✓

Tell Sts to go back to the main lesson **9B**.

EXTRA PRACTICE OPTION Use the **9B Grammar** photocopiable activity.

**d** Put Sts in pairs and get them to discuss whether 1–6 in **a** are true for them. Tell them to give as much information as possible.

Get some feedback from various pairs.

## 5 PRONUNCIATION *ough* and *augh*

### Pronunciation notes

The aim of these exercises is to help Sts remember the pronunciation of a group of high-frequency words that all contain *ough* / *augh* – a combination of letters that has an anarchic spelling–pronunciation relationship.

**a** Focus on the ***ough* and *augh*** box and go through it with the class.

Then focus on the six columns and elicit the picture word and sound for each, e.g., *saw* /ɔ/, *up* /ʌ/, etc.

Now get Sts to put the words in the list in the correct column. They could do this in pairs. Encourage them to say the words out loud and to use their instinct to help them decide.

**b** ▶ Play the video for Sts to watch and check.

Check answers.

▶
**saw** /ɔ/ **bought, brought, caught, daughter, thought**
**saw** /ɔ/ + /f/ **cough**
**up** /ʌ/ + /f/ **enough, tough**
**phone** /oʊ/ **although**
**cat** /æ/ + /f/ **laugh**
**boot** /u/ **through**

Then play the video and get Sts to watch and repeat the sounds and words.

Now ask *Which is the most common sound?*

**ANSWER**
The most common sound is /ɔ/.

Point out that this is true especially when there is a *t* after *ough* or *augh*. This includes the past tense / participle forms (*bought*, *brought*, *caught*, *taught*, and *thought*).

Emphasize that the group of words that end in /f/ (*enough*, *tough*, *laugh*, and *cough*) is very small, but they are very common words and it is worthwhile for Sts to memorize their pronunciation. Another fairly common word like this is *rough* /rʌf/.

**c** **9.15** Focus on the sentences, which all contain the target sounds, and play the audio once the whole way through for Sts just to listen.

**9.15**
See sentences in Student Book on *p.94*

Give Sts time to practice saying them in pairs.

Finally, elicit the sentences from individual Sts.

EXTRA SUPPORT Play the audio again, pausing for Sts to listen and repeat. Then get Sts to practice saying them.

## 6 READING & SPEAKING understanding technical language

**a** Focus on the questions. Elicit the meaning of *unsubscribe* in the penultimate question (= to remove your / somebody's email address from an internet mailing list).

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

EXTRA SUPPORT Demonstrate the activity by answering the first few questions.

When Sts have finished, they should decide who has a more organized digital life.

Get some feedback from various pairs.

**b** Focus on the task and make sure Sts understand the title, *8 ways to clean up your digital life*. Then set a time limit for them to read the eight headings and put a checkmark by the ones they need to clean up.

Get Sts to compare with a partner, and then get some feedback.

**c** Tell Sts to now read the article and fill in the blanks with the verbs in the list.

Check answers.

**ANSWERS**
**1** answer **2** free up **3** find **4** keep **5** Update **6** forget **7** click **8** recycle

**d** Focus on the four tips from the article and tell Sts they need to look for adjectives in the article with the prefix *un-* to fill in the blanks.

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

**ANSWERS**
**Tip 1:** unopened, unanswered
**Tip 2:** Uninstall
**Tip 4:** unfollow
**Tip 7:** unwanted, unsubscribe

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

**e** Tell Sts that this time they need to complete eight sentences with the prefix *un-* and a word from the list.

Get Sts to compare with a partner, and then check answers. Model and drill pronunciation. You could tell Sts that *Ctrl* stands for *Control*.

**ANSWERS**
**1** unread **2** undo **3** unfollow **4** unlock **5** unhelpful **6** unknown **7** unclear **8** uncomfortable

You may want to point out that *un-* is the most common negative prefix in English, and is often used to make the negative of new "technology" verbs, e.g., *unfriend*, *unfollow*.

**f** Focus on the instructions and give Sts time to read the tips in the article again. They choose three that they think would be the most useful for them.

When Sts are ready, put them in small groups of three or four to discuss their choices.

Get some feedback from various groups.

## 7 WRITING a "for and against" essay

Tell Sts to go to **Writing Bank 9** on *p.129*.

**a** Focus on the instructions and give Sts time to read the essay and answer the question.

Check the answer.

**ANSWER**
The writer is generally "for" Wikipedia.

EXTRA CHALLENGE Before Sts read the essay, write on the board *Advantages and disadvantages of Wikipedia*. Put Sts in pairs or small groups and tell them to think of two advantages and two disadvantages. Then get them to read the essay to see if their ideas are there.

**b** Tell Sts to cover the text and see if they can remember three good things and three bad things about Wikipedia. You could do this as a whole-class activity or Sts could do it in pairs.

If Sts worked in pairs, check answers.



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**ANSWERS**

**1** It has information about more or less everything. The information is easy to find. It usually gives a good basic introduction to a topic. It gives links and references to other sources, so it is easy to find out more.

**2** The information is sometimes inaccurate. You don't know who has written the articles. Sometimes there is a personal or political bias.

**c** Tell Sts to read the essay again and match paragraphs 1–4 to the sections in the list.

Check answers.

**ANSWERS**

**2** advantages
**4** the writer's opinion
**1** introduction: what Wikipedia is
**3** disadvantages

**d** Focus on the **Adding and contrasting information** box and go through it with the class.

Now give Sts time to read sentences 1–7 and choose the correct options.

Check answers.

**ANSWERS**

**1** although **2** also **3** but **4** too **5** In addition
**6** On the other hand **7** However

**e** Now tell Sts they are going to write a similar essay about smartphones. As an alternative, they could write about an app or website they know well instead – depending on your Sts, they might find this more motivating. If they do, you'll need to modify the title, e.g., (*app / website*) – *for and against*.

Read the beginning of the essay as a class.

Now put Sts in pairs and give them time to write notes for three advantages and three disadvantages of smartphones.

Elicit some ideas from the class. You could ask Sts, individually, to now number their advantages and disadvantages 1–3, with 1 being the most important advantage and disadvantage.

**f** Tell Sts to plan their essay with four paragraphs as in the model, and to use the **Adding and contrasting information** box to help them. They should start by completing the introduction and deciding on their opinion.

**g** You may want to get Sts to do the writing in class, or you could assign it as homework. If you do it in class, set a time limit for Sts to write their article, e.g., 15–20 minutes. Remind them to use some of the highlighted phrases.

**h** Sts should check their work for mistakes before handing it in.

EPISODE 5 PICTURES OF YOU

# Ben's big show

**Practical English** indirect questions

## Lesson plan

In this lesson, Sts learn how to form indirect questions.

In this final episode of *Pictures of you*, Izzy talks to Pamela about seeing Ben again and how she feels. Pamela tells her to be careful and make sure they both want the same thing. Izzy meets Ben for a drink and they talk about the past and then move on to the future. They realize that they want different things, and Ben admits to liking Carla. At Ben's show, his sister Emma encourages him to tell Carla, which he does. We then see the end of Izzy's presentation. Dominic really likes the photos and implies that he will be asking her to do more projects, whereas Max is ignored. The series ends with a snapshot of where they are four years later: Izzy, looking glamorous and successful, is in the park taking photos when she sees Carla and Ben playing with their child.

**Video material**

*Pictures of you* – Episode 5

**More materials**

**For teachers**

**Oxford English Hub**

Quick Test 9

File 9 Test

**For students**

Workbook Practical English 5

Can you remember…? 1–9

## THE STORY SO FAR (books closed)

▶ Play the first part of the video – the recap of Episode 4 (*Previously*) – to remind Sts what happened in the previous episode of *Pictures of you,* and ask them some questions about it. You could elicit some of the language Sts learned for making suggestions.

## 1 PAMELA'S ADVICE

**a** ▶ Books open. In this section, *Pamela's advice*, Izzy thinks about her relationship with Ben and talks to Pamela about it.

Focus on the photos and either put Sts in pairs to answer the questions or do it as a whole-class activity.

If Sts worked in pairs, elicit some ideas, but don't tell Sts if they are right or not.

Now play the video for Sts to watch and check their ideas.

EXTRA IDEA You might want to pause the video at 1:30 when Ben looks into the café and sees Carla, and elicit what he might be thinking, e.g., whether to go in and explain to her about the hug.

Check answers.

**ANSWERS**

1 She's thinking about happy times she and Ben have had, and possibly wondering if they should get back together.

2 Pamela advises Izzy to make sure that if they get back together, it is what they both want. She also tells Izzy to talk to Ben.

▶

**I = Izzy, P = Pamela**

I So I went to see Ben's exhibition.
P Did you? What did you think of his photos?
I They're great. And you were right.
P I am very wise.
I You really are! His photos are amazing. They're perfect for the London feature.
P And does he want to help you?
I Yes, he's really excited about the idea. He said we can use his photos in the magazine. I know Dominic will love them!
P That's fantastic.
I Yeah…Um…Ben and I also went for something to eat…
P Hmm?…
I It was nice. We talked about old times.
P Well, that's good.
I And then, at the end…
P Izzy?
I Well, we had a hug. A very long hug.
P A very long hug?
I Maybe too long.
P And how do you feel?
I Well…it was great to see him again. It reminded me why I liked him so much.
P But…you broke up for a reason, Izzy.
I I know. I know!
P Just make sure this is something that you both want.
I Yes.
P Talk to him.

**b** Give Sts time to read the questions. Play the video again.

Give Sts time to answer all the questions, and then get them to compare with a partner.

Check answers. You could then ask Sts if they think Izzy wants to get back with Ben.

**ANSWERS**

1 a They are great; they are perfect for the London feature.
b It was nice, they talked about old times.
c It was a long hug, maybe too long.
2 a That it's fantastic.
b She says they broke up for a reason.

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

## 2 ASKING INDIRECT QUESTIONS

**a** ▶ In this scene, Izzy and Ben talk about their relationship – why they broke up and if they should get back together again. They "role-play" a more polite formal interview to help them clarify their ideas. In the end, Ben admits that he likes someone else.

Play the video for Sts to watch.



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Now give Sts time to discuss question 1–3 with a partner, and then check answers.

**ANSWERS**
1 Yes
2 No. Izzy would like to run a magazine one day, but Ben would like to travel, and have a family.
3 No. Ben is interested in someone else.

**I = Izzy, B = Ben**
I So…about yesterday. I don't know if you felt what I felt?
B I…suppose I did. Yeah.
I I'm glad it's not just me.
B So?
I Look. We're adults. Let's just be honest with each other. Mr. Fischer. Thank you for joining me today.
B You're very welcome.
I So, could you tell me what you think of Izzy?
B I think she's an awesome person. She's smart. She's funny.
I She's stylish.
B Oh. Very.
I But you broke up, didn't you? I'd like to know if you think you should get back together?
B Well, I think it's complicated. We've both moved on. What about you, Ms. Silva?
I I think we broke up because we wanted different things. I'd like to run my own magazine one day.
B And I'd like to travel. I'd like to see the world. I suppose I'd like to do that with someone. I'd like a family, too. Do you know if you want kids?
I I don't know. It's not really something I think about. But I still feel something for you.
B I wonder if we'll always feel something for each other.
I I think we will.
B But is that enough if we want different things?
I I don't know. It was just really nice to see you again. I miss having you in my life.
B Yeah…me too, I…Seeing you yesterday confused me a little. The truth is I'm interested in someone else.
I Can you tell me who it is?
B It's…Carla.
I Carla? I think you two would be good together.

**b** Focus on the extracts from the conversation and give Sts time to read through them and fill in the blanks with the phrases in the list.

Play the video again, and get Sts to check their answers.

Check answers.

**ANSWERS**
1 could you tell me
2 I'd like to know
3 Do you know
4 I wonder
5 Can you tell me

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

**c** Play the video and tell Sts to watch and repeat the highlighted phrases and sentences in **b** when the video pauses. Encourage them to copy the rhythm and polite intonation.

Same as previous video with repeat pauses

**d** Put Sts in pairs, **A** and **B**. **A** is Izzy and **B** is Ben. Get Sts to read the extracts in **b** aloud, paying attention to rhythm and intonation.

When they have finished, they should change roles.

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

**e** Focus on the **Indirect questions** box and go through it with the class.

Give Sts time to make questions 1–5 indirect.

Get Sts to compare with a partner, and then check answers, getting Sts to read the questions in full.

EXTRA SUPPORT Highlight the difference between the direct and the indirect question, i.e., the word order is (question word / *if* / *whether*) + subject + verb, and we don't use *do* / *did* in the present and the past.

**ANSWERS**
1 where the station is
2 what you think
3 if / whether Jack is coming tonight
4 what the time is
5 what time the show starts

**f** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** Asking politely for information, **A** on *p.112*, **B** on *p.117*.

Go through the instructions with them carefully. Tell them to focus on instruction **a** and give them time to write the indirect questions.

When they are ready, tell Sts **A** they are tourists and they should turn to Sts **B** and start by saying *Excuse me*.

Monitor and help.

Make sure Sts change roles.

When they have finished, get feedback.

**ANSWERS**
**Student A**
2 Do you know if / whether there is a post office near here?
3 Could you tell me what time the banks close here?
4 Do you know where the train station is?
5 Can you tell me if / whether the red line train goes downtown?

**Student B**
2 Do you know if / whether there is an ATM near here?
3 Can you tell me where the nearest drugstore is?
4 Do you know what time the buses stop running at night?
5 Could you tell me if /whether banks open on Saturday mornings?

Tell Sts to go back to the main lesson.

## 3 A HAPPY ENDING?

**a** This final scene begins with Ben's show. Emma, Ben's twin sister, has come over from the US. They chat about the show and he tells her that he is interested in Carla. Emma encourages him to go and talk to her. He does and admits his feelings. At *Images of London*, Izzy and Max present Ben's photos to Dominic, who loves them. Finally, we see some images showing where Izzy and Ben are four years later, and Sts will see Izzy walking through the park, taking photos, when she sees Ben and Carla in the park with their child.

Play the video for Sts to watch.

Now give Sts time to number the photos in the order that they happened.

Check answers.

**ANSWERS**
1 C 2 B 3 A 4 E 5 D

**E = Emma, B = Ben, C = Carla, D = Dominic, I = Izzy, M = Max**

**E** Hey, bro!
**B** Emma! It's great to see you. I'm so glad you were able to make it! I can't believe you came all the way from California for this.
**E** Well, I couldn't miss my brother's first big show!
**B** How are Mom and Dad?
**E** They're good. And they're so proud of you, Ben. It's all Mom can talk about. It's getting a little annoying, actually.
**B** Well, I'm glad to hear it. If I can still annoy you when I'm on a different continent, then I'm doing something right!
**E** You look exhausted.
**B** Yeah…there's just been a lot going on this week.
**E** With the show?
**B** Yeah…and some other things, too.
**E** Really?!
**B** Shush.
**E** Carla?
**B** Yeah. No. Maybe?
**E** I've always liked Carla. She's great.
**B** Yeah, she is.
**E** I'm going to take a look around.
**C** You know, I think this one is my favorite.
**B** You know that's you. It was outside the café after a really long shift. And there was this amazing sunset.
**C** Oh yeah, I remember that. You had only just started working at the café.
**B** Yeah, I think I annoyed you with all my questions.
**C** You still annoy me with all your questions!
**B** You know…nothing happened with Izzy and me.
**C** No?
**B** No. The truth is…I'm interested in someone else.
**C** Yeah?
**B** Yeah…You know…I think this one might be my favorite, too.
**D** Do you think this is good enough?
**I** I, um…Yes, actually, I do. I think this month's magazine will be one of our best.
**D** So do I. This is fantastic. This is exactly what I wanted. Let's talk next week about a project I think you'd be perfect for. And Max…
**M** Yes, sir.
**D** Could you open the door?
**M** Yes, sir.
**D** And by the way.
**M** Yes, sir?
**D** Who was the photographer? These photos are exceptional.
**I** Oh. Just…an old friend.

**b** Play the video again for Sts to watch.

Now put Sts in pairs, and get them to look at the photos in **a** and tell each other what happened in each scene in the correct order.

Finally, elicit the story from the class.

**SUGGESTED ANSWERS**
1 Emma, Ben's twin sister, has come especially from the US to see his show. Ben tells Emma that he is interested in Carla. Emma is happy because she says that she has always liked Carla.
2 Ben and Carla look at a photo that Carla says is her favorite. They talk about when and where the photo was taken.
3 Izzy presents the new *Images of London* design to Dominic. She is confident that they are right.
4 Dominic agrees with Izzy and says that he has a new project that she will be perfect for. He asks Izzy who took the photos and she replies, "An old friend."
5 Four years later, Ben and Carla are in the park playing with their young child. Izzy is in the same park taking photos. She sees Ben and Carla, and takes a photo of them all. Ben and Izzy smile at one another.

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

## 4 SOCIAL ENGLISH

**a** Focus on the phrases in the chart and go through them with the class.

Now give Sts time to match a phrase in **A** to a response in **B**. They can do this individually or in pairs.

**b** Play the video for Sts to watch and check.

Check answers. Tell Sts that *bro* /broʊ/ is informal for *brother*, and elicit that we use *by the way* when we want to introduce a completely different subject.

**ANSWERS**
1 Did you? What did you think of his photos?
2 Emma! It's great to see you!
3 Yeah. There's just been a lot going on this week.
4 I, um…Yes, actually, I do.
5 Oh, just an old friend.

Now play the video again for Sts to watch and repeat.

**c** Focus on the instructions and put Sts in pairs, making sure they understand what they have to do.

Monitor and help. Make sure they change roles. If there's time, you could get Sts to close their books and respond from memory.

## WHAT DO YOU THINK?

Put Sts in pairs and get them to talk about the questions.

Elicit some feedback from the class. You could find out with a show of hands who the favorite character was.


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# 10A Idols and icons

G relative clauses: defining and nondefining
V compound nouns
P word stress

## Lesson plan

The theme of this lesson is icons, both people and objects. The first half of the lesson focuses on five famous people who died in 2016. After reading about one of them, Sts then watch a video about the other four. This context is used to review and extend Sts' knowledge of relative clauses, and leads to a quiz with relative clauses. Finally, the new grammar (nondefining clauses) is reinforced in a writing activity about Umberto Eco, the Italian author of *The Name of the Rose*.

The second half of the lesson focuses on four American design icons, such as the Tiffany lamp. Sts listen to information about these icons and how they were designed. They then talk about iconic people and objects they admire. The lexical and pronunciation focus is on compound nouns, and the lesson finishes with a vocabulary race reviewing compound nouns that have been learned earlier in the book.

**Video material**

Listening – *The year our heroes died*

**More materials**

**For teachers**

**Photocopiables**

*Grammar* relative clauses: defining and nondefining *p.179*
*Communicative* Relative clauses quiz *p.208* (instructions *p.187*)

**For students**

Workbook 10A

OPTIONAL LEAD-IN (BOOKS CLOSED) Elicit from Sts the names of famous national or international figures who have died in the last year. Get Sts to say as much as they can about their lives and achievements.
Then tell Sts that they are going to look at the lives of five iconic people who died in 2016, a year that had an unusual number of celebrity deaths.

### 1 READING & LISTENING understanding biographical facts

**a** Books open. Focus on the title, *Idols and icons*, and elicit what *an idol* /ˈaɪdl/ is (= a person or thing that is loved and admired very much) and *an icon* /ˈaɪkɑn/ (= a famous person or thing that people admire and see as a symbol of a particular idea, way of life, etc.). Model and drill the pronunciation of both words.

Now focus on the photos and read the introduction as a class, making sure Sts understand all the lexis, especially the meaning of *iconic* here (= being a famous person or thing that people admire and see as a symbol of a particular idea, way of life, etc.).

Put Sts in pairs and get them to tell each other if they recognize any of the people in the photo.

EXTRA SUPPORT Do this as a whole-class activity.

Elicit from the class who they recognize. If they don't recognize all the celebrities, tell them who they are, but don't give them any more information because they will find out about some of them later in the lesson.

**ANSWERS**




1 Carrie Fisher
2 Leonard Cohen
3 David Bowie
4 Prince
5 Alan Rickman
6 George Michael
7 Johann Cruyff
8 Harper Lee
9 Zaha Hadid
10 Muhammad Ali

**b** Tell Sts to read the text about one of the people in the photo.

Get Sts to compare ideas with a partner, and then check the answer.

**ANSWER**
David Bowie

**c** Focus on the instructions and make sure Sts can remember what a *decade* is (they saw it in Lesson **7A**). Elicit / Explain how we say decades in English, e.g., the 1960s = *the* (*nineteen*) *sixties*. Also make sure Sts understand all the lexis in 1–9.

Give Sts time to read the text again and answer the questions with the decade.

Check answers.

**ANSWERS**
1 1970s 2 1980s 3 1970s 4 2000s 5 1960s 6 2010s
7 1990s 8 2000s 9 1960s

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

**d** ▶ In this video, *The year our heroes died*, Sts will see a documentary about four more of the famous people, who died in 2016 – Alan Rickman, Zaha Hadid, Muhammad Ali, and Carrie Fisher. Sts need to watch the video, complete the four names, and write the people's occupations.

Play the video once the whole way through.

Give Sts time to fill in the blanks.

Check answers.

**ANSWERS**
1 Rickman, actor 2 Hadid, architect 3 Ali, boxer
4 Fisher, actor

▶
[**text on screen:** *Alan Rickman died January 14, 2016, age 69*]
From Shakespeare to Severus Snape in the *Harry Potter* movies, Alan Rickman's voice was memorable in every role he played.
Success came to him quite late. He was forty-one when he made his first big hit as the villain in the movie *Die Hard*, with Bruce Willis. Rickman played some romantic roles, but in his later movies, he was more often cast as the bad guy.
Daniel Radcliffe, who played Harry in all the Potter movies, said, "Alan Rickman is undoubtedly one of the greatest actors I will ever

work with. He was one of the first of the adults on Potter to treat me like an equal rather than a child."
When he died, his fans brought flowers and messages, and left them at London's Kings Cross station, where Harry Potter catches the train to Hogwarts school.
[**text on screen:** *Zaha Hadid died March 31, 2016, age 65*]
Zaha Hadid was one of the world's most famous architects, and in twenty ten *Time* magazine included her in the "one hundred most influential people in the world."
Born in Iraq, Hadid studied mathematics as an undergraduate in Beirut, and then moved to London to study architecture.
Hadid was frequently described in the press as the world's top female architect. Her buildings were modern and futuristic, with sensuous lines – she was sometimes called the "Queen of the curve."
Her best-known buildings include the London Aquatic Centre for the twenty twelve Olympics and the Guangzhou Opera House in China.
Hadid was the first woman to receive the Pritzker Architecture Prize. She once said, "As a woman architect, you're always an outsider. It's OK, I like being on the edge."
[**text on screen:** *Muhammad Ali died June 3, 2016, age 74*]
Muhammad Ali is widely considered to be the best heavyweight boxer of all time. During his professional career, which lasted twenty-one years, he won fifty-six fights and only lost five.
Ali's extraordinary boxing talent was matched only by his amazing self-confidence, and he frequently told the world that he was "the greatest."
In the boxing ring, he danced around his opponents – he famously described his technique as "Float like a butterfly, sting like a bee."
In nineteen sixty, he was selected for the US team for the Rome Olympics. At first, he refused to go because of his fear of flying. Eventually, he bought a secondhand parachute and wore it on the flight. It was worth it, and he became the Olympic light-heavyweight champion.
Ali became a prominent civil rights figure, who campaigned for Black equality. He also refused to fight in the Vietnam War.
He retired in nineteen eighty-one, and in nineteen eighty-four he was diagnosed with Parkinson's disease. His condition was obvious when, with courage and dignity, he lit the nineteen ninety-six Olympic cauldron in Atlanta.
His friend, actor Billy Crystal, said after his death, "He was so much more than a fighter – he made all of our lives a little bit better than they were."
[**text on screen:** *Carrie Fisher died December 27, 2016, age 60*]
Carrie Fisher's parents were both successful Hollywood actors.
Fisher became an actor herself, and the role of Princess Leia in the first *Star Wars* movie made her famous. Fisher went on to have a forty-plus year career, appearing in more than fifty movies. She also wrote several books, plays, and movie scripts. She was also recognized for her fierce support of charities for animal rights and mental health.
Carrie Fisher died on December twenty-seventh, twenty sixteen at the age of sixty. Her mother, Debbie Reynolds, died the very next day, at the age of eighty-four.
After her death, George Lucas, the creator of *Star Wars*, described her as "our great and powerful princess – feisty, wise, and full of hope in a role that was more difficult than most people might think."

**e** Put Sts in small groups of three or four, and focus on the instructions. Give Sts a few minutes in their groups to see what they can remember between them from the first viewing.

Play the video again, and get each group to make notes with everything they can remember about each person.

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

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

**f** Ask a group to present one of the famous people to the rest of the class.

When they have finished, ask the class if the group forgot any of the facts from the video.

Then do the same for the other three famous people.

Now tell Sts to look at the photo in **1a** again and elicit more about the other celebrities (singers: George Michael, Prince, Leonard Cohen; writer: Harper Lee; soccer player and manager: Johan Cruyff).

**g** Do this as a whole-class activity. If there are any famous people you admire, you could tell the class.

EXTRA IDEA Assign Sts a project to create a mini biography of one of the other celebrities, either a video or a written piece that they could use to present to the class in a subsequent lesson.

## 2 GRAMMAR relative clauses: defining and nondefining

**a** Tell Sts to look at extracts 1–5. They should fill in the blanks with a relative pronoun from the list in the rubric.

Check answers and ask Sts who each extract is about.

**ANSWERS**
1 where; Alan Rickman
2 who; David Bowie
3 whose; Muhammad Ali
4 who; Carrie Fisher
5 which, Zaha Hadid

**b** Tell Sts to go to **Grammar Bank 10A** on *p.158*.

### Grammar notes

Sts who used *American English File Level 2* have already had an introduction to defining relative clauses, but not to nondefining ones. Highlight that while defining clauses give important information that can't be left out (e.g., *Alan Rickman is the actor* ***who played Snape in the*** Harry Potter *movies*), nondefining clauses give extra information that can be left out and the sentence will still make grammatical sense (e.g., *Alan Rickman****, who died in 2016,*** *is the actor who played Snape in the* Harry Potter *movies*). Nondefining clauses appear between commas in written English.

Although *that* is a common alternative to *who / which* in defining relative clauses, it cannot be used in nondefining relative clauses.

*Whom* is also sometimes used as a relative pronoun instead of *who* to refer to the object of the verb in the relative clause, or after prepositions, e.g., *She's the woman whom I met yesterday. He's the man to whom I spoke yesterday*. It is much less common these days and can sound outdated.

Some typical mistakes with relative pronouns include:

- confusing *who* and *which*, e.g., ~~*She's a friend which lives near her.*~~
- using a personal pronoun, e.g., ~~*He is the man who he works with my father.*~~
- using *that* in nondefining relative clauses, e.g., ~~*The movie that won an Oscar in 2018, will be shown on TV tonight for the first time.*~~

Focus on the example sentences and play audio **10.1** and **10.2** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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



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Check answers, getting Sts to read the full sentences.

**ANSWERS**

**a** **1** who **2** where **3** which **4** who **5** whose **6** which **7** which **8** whose **9** where **10** who **11** who **12** where

**b** The following sentences should be checked: 3, 4, 6, and 11. Sts should circle the following pronouns: 3 *which*, 6 *which*, 11 *who*.

**c** **3** Beijing, which is one of the world's biggest cities, has a population of over 25 million.
**4** Adele's *25*, which was released in 2015, is one of the best-selling albums of the last ten years.
**6** Danielle and Bruce, who got married last year, are expecting their first baby.

Tell Sts to go back to the main lesson **10A**.

Focus on the sentences in **a** again and now ask Sts which one is a defining relative clause (sentence 2).

EXTRA PRACTICE OPTION Use the **10A Grammar** photocopiable activity.

**c** Put Sts in pairs, **A** and **B**, and get them to cover exercise **d** in **1** and **a** in **2**, and look only at the photos. Focus on the instructions. Sts **A** say one sentence about a person, using a relative clause, and Sts **B** should identify the person being referred to and add any information that they can. Monitor and help if necessary.

Make sure Sts change roles.

Elicit information about each celebrity from the class.

## 3 SPEAKING

**a** Tell Sts to answer the questions individually. You could point out that the answers are all vocabulary that Sts have studied earlier in the course.

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

**ANSWERS**

**1** an extra **2** a crosswalk **3** your tongue **4** the roof **5** her fiancé

Find out with a show of hands if any Sts got all five correct.

Now tell Sts that they are going to write similar quiz questions of their own.

**b** Put Sts in pairs, **A** and **B**, preferably face-to-face, and tell them to go to **Communication** Relative clauses quiz, **A** on *p.112*, **B** on *p.117*.

Go through the instructions and make sure Sts understand what they have to do. You could demonstrate the activity by doing number 1 (for **A** and **B**) with the whole class, before getting Sts to write their questions. Monitor to help Sts with the questions.

Sts then take turns asking their questions to their partner.

**POSSIBLE ANSWERS**

**Student A**

**1** What do you call somebody who walks and doesn't travel in a vehicle?
**2** What do you call some money that a person or a bank lends you?
**3** What do you call people who enjoy watching or listening to someone or something very much?
**4** What do you call a place where you pay money to learn about reading, writing, and math?
**5** What do you call the person who trains an athlete or sports team ?
**6** What do you call the things with red, yellow, and green lights that control traffic?
**7** What do you call the place that is designed for playing golf on?
**8** What do you call somebody who only cares about themselves and not about other people?
**9** What do you call the thing that sends data to different parts of a computer network?

**Student B**

**1** What do you call somebody who is nervous or embarrassed about meeting or speaking to other people?
**2** What do you call the thing that changes the channels on a TV?
**3** What do you call the person who controls the game in some sports?
**4** What do you call the place that only bicycles are allowed to use?
**5** What do you call a movie that is about the life of a real person?
**6** What do you call the part of the body that bends in the middle of your leg?
**7** What do you call the place where small children between the ages of about two and five go to learn?
**8** What do you call a person who you work with in an office or business?
**9** What do you call a thing that looks like a small motorcycle?

Tell Sts to go back to the main lesson **10A**.

## 4 WRITING a biography

Tell Sts to go to **Writing Bank 10** on *p.130*.

**a** Focus on the instructions and find out if Sts know who Umberto Eco is and what book he is most famous for.

**b** Give Sts time to quickly read the biography to check the answer to **a**.

Check the answer.

**ANSWER**

He is most famous for *The Name of the Rose*.

Now tell Sts to read the biography carefully and fill in the blanks with the nondefining relative clauses A–E.

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

**ANSWERS**

**1** C **2** A **3** D **4** B **5** E

**c** Focus on the instructions and the words and phrases in the list, making sure Sts understand all the lexis.

Now tell Sts to read the biography again and match all the words and phrases in the list to each paragraph.

Check answers.

**ANSWERS**

**Paragraph 1:** childhood, studies
**Paragraph 2:** first job, first book
**Paragraph 3:** family, later life
**Paragraph 4:** greatest achievement, fame
**Paragraph 5:** disease, death

**d** Focus on the **Using the correct preposition** box and go through it with the class.

Now focus on the photo and ask Sts if they recognize the artwork and if they know who it is by (Louise Bourgeois).

Tell them to complete sentences 1–5 about Louise Bourgeois with the correct prepositions.

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

**ANSWERS**
**1** in, in, on **2** at, at **3** In, in, in **4** during, during, during / in **5** in

**e** Tell Sts they are going to write a biography of an interesting or successful person that they know enough information about. They should plan five paragraphs, and make notes about the topics in **c**.

**f** Tell Sts to use their notes, and try to include relative clauses and the highlighted phrases if possible when they write their biography.

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

**g** Sts should check their work for mistakes before handing it in.

Tell Sts to go back to the main lesson **10A**.

## 5 LISTENING listening for note-taking

**a** **10.3** Focus on the task and elicit some answers and ideas.

Play the audio for Sts to listen and check.

Check answers. Model and drill pronunciation.

**ANSWERS**
**The Tiffany lamp:** the 1890s
**The Ford F-series pickup truck:** the 1940s
**The Barbie doll:** the 1950s
**The Love Sculpture:** the 1960s

**10.3**
1 In eighteen nintey-three, Louis Comfort Tiffany exhibited some of his stained-glass lamps at The World's Fair in Chicago.
2 The F-Series pickup truck, introduced in nineteen forty-eight, was the first post-World War two truck designed by the Ford Motor Company.
3 The first Barbie dolls, created by Ruth Handler and Jack Ryan, were produced in nineteen fifty-nine and sold over three hundred fifty thousand in the first year.
4 In nineteen sixty-five, artist Robert Indiana had an idea for a painting with the word "love" as the main focus.

**b** **10.4** Focus on the task and explain that Sts are going to listen to an exhibition audio guide and they must make notes about the items under each of the four American designs. Point out the **Glossary**. You could elicit the meaning of *icon*, which Sts saw in **1**, and tell Sts that it can also be used for objects.

Give Sts time to look at the exercise.

Play the audio, pausing after each design to give Sts time to make notes.

**10.4**
**1 The Tiffany lamp**
Louis Comfort Tiffany was an artist and designer who specialized in decorative arts like glass design, jewelry making, and metalwork. He began his career as a painter, and he studied under George Inness and Samuel Colman, but then he became interested in glassmaking. In eighteen eighty-two, US president Chester Alan Arthur asked Tiffany to redesign a number of rooms in the White House. Tiffany repainted walls, changed wallpaper, and added beautifully colored stained glass to gas lamps and windows throughout the house. After this, Tiffany then turned his attention to designing common home objects like lamps and vases. In eighteen ninety-three, he exhibited some of his stained-glass lamps at the World's Fair in Chicago. Soon after, he started producing the lamps commercially. His lamps and other home products were handmade by skilled craftsmen, and they had complicated designs inspired by nature, including insects, flowers, and tree leaves. With his innovative designs, he became one of the leaders of the Art Nouveau movement. His beautiful lamps were popular with homeowners of the time and are still considered an iconic American design today.
**2 The Ford F-Series pickup truck**
The F-Series pickup truck, introduced in nineteen forty-eight, was the first post-World War two truck designed by the Ford Motor Company. It had several innovations, for example: it had a wide cab for the driver and new options like a windshield washer. Ford F-Series trucks were very popular with Americans looking for a reliable but stylish vehicle to carry heavy loads or help with work on the farm. Over the years, the Ford F-Series has been redesigned fourteen times, including making it bigger, faster, more luxurious, and even fitting it with a special bed to sleep in. The latest Ford F-Series trucks are now made of lightweight aluminum. The original trucks were made of heavy and more expensive steel. This iconic American pickup truck has been the best-selling vehicle in the United States since nineteen eighty-six. It's difficult to stay at the top of the US auto industry, but Ford has found a way with the F-Series' classic design and reliability.
**3 The Barbie doll**
Until the late nineteen fifties, most American girls played with baby dolls, which often limited their imaginations. They only played the role of being mothers. At around the same time, Ruth Handler noticed that her young daughter was playing with paper dolls, giving them adult roles such as actresses or secretaries. On a trip to Europe, Ruth saw a doll with an adult figure in Germany. Handler had the idea that girls could expand their imagination and play-acting roles with a doll that looked like an adult. So she and engineer Jack Ryan redesigned the doll for the US market and called her Barbie. The first Barbie dolls were produced in nineteen fifty-nine and sold over three hundred fifty thousand in the first year. Barbie is still popular today, and billions have been sold around the world since nineteen fifty-nine. Mattel, Inc., the company that produces Barbie, reports that ninety percent of American girls between the ages of three and ten have a Barbie doll.
**4 The Love sculpture**
In nineteen sixty-five, artist Robert Indiana had an idea for a painting with the word "LOVE" as the main focus. He decided to break the word up into two lines, putting the "LO" on top of the "VE." He then changed the angle of the "O" a little, and an iconic American design was born. In fact, it became so popular that the Museum of Modern Art and the United States Postal Service asked the artist to create versions of his "LOVE" painting for cards and stamps. In the early nineteen seventies, Indiana made a series of "LOVE" sculptures for display in public parks. The first of these "LOVE" sculptures was placed in New York City, on the corner of Sixth Avenue and Fifty-fifth Street. Other "LOVE" sculptures were placed in New Orleans, Philadelphia, Vancouver, Tokyo, and Singapore, as well as many other cities. Unfortunately, Robert Indiana didn't make much money from his "LOVE" paintings and sculptures. He never signed his paintings or applied for copyright, so he didn't have legal protection against the many imitations of his work.

**c** Get Sts to compare notes with a partner.

Now play the audio again the whole way through for Sts to add more information.

Get Sts to compare again with their partner.

**d** In pairs, Sts cover their notes, look at the four design icons, and see how much they can remember about each one. Elicit as much information as possible from the class for each design.

**ANSWERS**
**1**
Louis Comfort Tiffany: An artist, designer, and painter
George Inness and Samuel Colman: Artists that Tiffany studied under
the White House: The president asked Tiffany to redesign some rooms in 1882.
the Chicago World's Fair: Tiffany exhibited some of his lamps there in 1893.


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the Art Nouveau Movement: An art style in which Tiffany became a leader

**2**

new innovations and features: A wide cab for the driver and a windshield washer
popular with Americans: The truck was reliable and stylish.
redesigns: The truck has been redesigned 14 times and became bigger, faster, and more luxurious.
lightweight aluminum: The trucks are lighter than in the past.
1986: The truck has been a best-selling vehicle since 1986.

**3**

American dolls in the 1950s: They were mostly baby dolls, so American girls only played the role of mothers.
Ruth Handler's daughter: She played with paper dolls, giving them adult roles.
Germany: Handler saw a doll with an adult figure there.
Jack Ryan: He helped Handler design the first Barbie doll.
1959: The first year Barbie dolls were produced.

**4**

Robert Indiana's idea: To make a painting with the word "LOVE" break the word "love" up: He put the "LO" on top of the "VE".
The Museum of Modern Art and the United States Postal Service: They asked Indiana to create versions of the sculpture for cards and stamps.
early 1970s sculptures: Indiana made "LOVE" sculptures for public parks in different cities.
copyright: Indiana never applied for copyright for his design

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.137* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**e** Do this as a whole-class activity. You could tell the class which design you find the most attractive, and why.

## 6 SPEAKING

**a** This is a free-speaking activity that gives Sts a chance to talk about their own icons.

Give Sts time to write a name or item in as many of the seven categories as possible, and give them a few minutes to prepare to talk about them (who they are, what they have done, and why they admire them, why they like the landmark / object, etc.). Monitor and help Sts with any vocabulary they may need.

**b** Put Sts in small groups of, ideally, three Sts (or if this is impractical, in pairs).

Sts share information about each category.

Get some feedback.

EXTRA IDEA Begin by telling Sts about two or three of your own answers and explain why.

## 7 VOCABULARY & PRONUNCIATION

compound nouns; word stress

### Pronunciation notes

Compound nouns, e.g., *bus stop*, have more stress on the first word, e.g., *bus* stop. Depending on their L1, some Sts may tend to stress the second word, i.e., *bus stop*. This rule applies whether the compound noun is one word, e.g., *sunglasses*, or two, e.g., *traffic jam*.

**a** Focus on the instructions and elicit what a compound noun is (Sts have seen them in **Lesson 2A** on *p.19*, and in the **Vocabulary Bank** Transportation on *p.163*).

Now focus on the two columns and tell Sts to match a noun from **A** to one from **B** to form a compound noun. Tell Sts that all the compound nouns are in **Lesson 10A**. Get Sts to compare with a partner.

**b** **10.5** Play the audio for Sts to listen and check.

Check answers, getting Sts to tell you if the compound nouns are one word or two.

**ANSWERS**

See script 10.5
*Glass design* and *gas lamp* are written as two words.

**10.5**

**glass design, metalwork, wallpaper, homeowner, windshield, gas lamp, craftsmen**

Now ask Sts which noun is usually stressed more in compound nouns.

**ANSWER**

The stress is usually on the first noun.

Put Sts in pairs and get them to practice saying the words, paying particular attention to stress.

**c** Tell Sts that the answers to questions 1–12 are all compound nouns from Files 1–10. They have three minutes, in pairs, to answer as many as possible.

When time is up, check answers. The pair with the most correct answers is the winner.

**ANSWERS**

**1** a bike lane **2** the rush hour **3** a parking ticket
**4** a tennis court **5** a traffic jam **6** a seat belt **7** a roommate
**8** the soundtrack **9** science fiction **10** a voice assistant
**11** a fireplace **12** a flash drive

EXTRA IDEA If there is a tie, ask a couple of "tie-breaker" questions with more compound nouns that have come up, e.g., *What do you call someone who works for herself?* (self-employed), *What do you call the area with white and gray lines where people can walk across a street?* (crosswalk).

# 10B And the murderer is...

G tag questions
V crime
P intonation in tag questions

## Lesson plan

The topic of this lesson is murder mysteries: first, the true story of Jack the Ripper and three theories as to who he was, and then a well-known short story by Arthur Conan Doyle.

The lesson begins with a vocabulary focus on words and phrases related to crime. Then Sts activate the new vocabulary by completing an article about Jack the Ripper. In Listening, Sts listen to an expert on Jack the Ripper giving his opinion about three people's theories on who Jack the Ripper was. The Grammar focuses on tag questions, which are further practiced in Pronunciation and Speaking.

In the second half of the lesson, Sts read and listen to a famous Sherlock Holmes story by Arthur Conan Doyle called *The Red-Headed League*. The lesson ends with a documentary about Ruth Rendell and Agatha Christie.

If you would like to end the last lesson without the book, there is a Communicative review photocopiable activity on *p.210* (instructions *p.187*).

**Video material**

Listening – *Queens of crime*

**More materials**

**For teachers**

**Photocopiables**

*Grammar* tag questions *p.180*
*Communicative* Four little mysteries *p.209* (instructions *p.187*) Review *p.210* (instructions *p.187*)
*Vocabulary* Review: Phrasal verbs *p.229* (instructions *p.214*)

**For students**

Workbook 10B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the word *murder* on the board and elicit what it means and how it's pronounced **/'mərdər/**.
Then give Sts, in pairs, three minutes to brainstorm as many words connected with murder as they can.
Elicit their suggestions and write them on the board.

**POSSIBLE WORDS INCLUDE:**
murderer, kill, victim, detective, knife, gun, police, police station, body, blood, suspect, crime, witness, etc.

Finally, ask Sts if they can think of a famous murderer from the past. Tell Sts they are going to learn about one in the lesson.

## 1 VOCABULARY & READING crime; reading for detail

**a** Books open. Elicit answers to the questions. You could write down anything Sts know about Jack the Ripper on the board, but don't say whether any of the information is correct. Tell Sts that they will find out later.

**b** Tell Sts to read definitions 1–9 and then match them to the words in the list.

Get Sts to compare with a partner.

**c** **10.6** Play the audio for Sts to listen and check.

Check answers. Model and drill any tricky words for your Sts. You can use the audio to do this. You could also tell Sts that *suspect* can be a verb, but is then stressed on the second syllable **/sə'spɛkt/**.

**10.6**

| | | |
|---|---|---|
| 1 detectives | 4 murderer | 7 suspects |
| 2 witnesses | 5 murder | 8 solve |
| 3 victims | 6 evidence | 9 prove |

In pairs, Sts practice saying the words.

**d** Tell Sts they are now going to read about Jack the Ripper. They need to fill in each blank with a word from the list in **b**. Point out that the first one (*murder*) has been done for them.

Give Sts time to do the task, and then get them to compare with a partner.

Check answers.

**ANSWERS**
2 murderer 3 victims 4 witnesses 5 detectives
6 evidence 7 prove 8 suspects 9 solve

**e** Focus on the instructions and the questions, making sure Sts understand all the lexis.

Now set a time limit for Sts to read the article again and answer the questions.

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

**ANSWER**
1 In London, in the fall of 1888
2 Five
3 Three months
4 A doctor, a businessman, a painter, a sailor, a singer, and a member of the royal family

## 2 LISTENING understanding evidence and opinion

**a** **10.7** Focus on the six photos and tell Sts that the photos at the top are of people who have investigated Jack the Ripper.

Tell Sts they are going to listen to **Part 1** of an interview with a retired police detective. They must write *1* in the box next to the person Jan Bondeson suspects, and complete the man's occupation.

Now play the audio once the whole way through.

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

**ANSWER**
1 Hendrik de Jong, a sailor


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## 10.7
(script in Student Book on *p.138*)

**I = interviewer, M = Detective Morton**

**Part 1**

**I** Good morning, and thank you for coming, Mr. Morton – or should it be Detective Morton? You were a detective with Scotland Yard, weren't you?

**M** Yes, that's right. For twenty-five years. I retired last year.

**I** People today are still fascinated by the identity of Jack the Ripper, over one hundred and thirty years after the crimes were committed. It's incredible, isn't it?

**M** Well, it's not really that surprising. People are always interested in unsolved murders – and Jack the Ripper has become a sort of cult horror figure.

**I** So what can you tell us about some of the new theories about his identity?

**M** Well, a recent new theory was put forward by a crime historian named Jan Bondeson. He thinks that Jack the Ripper was a Dutch sailor named Hendrik de Jong.

**I** What evidence does he have?

**M** Well, de Jong was definitely a murderer. He killed four women in Holland and Belgium, including two of his ex-wives. He also traveled to London a lot, and he was there when the Jack the Ripper murders took place. He also matches the descriptions we have of Jack the Ripper.

**I** How credible is his theory?

**M** Well, even Dr. Bondeson says that it's impossible to know for certain if de Jong was Jack the Ripper. I would say it's possible, but there isn't really enough conclusive evidence.

**b** Now focus on the chart and tell Sts they are going to listen to the interview again, and this time they need to complete the first column.

Then play the audio again the whole way through.

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

**ANSWERS**

**what evidence there is:** He had a history of violence against women, was in London when the murders took place, and he matches the descriptions of Jack the Ripper.

**what Detective Morton thinks:** He thinks de Jong could be the murderer, but there isn't enough evidence.

**c** **10.8**, **10.9** Now tell Sts they are going to listen to Bruce Robinson's theory (**Part 2**). The first time they listen, they must focus on the photos in **a** and write *2* in the box next to the person Bruce Robinson suspects, and complete his occupation.

Play the audio once the whole way through.

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

**ANSWER**

**2** Michael Maybrick, a musician (a singer and a composer)

## 10.8
(script in Student Book on *p.138*)

**Part 2**

**I** The next recent theory I'm interested in comes from the movie director Bruce Robinson, who wrote a book in twenty sixteen called *They All Love Jack*. What can you tell us about it?

**M** Bruce Robinson is convinced that Jack the Ripper was in fact Michael Maybrick, the brother of one of the original suspects, James Maybrick. He thinks that the style of the murders indicates that there was a connection with the Freemasons – which both brothers were.

**I** What did Michael do?

**M** He was a popular singer and composer of songs at the time, and Robinson thinks that the Ripper's letters are similar in style to some of his songs, and the fact that they were posted from so many different parts of the UK makes sense because Michael was on tour at the time. Robinson thinks he was a psychopath and was responsible for at least sixteen more murders that took place in England later. He even thinks that Michael went on to murder his brother James.

**I** But he was never arrested, was he?

**M** No, he wasn't. However, Bruce thinks that by eighteen ninety-three the police had begun to suspect him, but because many of the police themselves were Freemasons, they allowed him to escape to the Isle of Wight, where he lived for the rest of his life.

**I** And what do you think?

**M** I think the book is well researched, but I don't really believe his conspiracy theory, that the police knew it was Michael and let him get away. I think the reason the Ripper was never caught was because the police were incompetent, not corrupt.

Now tell Sts they are going to listen again, and this time they need to complete the second column in the chart in **b**.

Before playing the audio, read the definition of *the Freemasons* and the *Isle of Wight* in the **Glossary**.

Then play the audio again the whole way through.

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

**ANSWERS**

**what evidence there is:** The Ripper's letters are similar in style to some of his songs. The letters were posted (mailed) from different parts of the UK, and Maybrick was on tour at the time.

**what Detective Morton thinks:** He doesn't believe this theory.

Finally, tell Sts they are going to listen to **Part 3** – Patricia Cornwell's theory. The only name remaining in **a** is Walter Sickert, so this time Sts only need to complete his occupation.

Now play the audio (**10.9**) once the whole way through. Get Sts to compare with a partner, and then check the answer.

**ANSWERS**

**3** Walter Sickert, a painter

## 10.9
(script in Student Book on *p.138*)

**Part 3**

**I** Finally, let's talk about Patricia Cornwell's research. In her two thousand and two book *Jack the Ripper – Case Closed*, she said that she had identified the murderer and that she was convinced that Jack the Ripper was in fact Walter Sickert, the painter. What evidence did she put forward to support this claim?

**M** Well, she mainly used DNA analysis. She actually spent over two point five million dollars buying thirty-two paintings by Sickert. She cut up one of them to get the DNA from it – people in the art world were furious.

**I** I can imagine.

**M** And then she compared the DNA from the painting with DNA taken from the letters that Jack the Ripper sent to the police. Patricia Cornwell said that she was ninety-nine percent certain that Walter Sickert was Jack the Ripper.

**I** And now she's written a new book with more evidence.

**M** Yes, it's called *Ripper: The Secret Life of Walter Sickert*. She says she's found new evidence, including letters that were written by Jack the Ripper and by Walter Sickert on the same very unusual type of paper. She also points out that some of his paintings are very violent and frightening.

**I** But you don't think she's right, do you?

**M** Well, I think she might be right. She has a lot of evidence, although I don't think it's completely reliable. And a lot of people think she's wrong!
**I** So, who do you think the murderer was?
**M** I can't tell you because I don't know.
**I** Do you think we'll ever solve the mystery?
**M** Yes, I think one day the mystery will be solved. Some new evidence will appear that proves one hundred percent who Jack the Ripper was, and we'll be able to say that the case is finally closed. But right now, it's still a mystery, and people like a good mystery.

Now tell Sts they are going to listen again, and this time they need to complete the third column in the chart in **b**.

Before playing the audio, read the definition of *DNA* in the **Glossary**.

Then play the audio again the whole way through.

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

**ANSWERS**
**what evidence there is:** An analysis suggests that DNA from his paintings matches DNA from Jack the Ripper's letters. Letters written by both men are on the same unusual paper. Sickert's paintings are violent and frightening.
**what Detective Morton thinks:** He thinks this theory might be correct, but he doesn't know for sure.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on *p.138* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**d** Do this as an open-class activity, making sure Sts know the meaning of *credible* /'krɛdəbl/ (= that can be believed).

## 3 GRAMMAR tag questions

**a** Focus on the instructions and questions 1–4.

Give Sts time to complete them.

**b** **10.10** Play the audio for Sts to listen and check.

Check answers.

**ANSWERS**
**1** weren't you **2** isn't it **3** was he **4** do you

EXTRA CHALLENGE You could elicit ideas first for what the two missing words are.

**10.10**
See sentences in Student Book on *p.103* and answer key

Now tell Sts to change them to direct questions.

Check answers.

**ANSWERS**
1 Were you a detective with Scotland Yard?
2 Is it incredible?
3 Was he ever arrested?
4 Do you think she's right?

Finally, ask Sts what the difference is between direct questions and questions with tag questions.

**ANSWER**
Tag questions are used to check that a statement is correct.

**c** Tell Sts to go to **Grammar Bank 10B** on *p.159*.

### Grammar notes

Tag questions are difficult for Sts to use because they need to use the correct auxiliary each time, depending on the tense or modal verb they are using. Getting the correct intonation can also be tricky. This lesson provides Sts with a gentle introduction and focuses on the most common use of tag questions, which is to check information.

This lesson doesn't cover the tag question *aren't I?* used with statements beginning *I'm*, e.g., *I'm late, aren't I?* This form is irregular, and isn't very common for checking information.

Focus on the example sentences and play audio **10.11** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Check answers, getting Sts to read the full sentences.

**ANSWERS**
**a** **1** I **2** E **3** A **4** F **5** C **6** H **7** K **8** D **9** B **10** J
**b** **1** doesn't he
**2** do they
**3** is he
**4** weren't you
**5** haven't they
**6** was she
**7** didn't she
**8** will he
**9** have you
**10** could they

Tell Sts to go back to the main lesson **10B**.

EXTRA PRACTICE OPTION Use the **10B Grammar** photocopiable activity.

## 4 PRONUNCIATION & SPEAKING intonation in tag questions

### Pronunciation notes

The normal intonation for a tag question when we say something that we think is correct or true, and that we expect the other person to agree with, is a falling tone. Examples would include *It's hot today, isn't it? You're French, aren't you?* (= I'm almost sure you're French). This is what is modeled on the audio in these exercises.

! Tag questions can sometimes be used as real questions with rising intonation, usually to express surprise, or to check information that we are not very sure about. This use is not focused on here.

**a** **10.12** Focus on the task and the conversation, and elicit that the police officer probably already has the information and is just checking what he knows.

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

**10.12**
See conversation in Student Book on *p.103* and answer key below

Give Sts a few minutes to complete the tag questions, and then play the audio again for them to listen and check.

Check answers.


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**ANSWERS**
**1** isn't it **2** aren't you **3** were you **4** do you **5** was she

**b** **10.13** Ask Sts if they think the intonation of the tag questions goes up or down (demonstrate both ways), and elicit that it goes down. Point out that this is the normal intonation when you are checking information, not asking a new question.

Play the audio, pausing for Sts to listen and repeat the policeman's questions.

**10.13**
**1** Your last name's Jones, isn't it?
**2** And you're twenty-seven, aren't you?
**3** You weren't at home last night at eight o'clock, were you?
**4** But you don't have any witnesses, do you?
**5** Your wife wasn't with you, was she?

Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT Give Sts extra practice by getting them to read the conversation in **a** in pairs.

**c** Put Sts in pairs, **A** and **B**, preferably face-to-face. Tell them to go to **Communication Just checking**, **A** on *p.112*, **B** on *p.117*. If there is an odd number of Sts, you should take part in the activity yourself.

Go through the instructions. Make sure Sts are clear that first Sts **A** (as police detective) will ask Sts **B** some questions and try to remember the answers, and then they will check them with tag questions. Then Sts change roles. Demonstrate the activity by taking **A**'s role and asking one student the questions, and then checking.

Monitor and help Sts form the tag questions correctly.

When both Sts have done their interviews, get feedback to find which "police detectives" had the best memory.

Tell Sts to go back to the main lesson **10B**.

EXTRA IDEA Write the following sentences with blanks on the board:
1 *You have* _____ *brothers and sisters,* _____*?*
2 *You're from* _____, _____*?*
3 *You don't like* _____, _____*?*
4 *You'd like to go to* _____, _____*?*
5 *You can't* _____, _____*?*
6 *You went to* _____ *last weekend,* _____*?*

Put Sts in pairs and get them to try to complete the sentences for each other with the correct tag question. They then read their sentences to each other, checking if the information is true.

**d** Put Sts in pairs and get them to ask and answer the questions, giving as much information as possible.

Get some feedback.

## 5 READING & LISTENING understanding characters, places, and events in a short story

**a** Get Sts to do this in pairs or as a whole-class activity.

If Sts worked in pairs, get some feedback. If you have a favorite crime author, tell Sts who it is and why you like them.

**b** **10.14** Tell Sts they are going to read and listen to a short story by Arthur Conan Doyle (1859–1930). Ask Sts who Conan Doyle's detective is (*Sherlock Holmes*), and elicit as much information as you can about him.

Focus on the title and explain that one meaning of *a league* is a group of people who join together for a particular reason, e.g., The League of Nations was the predecessor of the United Nations. Point out the **Glossary** at the bottom of the text.

Now focus on the task and then play the audio for Sts to listen and read at the same time.

Put Sts in pairs and give them time to match the names in the list to the characters and places in 1–6.

Check answers.

**ANSWERS**
**1** Dr. Watson **2** Sherlock Holmes **3** Jabez Wilson **4** Vincent
**5** Coburg Square **6** Fleet Street

**10.14**
See **Part 1** in Student Book on *p.104*

**c** Focus on the task and give Sts time to read **Part 1** again, and then answer the questions in pairs.

Check answers to questions 1 and 2.

**ANSWERS**
**1** All red-headed men above the age of 21
**2** It is very well paid, the hours are short, and you must not leave the office.

Now elicit Sts' ideas for the *Why do you think…?* questions, but don't tell them if they are right or not.

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

**d** **10.15** Tell Sts they are going to listen to **Part 2** of the story.

Give Sts time to read the events.

Now play the audio once the whole way through.

In pairs, Sts number the events in the order they happened. If necessary, play the audio again.

Check answers.

**ANSWERS**
**1** Holmes closed his eyes and thought about the problem.
**2** Holmes and Watson traveled to Coburg Square.
**3** Holmes examined Jabez Wilson's house.
**4** Holmes looked at the other houses in the square.
**5** Holmes spoke to Vincent.
**6** Holmes and Watson explored what was in the street behind the square.

**10.15**
(script in Student Book on *p.139*)
**Part 2**

**H = Holmes, W = Watson, V = Vincent**
**H** What do you think, Watson?
**W** said Holmes, when our visitor left. "It's a mystery to me," I answered. "What are you going to do?"
**H** Think. Don't speak to me for fifty minutes!
**W** Holmes settled himself in his chair and closed his eyes. Just when I thought he had fallen asleep, he suddenly jumped up out of his chair.
**H** Come on, Watson, let's visit Coburg Square.
**W** We took the Underground and walked a short way to Coburg Square. It was a poor little place with small brick houses. On one house there was a sign with "Jabez Wilson" in white letters. It was the shop of our red-haired client. Holmes looked it all over. He hit the pavement in front of the shop with his stick two or three times. He walked slowly up and down the street, looking carefully at the other

houses. Finally, he went to the front door of the shop and rang the bell. It was opened by a young man with a pale face.
**H** Can you tell me how to get to the Strand?
**W** asked Holmes.
**V** Third right, fourth left.
**W** answered the man, closing the door. "That was Mr. Wilson's assistant, Vincent," I said. "Did you ask the way so that you could see him?"
**H** Not him.
**W** said Holmes. "What then?" I asked.
**H** I wanted to see the knees of his trousers. Now let's explore what's in the next street.
**W** We turned the corner out of Coburg Square into one of the main streets in the City. It was difficult to believe that these expensive shops and businesses were immediately behind the buildings in the poor square.
**H** Let me see.
**W** said Holmes.
**H** Here we have a tobacconist, a newspaper shop, a vegetarian restaurant, and the City Bank…
**W** He looked thoughtful. Then he said,
**H** I have some business to do. This case is serious. Be ready tonight at ten o'clock. I hope we will be in time to prevent a serious crime. There may be some danger, so bring your gun.
**W** He waved goodbye and disappeared into the crowd.

Now give Sts time, in pairs, to answer the *Why do you think Holmes…?* and *What do you think…?* questions.

Elicit some ideas, but don't tell Sts if they are right or not.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.139* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

**e** **10.16** Tell Sts they are going to read and listen to **Part 3** of the story.

Give Sts time to read the questions.

Now play the audio once the whole way through.

Get Sts to answer questions 1–3, and then check answers.

**ANSWERS**
1 He's the director of the City Bank.
2 in the cellar of the City Bank
3 some robbers

## 10.16
See **Part 3** in Student Book on *p.105*

Now elicit from the class how they think the story is going to end.

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

**f** **10.17** Tell Sts they are going to listen to **Part 4** of the story.

Play the audio once the whole way through for Sts to check their ideas in **e**.

Check the answer.

**ANSWER**
Holmes caught Vincent as he appeared in the cellar. The red-headed man ran back through the tunnel, but the police were waiting for him.

**g** Put Sts in pairs or small groups, to answer questions 1–7.

Check answers.

**ANSWERS**
1 leave the shop each day for a few hours.
2 persuade Mr. Wilson to apply for the job.
3 that the cellar was behind the shop, not in front.
4 they were dirty, meaning that Vincent had been digging.
5 what buildings were behind the shop.
6 the robbers had completed the tunnel.
7 he doesn't like being bored.

## 10.17
(script in Student Book on *p.139*)
**Part 4**
**W** We waited and waited. From my position behind the box, I could see across the stone floor of the cellar. Suddenly I saw a thin line of light. A small hole opened in the floor and a hand appeared. Then one of the stones was pushed up, and we could see the light from a lantern. A pale face appeared, and then a young man climbed out of the hole and pulled up after him another man with bright red hair. It was Vincent and the manager from the office of the Red-Headed League! Sherlock Holmes jumped out from his hiding place and he caught Vincent. He had a gun, but Holmes hit his hand and the gun fell to the floor. The second man quickly went back down the hole.
**H** He won't escape.
**W** cried Holmes.
**H** The police are waiting for him.
**V** Oh really?
**W** said Vincent.
**V** Congratulations. You have been very clever.
**H** You too.
**W** said Holmes.
**H** Your red-headed idea was very new and effective.
**W** Vincent was taken to the police station, and Mr. Merryweather thanked Holmes for catching the bank robbers. Back at Baker Street, Holmes explained everything.
**H** You see, Watson, the only possible reason for the Red-Headed League was to get Mr. Wilson out of his shop for a few hours every day. They put in the advertisement, they set up the office of the Red-Headed League, and then Vincent went to work for Mr. Wilson. He needed to persuade him to apply for the job. When I heard that Vincent was working for half pay and spent a lot of time in the cellar, I realized that he was doing something there which took many hours a day for several months. It had to be a tunnel to another building. When I hit the pavement with my stick, I discovered that the shop's cellar was behind the shop, not in front. When I looked at Vincent's knees, I saw that they were dirty from hours of digging. I walked round the corner and saw that the City Bank was directly behind Mr. Wilson's shop. Then I felt I had solved the problem. So I called the police and the bank director.
**W** "But how did you know that they were planning to do the robbery tonight?" I asked.
**H** Well, when they closed the office of the Red-Headed League, it was a sign that they didn't care about Mr. Wilson anymore, so I was sure that they had completed the tunnel. But they needed to act quickly before the tunnel was discovered.
**W** "You solved it beautifully!" I exclaimed.
**H** Thank you, Watson. It saved me from being bored.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.139* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.


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## 6 LISTENING making biographical notes

**a** Tell Sts that they are going to watch a documentary about two crime writers, Ruth Rendell and Agatha Christie. Focus on the photos and ask if they know who is who, and approximately when they lived.

! Don't ask Sts if they have read any books by Rendell or Christie as they will discuss this at the end of the lesson.

Now focus on the questions. Play the video once the whole way through for Sts to watch and answer the questions.

Get Sts to discuss the questions with a partner, and then elicit opinions from the class.

**POSSIBLE ANSWERS**

Ruth Rendell may have had a more interesting life because she worked as a journalist before becoming a writer – but Agatha Christie's life had some interesting events, like her mysterious disappearance.

Ruth Rendell's life may have been happier because Agatha Christie had an unhappy first marriage.

Crime fiction is loved all over the world: from British writers – like Arthur Conan Doyle and Val McDermid; to Americans – like Raymond Chandler and Patricia Highsmith; to Scandinavian and European writers – like Henning Mankell and Georges Simenon. But two British novelists are called "Queens of Crime": Agatha Christie and Ruth Rendell.

Ruth Grasemann was born in London in nineteen thirty. Her father was English and her mother was Danish. After she left school, she became a journalist. She married Don Rendell, who was also a journalist. In nineteen sixty-four, Rendell published the first Inspector Wexford novel *From Doon with Death*. Wexford, a British police officer, who appeared in twenty-four novels and some short stories, is still Rendell's best-known character, over fifty years after his first appearance.

In nineteen seventy-five, Ruth and Don Rendell got divorced, but they remarried in nineteen seventy-seven. Ruth Rendell continued to write, and she also started to write under the pseudonym Barbara Vine. The Barbara Vine novels are also crime novels, but they are much darker and more psychological. Some of her novels have been made into movies, not only in English, but in other languages, too. The French film, *La Cérémonie*, was adapted from the novel, *Judgement in Stone*, and Pedro Almodóvar's film, *Carne Trémula*, is also based on a Rendell novel, *Live Flesh*. Ruth Rendell died in twenty fifteen. Today she is considered a Queen of Crime, but most people would probably agree that the original Queen of Crime is Agatha Christie.

Agatha Miller was born in Torquay in southwestern England in eighteen ninety. Her father was American and her mother British. In nineteen fourteen, she married Archie Christie, who was an army pilot.

Christie started to write and published her first novel in nineteen twenty, *The Mysterious Affair at Styles*, in which she created a Belgian private detective, Hercule Poirot.

In December nineteen twenty-six, Christie became the center of her very own mystery, when she suddenly disappeared from the family home in Sunningdale near London. Her disappearance was big news in the UK and in the US. For eleven days, the police and the press searched for her. The police also asked Arthur Conan Doyle – the creator of Sherlock Holmes – for help, but even he couldn't solve the mystery. The police eventually found Christie in Harrogate in northern England. She apparently couldn't remember anything and the mystery of her disappearance was never solved. Soon afterwards, she and Archie divorced.

Agatha Christie continued to write. She also married again – to Max Mallowan, who was an archaeologist. This marriage was happy. She created another detective, Jane Marple. Miss Marple is a little old, English lady. She lives in a small village and solves crimes quietly and often without leaving her armchair. She is totally different from Hercule Poirot, who Christie described as "a complete egoist." She also wrote more personal novels under the pseudonym of Mary Westmacott.

Agatha Christie died in nineteen seventy-six, but her books are still read all over the world and watched in movies – like *Murder on the Orient Express*; plays – like *The Mousetrap*; and television series – like the Miss Marple series.

Ruth Rendell and Agatha Christie had many things in common. They were both very successful crime writers, and they both wrote different novels under pseudonyms. They both divorced and remarried. And they're also both strongly associated with the detectives they created.

But their approaches were very different. Rendell was always more interested in characters, while Christie loved plots. And, while Agatha Christie's readers will read to the end to find out who committed the murder, Ruth Rendell's readers will also want to find out why.

**b** Focus on the chart. Give Sts time to make some notes in it based on what they remember from watching the video once. Remind Sts that they should just be writing notes, not full sentences.

**c** Put Sts in pairs and get them to compare their notes, and add to them.

Then play the video again for Sts to complete their notes.

Check answers.

**ANSWERS**

**Ruth Rendell**

**her life**

- born: in London in 1930
- parents: father was English, mother was Danish
- marriages: married twice to Don Rendell in 1950 and 1977
- other things: worked as a journalist, died 2015

**her books**

- first novel: published 1964, *From Doon with Death*
- detectives: Inspector Wexford
- pseudonyms: Barbara Vine
- approach to crime writing: interested in characters, and why murder is committed

**Agatha Christie**

**her life**

- born: in Torquay, southwestern England, in 1890
- parents: father was American, mother was English
- marriages: married Archie Christie 1914, married Max Mallowan 1930
- other things: disappeared for 11 days in 1926

**her books**

- first novel: published 1920, *The Mysterious Affair at Styles*
- two detectives: Hercule Poirot and Miss Marple
- pseudonyms: Mary Westmacott
- approach to crime writing: interested in plots, and who committed a murder

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

VIDEO See *pp.20–21* for a list of suggestions for different ways to exploit videos in the classroom.

**d** Ask Sts if they've read any books by Rendell or Christie, or if they've seen any TV series or movies based on them. Open the discussion to other crime writers – you could tell Sts about any writers whose books you enjoy.

EXTRA SUPPORT If you would like to end the last lesson without the book, there is a Communicative review photocopiable activity on *p.210* (instructions *p.187*).

# 9&10 Review and Check

For instructions on how to use these pages, see *p.49*.

**Video material**

Can you understand these people? 9&10

**More materials**

**For teachers**

**Oxford English Hub**

Quick Test 10
File 10 Test
Progress Test Files 6–10
End-of-course Test

## GRAMMAR

**ANSWERS**

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

## VOCABULARY

**ANSWERS**

**a 1** luckily **2** careless **3** uncomfortable **4** unfortunately **5** impatient
**b 1** turned **2** set **3** unplug **4** turn **5** switch / turn
**c 1** remote control **2** keyboard **3** adapter **4** outlet **5** mouse
**d 1** wallpaper **2** metalwork **3** glass design **4** homeowner **5** windshield
**e 1** detective **2** prove **3** victims **4** solve **5** suspect

## PRONUNCIATION

**ANSWERS**

**c 1** c**augh**t /ɔ/ **2** l**au**gh /æ/ **3** enou**gh** /f/ **4** sol**v**e /v/ **5** t**ou**gh /ʌ/
**d 1** murderer **2** adapter **3** cable **4** witness **5** evidence

## CAN YOU understand this text?

**ANSWERS**

**a 1** What **2** How **3** Who **4** Book
**b 1** DS **2** T **3** F **4** F **5** T **6** F **7** DS **8** T

## CAN YOU understand these people?

**ANSWERS**

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

**1 Sean**

**I = interviewer, S = Sean**

**I** Have you ever helped a stranger or been helped by a stranger?
**S** Yes, a few months ago, I was, um, I was catching a train home from work and I went past, um, a little girl with her two grandparents, and she was crying and she was really unhappy and I thought "Oh dear!" but there's nothing I can do, um, so I went into the station and I went up the stairs, over the bridge, um, down the other side, and then on the floor I saw, um, a little toy panda, and immediately I knew that that was the little girl's panda and that's why she was crying. Um, so I ran back up the stairs, over the bridge, um, out of the station and I saw the family in the car park. I could still hear the, the little girl crying, and I ran up and said, "Is this yours?", um, and the little girl took it and the grandparents just said "Oh thank you, thank you, thank you," so that was nice.

**2 Daniel**

**I = interviewer, D = Daniel**

**I** Do you think we rely too much on technology?
**D** I think sometimes we rely too much on technology because I do not know any of my family or friends' phone numbers anymore. I used to have all of their phone numbers memorized, but now if I lost my phone, I would not be able to call them.

**3 Nick**

**I = interviewer, N = Nick**

**I** Do you like detective or mystery novels or TV shows?
**N** Yeah, I have done, so I, um, I really like the Nordic noirs that were very popular a few years ago, so like *The Killing* and *The Bridge*, especially I found really fascinating.
**I** Do you have a favorite author or detective?
**N** Uh, yes, but can I remember her name? It's actually the one in *The Bridge*.
**I** Do you usually guess who the murderer is?
**N** Uh, I'll always try. Sometimes I get it, sometimes it's too difficult, yeah.

**4 Emma**

**I = interviewer, E = Emma**

**I** Do you have a favorite designer?
**E** I've recently started wedding dress shopping and I really like the dresses by Maggie Sottero.
**I** Why do you like her clothes?
**E** Uh, the dresses are quite a vintage style, um, which is really flattering, and when I've tried them on, um, I think they're probably the ones I'm going to go for.

**5 Gina**

**I = interviewer, G = Gina**

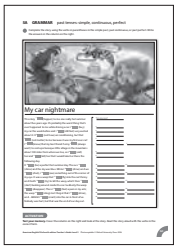
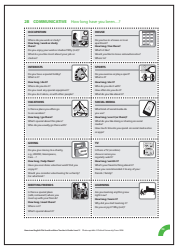
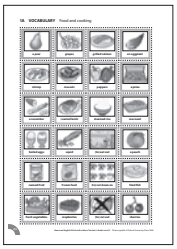
**I** Do you think you are generally a lucky person?
**G** I think I'm a pretty lucky person.
**I** Can you think of a time when you've been really lucky?
**G** I think the process of moving to New York City I've been lucky, um, everything just kind of laid in place, like finding an apartment, or, um, getting a job has just kind of laid perfectly.



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# Photocopiable activities

## Introduction

- There is a **Grammar activity** for each main (A and B) lesson of the Student Book.
- There is a **Communicative activity** for each main (A and B) lesson of the Student Book.
- There is a **Vocabulary activity** for each section of the Vocabulary Bank in the Student Book.
- There is also an "introductory" worksheet for each section.

All the photocopiable materials are also available on **Oxford English Hub** (englishhub.oup.com) under the Resources tab.

### Using extra activities in mixed ability classes

Some teachers have classes with a very wide range of levels, and where some Sts finish Student Book activities much more quickly than others. You could give these fast finishers a photocopiable activity (Grammar, Vocabulary, or Communicative) while you help the other Sts. Alternatively, some teachers might want to give faster Sts extra oral practice with a communicative activity while slower Sts consolidate their knowledge with an extra grammar activity.

### Tips for using Grammar activities

- Use the two Grammar Introduction worksheets as diagnostic tests for your class.
- The grammar activities are designed to give Sts extra practice in the main grammar points from each lesson. How you use these activities depends on the needs of your Sts and the time available. They can be used in the lesson if you think all of your class would benefit from the extra practice, or you could assign them as homework for some or all of your Sts.
- Before using the worksheets in class, check for any vocabulary that may be either new or difficult for your Sts.
- All of the activities start with a writing stage. If you use the activities in class, get Sts to work individually or in pairs. Allow Sts to compare before checking answers.
- If Sts are having trouble with any of the activities, make sure they refer to the relevant Grammar Bank in the Student Book.
- All of the activities have an **Activation** section. Some of them have a task that gets Sts to cover the sentences and test their memory. If you are using the activities in class, Sts can work in pairs and test their partner. If you assign them for homework, encourage Sts to use this stage to test themselves. Alternatively, you could assign the main activity for homework and then get Sts to do the **Activation** at the start of the next class.
- Make sure that Sts keep their worksheets and that they review any difficult areas regularly. Encourage them to go back to activities and cover and test themselves.

### Tips for using Communicative activities

- Before using the worksheets in class, check for any vocabulary that may be either new or difficult for your Sts.
- We have suggested the ideal number of copies for each activity. However, you can often manage with fewer, e.g., one worksheet per pair instead of one per student.
- When Sts are working in pairs, if possible get them to sit face-to-face. This will encourage them to really talk to each other and also means they can't see each other's worksheet.
- If your class doesn't divide into pairs or groups, take part yourself, get two Sts to share one role, or get one student to monitor, help, and correct.
- If some Sts finish early, they can change roles and do the activity again, or you could get them to write some of the sentences from the activity.

### Tips for using Vocabulary activities

- These worksheets are intended to recycle and consolidate Sts' understanding of the vocabulary in the Student Book Vocabulary Banks. As such, we suggest not using them directly after doing these exercises. Instead, get Sts to do them in a subsequent lesson.
- If Sts are having trouble with any of the activities, make sure they refer to the relevant **Vocabulary Bank** page.
- You could ask Sts to check their answers by referring to the relevant Student Book Vocabulary Bank.
- All the activities are suitable for use in class. However, you may wish to assign some of the tasks for homework.
- Most of the Vocabulary worksheets have an **Activation** task and this can be treated in a similar way to the Grammar ones.
- Make sure that Sts keep their worksheets and that they review any difficult areas regularly. Encourage them to go back to activities and cover and test themselves.

# Grammar activity answers

## Introduction What do you remember?

**2** a **3** b **4** c **5** c **6** a **7** b **8** c **9** a **10** a **11** a
**12** b **13** a **14** b **15** a **16** c **17** c **18** b **19** b **20** a

## Introduction Don't make these mistakes!

**2** I was born
**3** 've lived
**4** wife's name's Emilia
**5** We don't have any children
**6** get along with them
**7** we'd like to have
**8** We're looking for an apartment
**9** Emilia is a translator
**10** work very hard
**11** don't have to do
**12** they take care of the house
**13** much free time
**14** enjoy doing
**15** I used to play
**16** I don't have enough time
**17** I want to get
**18** I have to speak
**19** I often make mistakes
**20** I'm going to go
**21** to take

## 1A simple present and present continuous, action and nonaction verbs

**a** **2** I'm studying **3** do you come **4** do you have
**5** It depends **6** Do you know **7** Do you mean
**8** I'm getting ready **9** are you living **10** I'm staying
**11** are you doing **12** want

**b** **2** 'm buying **3** don't like **4** depends **5** gets **6** do
**7** sounds **8** Do (you) have to **9** have **10** doesn't work
**11** meet **12** Do (you) want **13** need **14** is staying

## 1B future forms: present continuous, *be going to*, *will* / *won't*

**2** 're having / 're going to have
**3** 'm going to look for
**4** 'm having / 'm going to have
**5** 'm going to be / 'll be
**6** 's going to fall / 'll fall
**7** won't tell
**8** 'll check
**9** 's going to pass / 'll pass
**10** 're going / 're going to go
**11** 'll turn
**12** won't be
**13** 'm introducing / 'm going to introduce
**14** 'm going / 'm going to go
**15** 'll live / 're going to live

## 2A present perfect and simple past

**a** **2** I've been **3** did you go **4** finished **5** I've been
**6** did you go **7** went

**b** **1** **2** had **3** did you meet **4** was **5** went **6** 've known
**7** got **8** were you **9** 've just met

**2** **1** did you go **2** didn't leave **3** came **4** Have you finished **5** sent **6** 've just made **7** 've already had

## 2B present perfect + *for* / *since*, present perfect continuous

**a** **2** She's been playing the violin for two hours.
**3** She hasn't been feeling well since last week.
**4** They've been waiting for the bus for a long time.
**5** It's been raining all day.
**6** They've been watching TV since they got home.

**b** **2** **A** have the children been doing
**B** 've been doing, for
**3** **A** have you been going out
**B** 've been going out since
**4** **A** has Penny been
**B** 's been single since
**5** **A** have you had
**B** 've had, for
**6** **A** has Pete been trying
**B** 's been trying since
**7** **A** has your sister wanted
**B** 's wanted, since
**8** **A** have you known
**B** 've known, for

## 3A choosing between comparatives and superlatives

**3** ✓
**4** more comfortable than
**5** younger than
**6** ✓
**7** ✓
**8** more modern than
**9** better than
**10** ✓
**11** the most beautiful beach I've ever been
**12** the worst actor
**13** ✓
**14** the best city in the world
**15** cheaper
**16** ✓
**17** hotter
**18** the same school as
**19** ✓
**20** ✓

## 3B articles: *a* / *an*, *the*, no article

**3** – **4** the **5** – **6** the **7** – **8** The **9** a **10** an
**11** – **12** an **13** – **14** –, – **15** the, – **16** a, –
**17** –, – **18** an, the **19** a, a, The, the **20** –, –

## 4A obligation and prohibition: *have to*, *must*, *should*

**a** 3 don't have to
4 ✓
5 have to
6 doesn't have to
7 must not
8 must not
9 should
10 had to
11 should
12 shouldn't

**b** 2 must not
3 don't have to
4 must / have to
5 don't have to
6 must / have to
7 must not
8 must / have to

## 4B ability and possibility: *can*, *could*, *be able to*

**a** 2 be able to
3 both possible
4 both possible
5 being able to
6 both possible

**b** 2 couldn't
3 be able to
4 can
5 been able to
6 couldn't
7 being able to
8 can't
9 be able to
10 be able to
11 can't
12 Being able to

## 5A past tenses: simple, continuous, perfect

2 'd bought 3 was still feeling 4 didn't have
5 didn't matter 6 knew 7 had always wanted 8 called
9 told 10 was 11 was shining 12 was driving
13 were chatting 14 saw 15 had flown 16 tried
17 started 18 disappeared 19 felt 20 had stung
21 was driving 22 crashed

## 5B past and present habits and states

2 They used to live in Paris, but now they live in Chicago.
3 They used to eat take-out food, but now they (usually) eat homemade food.
4 They used to live in a house with friends, but now they live in a penthouse apartment with their dog.
5 They used to go camping, but now they (usually) stay in five-star hotels.
6 They didn't use to play sports. Now, they both bike / ride bikes on weekends and Thomas often plays golf.
7 They used to ride bikes, but now they drive a sports car.
8 They used to wear secondhand clothes, but now they (usually) wear designer clothes.
9 They used to get up late and go out at night with friends. Now, they (usually) stay home, cook, and watch TV.
10 They used to have lots of friends, but now they have just a few close ones.

## 6A passive (all tenses)

**a** 2 is watched
3 be shot
4 was being interviewed
5 Has (the thief) been caught
6 Have (you ever) been told
7 has been robbed
8 had already been made
9 is being painted
10 wasn't offered
11 be returned
12 had been stolen

**b** 2 is known
3 plays
4 was directed
5 is hit
6 lose
7 lands
8 is killed
9 are rescued
10 believes
11 received
12 was nominated

## 6B modals of deduction: *might*, *can't*, *must*

**a** 2 might
3 must
4 can't
5 can't
6 may

**b** 1 can't / might not, must
2 can't, might, might, might
3 can't, must / might, might
4 can't, must

## 7A first conditional and future time clauses + *when*, *until*, etc.

2 'll have to 3 won't be able to 4 rains 5 is 6 'll have
7 don't forget 8 get 9 'll call 10 arrive 11 goes
12 will you let 13 'll leave 14 finishes 15 send 16 're
17 Will you come 18 have 19 won't come 20 's 21 leave
22 'll clean 23 get 24 won't be 25 looks

## 7B second conditional, choosing between conditionals

**a** 3 'd have 4 lived 5 'd have 6 came 7 brought
8 'd have 9 'd be able to / could 10 was / were 11 moved
12 'd take 13 went 14 wouldn't take 15 'd feel
16 didn't have to 17 would laugh 18 asked

**b** 2 'd buy 3 goes 4 reduce 5 'd take 6 gets
7 weren't / wasn't 8 found 9 'll never finish 10 will be

## 8A choosing between gerunds and infinitives

2 calling 3 to speak 4 not to buy 5 going 6 to take care of
7 do 8 Working 9 to study 10 drawing 11 to work
12 to go 13 doing 14 to hear 15 study 16 arriving
17 cooking 18 to like 19 Eating, sleep 20 to give

## 8B reported speech: statements and questions

**a** **2** was
**3** had been
**4** hadn't been
**5** had started
**6** had enjoyed
**7** had loved
**8** had been able to
**9** he was going to be
**10** depended
**11** would be
**12** had to

**b** **2** if there was too much violence in movies
**3** who the most difficult actor he had ever worked with was / who was the most difficult actor he had ever worked with
**4** what a young person who wanted to go into acting should do
**5** when he was going to retire

## 9A third conditional

**a** **2** have missed the start of the movie if you'd been here on time
**3** 'd seen the sign, they wouldn't have sat down
**4** have finished the race if she hadn't fallen
**5** 'd taken my umbrella, I wouldn't have gotten wet
**6** have crashed if he'd stopped at the red light

**b** **2** 'd known, 'd have taken
**3** 'd have enjoyed, 'd gone
**4** 'd been, wouldn't have woken up
**5** wouldn't have opened, 'd known
**6** Would you have gone, 'd invited

## 9B quantifiers

**2** much **3** loud enough **4** a few **5** any **6** less
**7** loads of **8** early enough **9** too **10** plenty of
**11** very little **12** lots of **13** many **14** a lot **15** many
**16** None **17** fewer **18** too **19** a few **20** no

## 10A relative clauses: defining and nondefining

**a** **2** which **3** which **4** which **5** which **6** who **7** which **8** whose **9** who **10** which **11** where **12** which

**b** Sentences in which you could also use *that*: 2, 3, 4, 5, 9, 10, 11, 12
Sentences in which you could leave out *who* or *which*: 2, 3, 4, 5, 10, 11

**c** **2** which many people think is the capital of Australia
**3** where my grandmother used to work
**4** whose best known painting is *Guernica*
**5** which hit the city of New Orleans
**6** who died when he was 35

## 10B tag questions

**2** do you **3** weren't we **4** was it **5** is he **6** do they
**7** have you **8** isn't it **9** won't you **10** isn't she
**11** does she **12** didn't we **13** are you **14** have you
**15** wouldn't you

# INTRODUCTION GRAMMAR What do you remember?

Circle the correct answer: **a**, **b**, or **c**.



1 My sister _____ a car.
**a** hasn't **b** don't have **c** doesn't have

2 _____ Mr. S. Roberts live here?
**a** Does **b** Is **c** Do

3 My dad _____ at the university.
**a** teachs **b** teaches **c** teach

4 I _____ to the movies with Katie tonight. I've bought the tickets.
**a** go **b** 'm going go **c** 'm going

5 I _____ back from New York this morning.
**a** flied **b** flown **c** flew




6 He didn't _____ the vacation very much.
**a** enjoy **b** enjoyed **c** enjoys

7 I _____ a shower when the water stopped working.
**a** took **b** was taking **c** were taking

8 **A** I'm thirsty.
**B** _____ get you a drink.
**a** I am **b** I am going to **c** I will

9 **A** I have a new phone.
**B** I'm sure you _____ it, just like your last one.
**a** 'll lose **b** 're losing **c** lose

10 **A** Would you like something to eat?
**B** No, thanks, _____ lunch.
**a** I've already had **b** I already have had
**c** I've had already

11 Have you ever _____ to Paris?
**a** been **b** gone **c** went

12 The traffic is _____ than it used to be.
**a** badder **b** worse **c** more bad

13 Apple juice isn't as healthy _____ orange juice.
**a** as **b** than **c** that



14 What _____ you do if there was a snake in your room?
**a** will **b** would **c** did

15 I'll catch the 6:00 train if I _____ work early.
**a** finish **b** will finish **c** finished

16 You drive much _____ than me.
**a** slowly **b** slowlier **c** more slowly

17 If I _____ you, I'd look for a new job.
**a** be **b** am **c** were

18 My bike _____ last week.
**a** is stolen **b** was stolen **c** stole

19 We were too late. When we arrived at the station, the train _____.
**a** already left **b** had already left
**c** has already left

20 Liam told Alice that he _____ her.
**a** loved **b** love **c** was loving

## INTRODUCTION GRAMMAR Don't make these mistakes!



Read about Roberto. Then look at the **bold** phrases and correct them. Use contractions where possible.

My name's Roberto. [1]**I have 32** years old and I'm from Chile.
[2]**I'm born** in Santiago, which is a beautiful city, and
I [3]**live** there all my life.

I'm married. My [4]**wife name's Emilia**. She's from Santiago,
too. [5]**We don't have some children**. We live with Emilia's
parents in their apartment, and I [6]**get them along with** very well, but
[7]**we'd like having** our own place with a spare room for friends
to stay. [8]**We look for an apartment** right now. I work for a
financial company and [9]**Emilia is translator**. We both
[10]**work very hardly**, often ten hours a day, but luckily
we [11]**don't have do** any housework. Emilia's parents are retired,
so [12]**they take care the house of**.

I don't have [13]**many free time**, but when I have the chance
I [14]**enjoy to play** sports – I often go running in the park near the apartment.
[15]**I use to play** tennis, but now I have a full-time job,
[16]**I don't have time enough**. I'm learning English because I need it
for my job. My writing is OK, but [17]**I want get** better at speaking.
[18]**I have to speaking** to a lot of clients in English and
[19]**I make often mistakes**. Next summer
[20]**I going to go** to the US, maybe to New York or Boston,
[21]**for take** a Business English course.

1 *I'm 32*
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____
11 _____
12 _____
13 _____
14 _____
15 _____
16 _____
17 _____
18 _____
19 _____
20 _____
21 _____

## ACTIVATION

Write a similar paragraph about yourself, where you live, your work and / or studies, your hobbies, and why you are learning English.



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# 1A GRAMMAR simple present and present continuous, action and nonaction verbs





**a** Circle the correct form of the verbs.

**Pavel** What [1]**do you study** / **are you studying**?

**Elvira** Humanities.

**Pavel** [2]**I study** / **I'm studying** fine arts. Where [3]**do you come** / **are you coming** from?

**Elvira** I'm from Salamanca, in Spain.

**Pavel** And how many hours of classes [4]**do you have** / **are you having** a week?

**Elvira** [5]**It depends** / **It's depending** on the week, but usually about 20 hours. [6]**Do you know** / **Are you knowing** about the party tonight?

**Pavel** [7]**Do you mean** / **Are you meaning** the one for new students? I can't go, because [8]**I get ready** / **I'm getting ready** to move into my apartment tomorrow.

**Elvira** Where [9]**do you live** / **are you living** right now?

**Pavel** [10]**I stay** / **I'm staying** in a student hostel.

**Elvira** What [11]**do you do** / **are you doing** on Sunday afternoon? If you [12]**want** / **are wanting**, we could meet and look around the city.

**Pavel** I'm busy in the afternoon, but what about Sunday morning?

**Elvira** Fine. Where should we meet?

**b** Complete the conversation with the correct form of the verbs: simple present or present continuous.

**Mia** Hello John, what a surprise! What [1]*are you doing* (do) here?

**John** The same as you probably! I [2]_____ (buy) a few things for dinner.

**Mia** How are things? Are you still working at the same place?

**John** Yes, but I [3]_____ (not like) it very much. My boss [4]_____ (depend) on me for everything. The worst thing is that she always [5]_____ (get) the credit and I [6]_____ (do) all the work!

**Mia** That [7]_____ (sound) terrible. [8]_____ you _____ (have to) go back to work this afternoon?

**John** No, I only work until lunchtime on Fridays because I always [9]_____ (have) lunch with my friend, Paula. She [10]_____ (not work) on Fridays, so we usually [11]_____ (meet) at that nice little Italian restaurant in town. [12]_____ you _____ (want) to come?

**Mia** I'd love to, but I [13]_____ (need) to get home. My sister [14]_____ (stay) with us for a few days. Some other time!

## ACTIVATION

Practice the conversations with a partner.

## 1B GRAMMAR future forms: present continuous, *be going to*, *will / won't*

Complete the sentences using the verb in parentheses + *will* or *be going to*, or use the verb in the present continuous. Write the answers in the column on the right and use contractions where possible. Sometimes two answers are possible.

| | | |
|---|---|---|
| **1** | **A** I can hardly lift this suitcase.<br>**B** Wait. I _____ you with it! (help) | *'ll help* |
| **2** | We _____ a party next Friday. Can you come? (have) | |
| **3** | I've decided that I _____ a new job. (look for) | |
| **4** | **A** Do you want to come to Dave's on Thursday?<br>**B** I can't. I _____ dinner with Sam. (have) | |
| **5** | My sister's having a baby, so I _____ an aunt in a couple of weeks. (be) | |
| **6** | That little boy's riding his bike too fast. He _____ off. (fall) | |
| **7** | **A** Can I tell you a secret?<br>**B** Of course. I _____ anyone. (not tell) | |
| **8** | **A** What time is their flight arriving?<br>**B** I'm not sure. I _____ online. (check) | |
| **9** | Meg didn't study for the exam, so she doesn't think she _____ it. (pass) | |
| **10** | Did I tell you that we _____ skiing in the Alps next week? (go) | |
| **11** | **A** Is the air conditioning on? I'm freezing.<br>**B** Yes, I think so. I _____ it off. (turn) | |
| **12** | Let's meet outside the theater at 7:00. Promise me that you _____ late! (not be) | |
| **13** | **A** Your girlfriend's really nice.<br>**B** Yes, she is. I _____ her to my parents next week. (introduce) | |
| **14** | Sorry, but I can't help you now. I _____ shopping. (go) | |
| **15** | Do you think you _____ in this town all your life? (live) | |

| | |
|---|---|
| **13–15** | Excellent. You can use different future forms very well. |
| **9–12** | Very good, but check the rules in the Grammar Bank (Student Book p.141) for any questions that you got wrong. |
| **0–8** | This is difficult for you. Read the rules in the Grammar Bank (Student Book p.141). Then ask your teacher for another photocopy and do the exercise again at home. |

## ACTIVATION

**Test your memory.** Cover the column on the right and look at the sentences. Read the sentences aloud with the verbs in the correct form.





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# 2A GRAMMAR present perfect and simple past

**a** Circle the correct verb.

**Mike** So, where should we go for our honeymoon?

**Gina** I don't know. Maybe somewhere in North Africa. Have you ever [1]**been** / **gone** to Morocco?

**Mike** Yes, [2]**I've been** / **I went** there.

**Gina** I didn't know that. When [3]**have you been** / **did you go** there?

**Mike** The year after I [4]**have finished** / **finished** college.

**Gina** What about Egypt?

**Mike** [5]**I've been** / **I went** there, too.

**Gina** Who [6]**have you been** / **did you go** with?

**Mike** With an ex-girlfriend. But we only [7]**have been** / **went** to Cairo. Let's go there.

**Gina** No, let's go somewhere else.

**b** Complete the conversations with the correct form of the verbs in parentheses: simple past or present perfect. Use contractions where possible.

**1**

**Paul** How long [1]*have you been* (you / be) married, James?

**James** Twenty-two years! Maxine and I [2]_____ (have) our wedding anniversary three weeks ago.

**Paul** Where [3]_____ (you / meet)? In college?

**James** No, it [4]_____ (be) long before that. Actually, we [5]_____ (go) to the same high school. We [6]_____ (know) each other for a long time. What about you?

**Paul** I'm divorced. I [7]_____ (get) divorced a year ago.

**James** How long [8]_____ (you / be) married?

**Paul** Just a couple of years.

**James** So, you're on your own now?

**Paul** Yes, but I [9]_____ (just / meet) someone new and I really like her.



**2**

**Sophia** You look exhausted, Jacob! What time [1]_____ (you / go) home last night?

**Jacob** I [2]_____ (not leave) until 9:00 and I [3]_____ (come) back in at 7:00 this morning.

**Sophia** And what about the report for the boss? [4]_____ (you / finish) it yet?

**Jacob** Yes, I [5]_____ (send) it to her a couple of minutes ago.

**Sophia** Great! You should take a break. I [6]_____ (just / make) some coffee. Do you want some?

**Jacob** No, thanks. I [7]_____ (already / have) three cups this morning!

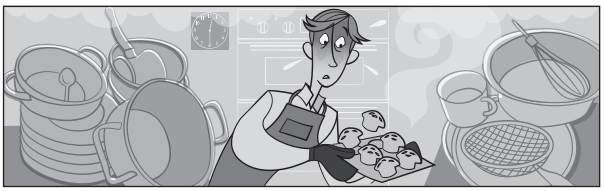


## ACTIVATION

Practice the conversations in **a** and **b** with a partner.

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

**a** Look at the pictures. What has been happening? Use the present perfect continuous. Use contractions where possible.



**1** cook / all morning
*He's been cooking all morning.*



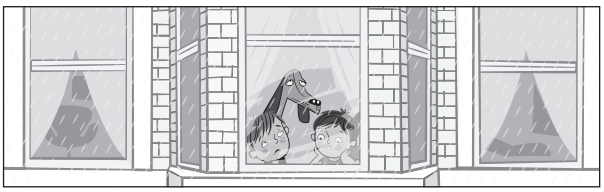
**2** play the violin / for two hours
_____



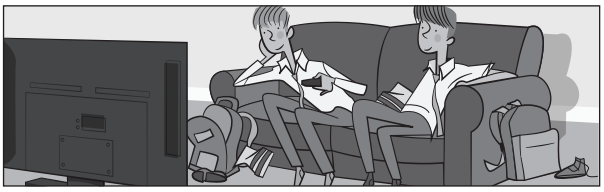
**3** not feel well / since last week
_____



**4** wait for the bus / for a long time
_____



**5** rain / all day
_____



**6** watch TV / since they got home
_____

**b** Complete the questions and answers with the present perfect or the present perfect continuous and *for* or *since*. Use contractions where possible.

**1** **A** How long *has he been waiting* to speak to someone? (he / wait)
**B** He *'s been waiting for* half an hour.

**2** **A** How long _____ their homework? (the children / do)
**B** They _____ it _____ more than two hours.

**3** **A** How long _____ with Rob? (you / go out)
**B** We _____ we finished high school.

**4** **A** How long _____ single? (Penny / be)
**B** I think she _____ she broke up with Scott.

**5** **A** How long _____ your driver's license? (you / have)
**B** I _____ it _____ ten years.

**6** **A** How long _____ to find a job? (Pete / try)
**B** He _____ he left college last year, but no luck!

**7** **A** How long _____ to be a doctor? (your sister / want)
**B** She _____ to be a doctor _____ she was seven years old.

**8** **A** How long _____ Terry? (you / know)
**B** I _____ him _____ years. He's an old friend of the family.

## ACTIVATION

**Test your memory.** Cover the sentences in **a**. Look at the pictures and remember the sentences.

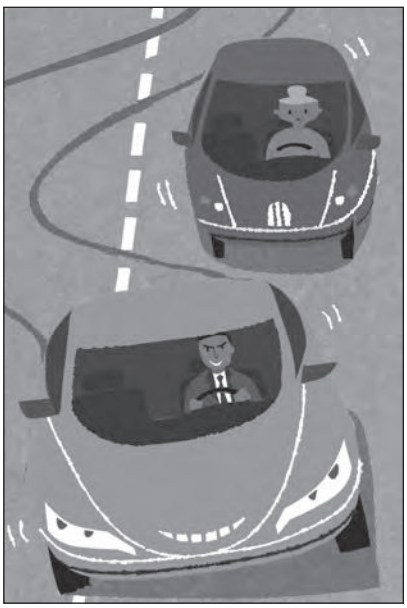


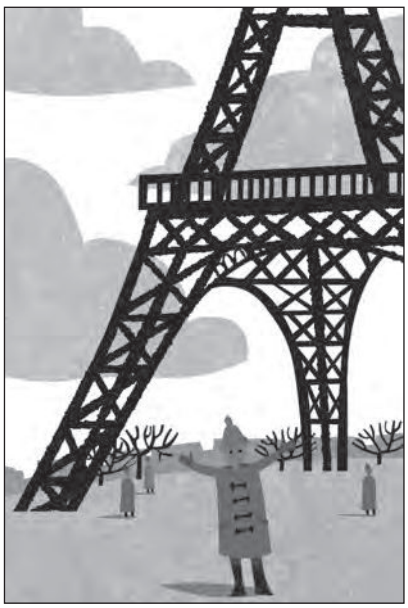
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# 3A GRAMMAR choosing between comparatives and superlatives

Mark with a ✓ the sentences where the **bold** phrases are right and correct the wrong ones. Write the answers in the column on the right.







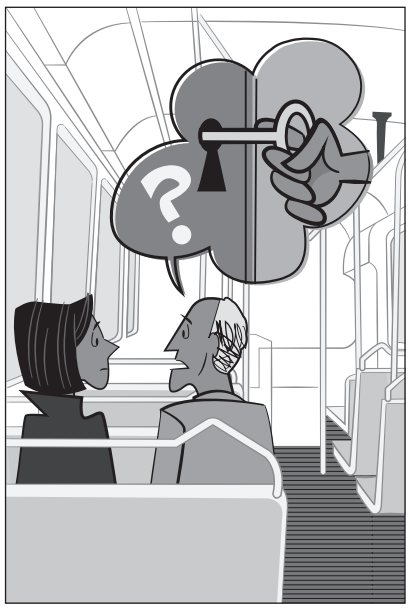
| | | |
|---|---|---|
| **1** | I take the bus to work because it's ~~**more quickly**~~ than going by car. | *quicker* |
| **2** | Olga drives **more carefully** than Bill. | ✓ |
| **3** | I prefer visiting Paris in the winter. It's **less crowded** than in the summer. | |
| **4** | Now that I've tried them on, these shoes are **more comfortable that** I thought they were going to be. | |
| **5** | In this photo, you look **more young than** your sister. | |
| **6** | Restaurants in New York are **more expensive than** in my city. | |
| **7** | Anne's **not as tall as** Susie, but she's stronger. | |
| **8** | German trains are **moderner than** British ones. | |
| **9** | I love riding my scooter, it's **more better than** driving a car. | |
| **10** | Can you say that again **more slowly**, please? I didn't understand a word! | |
| **11** | It's **the most beautiful beach I've never been** to. The ocean looks amazing. | |
| **12** | Sean's **the worse actor** in the group, but he's the best singer. | |
| **13** | What's **the nicest thing anyone's ever said** to you? | |
| **14** | Personally, I think that Barcelona is **the best city of the world**. | |
| **15** | Which sofa is **more cheaper**? The blue one or the red one? | |
| **16** | I think we should take this case. It's **the biggest** one that we have. | |
| **17** | It's usually **hoter** here in June than it is in May. | |
| **18** | Did you go to **the same school than** your brother? | |
| **19** | That restaurant over there is fantastic. It's cheap and you can eat **as much food as** you like. | |
| **20** | It took me forever to walk there. It was **farther than** I thought. | |

## ACTIVATION

**Test your memory.** Cover the column on the right and look at the sentences. Read the sentences aloud with the correct comparative or superlative form.

## 3B GRAMMAR articles: *a* / *an*, *the*, no article

Complete the sentences with *a*, *an*, *the*, or – (no article). Write the answers in the column on the right.







| | | |
|---|---|---|
| **1** | Did you remember to lock ____ kitchen door before we left? | *the* |
| **2** | I shouldn't drink ____ coffee. It keeps me awake at night. | – |
| **3** | Jane is allergic to ____ cats. She starts sneezing when one comes near her. | |
| **4** | Can you turn on ____ air conditioning? It's boiling in here! | |
| **5** | José and Charlotte are going away ____ next weekend. | |
| **6** | Are these ____ keys you were looking for? | |
| **7** | I wasn't feeling very well yesterday, so I didn't go to ____ work. | |
| **8** | ____ river that runs through Paris is called the Seine. | |
| **9** | What ____ beautiful day! I love it here. | |
| **10** | It looks like it's going to rain. Take ____ umbrella! | |
| **11** | Hurry up! You're going to be late for ____ school. | |
| **12** | I have a friend who is ____ electrician. Do you want his phone number? | |
| **13** | It's cheaper to buy ____ books online than in a bookstore. | |
| **14** | I don't like ____ people who talk about ____ sports all the time. | |
| **15** | Luckily, ____ people who work in my office don't talk about ____ sports at all. | |
| **16** | My sister works in ____ restaurant. She gets home from ____ work late every evening. | |
| **17** | What's your favorite meal of the day, ____ breakfast or ____ dinner? | |
| **18** | That's ____ easy question. I think I know ____ answer. | |
| **19** | Audrey has two children, ____ boy and ____ girl. ____ boy's ten and ____ girl's two years younger. | |
| **20** | I think ____ good health is more important than ____ money. | |

### ACTIVATION

**Test your memory.** Cover the column on the right and look at the sentences. Read the sentences aloud with the correct articles.



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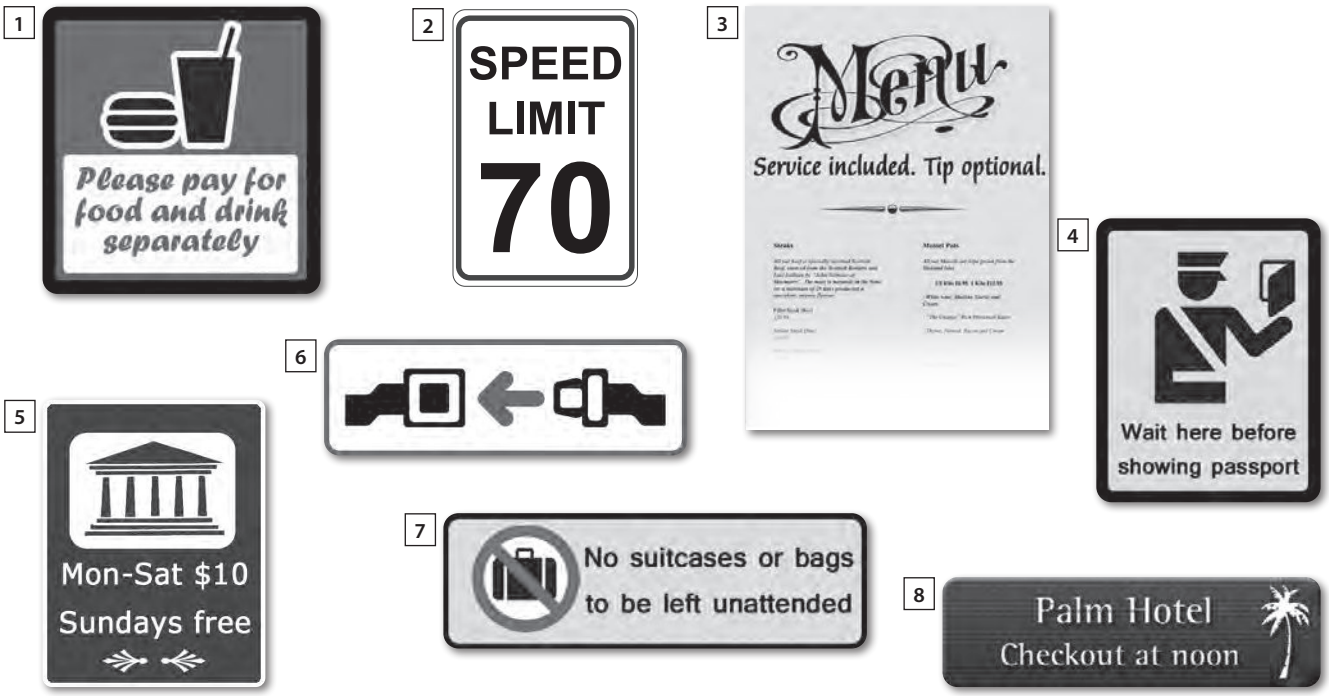
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# 4A GRAMMAR obligation and prohibition: *have to*, *must*, *should*

**a** Circle the correct verb. Mark with a ✓ if both are possible.

1 No, thanks. I **must not** / **shouldn't** eat any more cake. I'm on a diet. ✓
2 You **must not** / **don't have to** tell anyone what I've just told you. It's a secret.
3 Living at home is great. I **must not** / **don't have to** do anything because my mom does it all for me!
4 You **must** / **have to** get a visa if you want to go to Cuba.
5 You **should** / **have to** pay a fine if you don't return your library books on time.
6 Jerry **doesn't have to** / **must not** get up early this morning. He isn't going to work.
7 It's Hannah's birthday tomorrow. I **must not** / **shouldn't** forget to call her.
8 You **must not** / **don't have to** touch electrical devices when your hands are wet. It's very dangerous.
9 I think you **should** / **must** go to bed early tonight. You look really tired.
10 When I was a child, I **had to** / **must** clean my room every weekend.
11 If you're late for class, you **have to** / **should** say sorry to the teacher.
12 He **doesn't have to** / **shouldn't** watch so much TV. It's a waste of time.

**b** Complete the sentences with *must*, *must not, have to*, or *don't have to*. Sometimes two answers are possible.




1 You *have to* pay for food and drinks separately.
2 You _____ drive at more than 70 mph.
3 Service is included, so you _____ leave a tip.
4 You _____ wait here before showing your passport.
5 You _____ pay on Sundays.
6 You _____ fasten your seat belt now.
7 You _____ leave your bags unattended.
8 You _____ leave your hotel room by 12 o'clock.

## ACTIVATION

**Test your memory.** Cover the sentences in **b**. Look at the pictures and remember the sentences.

# 4B GRAMMAR ability and possibility: *can*, *could*, *be able to*

**a** Circle the correct verb. Sometimes both verbs are possible.

## It's never too late

My 78-year-old father [1]**couldn't**/**wasn't able to** even turn on a computer until about two years ago. All that changed when he decided that he wanted to [2]**can** / **be able to** use the internet, so he took a course at his local Adult Education Center. Although he really enjoyed the course, he [3]**couldn't** / **wasn't able to** put what he learned in his classes into practice because he didn't have a computer. So, for his birthday, I bought him his own laptop and that's when he really started learning! Now, he [4]**'s able to** / **can** use the internet really well and send emails. What he loves most is [5]**can** / **being able to** speak to and see his grandchildren on video calls at least once a week. We live in Australia, but he lives in the US. If he didn't have a computer, he [6]**couldn't** / **wouldn't be able to** keep in touch with us so easily.



**b** Complete the sentences with *can* / *can't* or *could* / *couldn't*. If a form of *can* / *could* isn't possible, complete the sentence with a form of *be able to*.

**1** At the end of the six-week course, you *'ll be able to* design your own website.

**2** Masha called me yesterday because she _____ remember how to get to my house.

**3** Simon isn't going to _____ finish the report by the end of the day.

**4** Peter has passed his driving test, so now he _____ drive his father's car.

**5** I haven't _____ speak to Harry for over three weeks. He never answers his phone.

**6** The train was delayed, so I _____ get to the meeting on time.

**7** Miriam hates not _____ play chess as well as Luke. He always beats her and she's a really bad loser!

**8** Sometimes when you're on a video call you _____ hear the other person very well.

**9** I'm afraid I won't _____ go away this weekend. I'm too busy.

**10** You should _____ do this exercise without any help. It's pretty easy.

**11** We _____ park here; there are no spaces.

**12** _____ do what you like is the best thing about a vacation.

## ACTIVATION

**Complete the sentences about yourself.**

**1** I've been able to _____ since _____.

**2** I used to be able to _____.

**3** I enjoy being able to _____.





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## 5A GRAMMAR past tenses: simple, continuous, perfect

Complete the story using the verbs in parentheses in the simple past, past continuous, or past perfect. Write the answers in the column on the right.



# My car nightmare

This story [1] _____ (happen) to me one really hot summer about five years ago. It's probably the worst thing that's ever happened to me while driving a car. I [2] _____ (buy) my car the week before and I [3] _____ (still feel) very excited about it. It [4] _____ (not have) air conditioning, but that [5] _____ (not matter) to me because it was my first ever car! I [6] _____ (know) that my best friend Penny [7] _____ (always want) to visit a picturesque little village in the mountains about 100 miles from where we live, so I [8] _____ (call) her and [9] _____ (tell) her that I would take her there the following day.

It [10] _____ (be) a perfect hot summer day. The sun [11] _____ (shine) and the sky was blue. While I [12] _____ (drive) and we [13] _____ (chat), I [14] _____ (see) something out of the corner of my eye. It was a wasp that [15] _____ (fly) into the car! Penny and I both [16] _____ (try) to kill the wasp, which then [17] _____ (start) buzzing around inside the car. Suddenly the wasp [18] _____ (disappear). Then I [19] _____ (feel) a pain in my arm; the wasp [20] _____ (sting) me! I forgot that I [21] _____ (drive), and…BANG! I [22] _____ (crash) into the car in front of us. Nobody was hurt, but that was the end of our day out.

[1] *happened*

[2] _____

[3] _____

[4] _____

[5] _____

[6] _____ [7] _____

[8] _____

[9] _____

[10] _____ [11] _____

[12] _____

[13] _____ [14] _____

[15] _____

[16] _____ [17] _____

[18] _____ [19] _____

[20] _____ [21] _____

[22] _____

### ACTIVATION

**Test your memory.** Cover the column on the right and look at the story. Read the story aloud with the verbs in the correct form.

## 5B GRAMMAR past and present habits and states





| | then | now |
|---|---|---|
| 1 **Occupation** | college students | Thomas: photographer, Lucie: journalist |
| 2 **Home** | Paris, France | Chicago, the US |
| 3 **Eating habits** | take-out food | homemade food |
| 4 **House** | a house with friends | a penthouse apartment with their dog |
| 5 **Vacations** | go camping | stay in five-star hotels |
| 6 **Sports** | didn't play sports | both ride bikes on weekends, Thomas often plays golf |
| 7 **Vehicle** | bikes | a sports car |
| 8 **Clothes** | secondhand clothes | designer clothes |
| 9 **Weekends** | got up late, went out at night with friends | stay home, cook, and watch TV |
| 10 **Friends** | lots of friends | just a few close ones |

Look at the chart and make sentences about Lucie and Thomas with *used to* or the simple present (+ *usually* where appropriate).

1 *Lucie and Thomas used to be college students, but now he's a photographer and she's a journalist.*

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

### ACTIVATION

Cover the sentences and look at the chart. Make three sentences about Lucie and Thomas using *used to* and three sentences using *usually*.





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## 6A GRAMMAR passive (all tenses)

**a** Complete the sentences with the correct passive form of the verbs in parentheses. Write the answers in the column on the right.

| | | |
|---|---|---|
| **1** | In *Priscilla*, the part of Priscilla Presley [redacted] (play) by Cailee Spaeny. | *was played* |
| **2** | Every year, the Academy Awards ceremony [redacted] (watch) by millions of people. | |
| **3** | The scene had to [redacted] (shoot) in the studio because of bad weather. | |
| **4** | I couldn't speak to the director because he [redacted] (interview) by journalists when I arrived. | |
| **5** | **A** [redacted] the thief [redacted] (catch) yet?<br>**B** I don't think so. The police are still looking for him. | |
| **6** | [redacted] you ever [redacted] (tell) a secret that you couldn't keep? | |
| **7** | This bank [redacted] (rob) twice since it opened last year. | |
| **8** | When Jack arrived at the meeting, the decision [redacted] (already make). | |
| **9** | Our apartment [redacted] (paint) right now. Everything's a real mess! | |
| **10** | Although Mark thought the interview had gone really well, he [redacted] (not offer) the job. | |
| **11** | When does this book have to [redacted] (return) to the library? | |
| **12** | When we got back to the car park, our car wasn't there. It [redacted] (steal)! | |

**b** Circle the correct form: active or passive.

# My favorite movie: *Sully*

The movie *Sully* [1]**bases** / **is based** on the true story of US pilot Chesley Sullenberger, who [2]**knows** / **is known** to his friends as Sully. Tom Hanks [3]**plays** / **is played** the part of Sully and the movie [4]**directed** / **was directed** by Clint Eastwood.

One freezing winter morning, Sully flies out of LaGuardia Airport in New York. A few minutes into the flight, however, the plane [5]**hits** / **is hit** by birds and both engines [6]**lose** / **are lost** power. Sully doesn't think there is enough time to return to the airport, so he [7]**lands** / **is landed** the plane on the Hudson River near Midtown Manhattan. Amazingly, nobody [8]**kills** / **is killed** and all 155 people on board [9]**rescue** / **are rescued** by nearby boats.

Afterward, however, the National Transportation Safety Board [10]**believes** / **is believed** the accident is due to the pilot's mistake. The rest of the movie focuses on Sully's fight to clear his name.



The movie [11]**received** / **was received** great reviews from critics and [12]**nominated** / **was nominated** for an Oscar.

## ACTIVATION

**Test your memory.** Cover the column on the right in **a** and look at the sentences. Read the sentences aloud with the correct passive form.

## 6B GRAMMAR modals of deduction: *might*, *can't*, *must*

**a** Circle the correct verb.



**A** Don't look now, but isn't that Karen Marshall over there?
**B** Where?
**A** At that table by the window.
**B** No, it [1]**must** / **can't** be. She went to live in Boston.
**A** But I'm sure it's Karen.
**B** Mmm, I suppose it [2]**can** / **might** be her. But if it is, she looks different than she used to.
**A** Well, it [3]**must** / **can't** be five years since we last saw her. Someone can change a lot in five years!
**B** You're right, it is Karen. But who do you think the man is? He [4]**can't** / **might not** be her husband, can he?
**A** No, he [5]**can't** / **might not** be. They broke up years ago and haven't spoken to each other since.
**B** It [6]**can** / **may** be her new boyfriend – or her son!
**A** Should we go over and find out?

**b** Complete the conversations with *must*, *might*, *might not*, or *can't*. Sometimes more than one answer is possible.



**1** **A** That's the second phone that Stacey's bought this year.
**B** She *must* have a lot of money, then!
**A** She's a student, so she _____ be that rich.
**B** She _____ have generous parents, then.



**2** **A** Do you know where Charlie is?
**B** Well, he _____ be far away. His phone's on the desk.
**A** Any idea where he _____ be?
**B** He _____ be talking to the boss, or he _____ be in the photocopying room. Do you want me to go and look for him?



**3** **A** I have a missed call and I don't recognize the number.
**B** So, it _____ be from anyone you know.
**A** Ah, I know! It's that company who interviewed me last week. They _____ be calling to offer me the job. I'm not surprised. I had a really good interview.
**B** Well, don't be too confident, because they _____ be calling to say you didn't get the job.
**A** There's only one way to find out!



**4** **A** This steak _____ be for me. It looks medium-rare, and I asked for a well-done steak.
**B** It _____ be mine, then. I ordered a medium-rare steak.

### ACTIVATION

Practice the conversations with a partner.



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# 7A GRAMMAR first conditional and future time clauses + *when*, *until*, etc.

Complete the conversations with the verbs in the correct form: simple present, imperative, or *will* + base form. Use contractions where possible.

**1**
**A** Ugh! The weather's terrible! Unless it [1] *improves* (improve) on the weekend, we [2] _____ (have to) cancel the party.
**B** What? We can't cancel it!
**A** But we [3] _____ (not able to) have a barbecue if it [4] _____ (rain).
**B** Well, if the weather [5] _____ (be) still bad, we [6] _____ (have) lunch inside instead.



**2**
**A** So, [7] _____ (not forget) to call me when you [8] _____ (get) there.
**B** Yes, Mom. I [9] _____ (call) you as soon as I [10] _____ (arrive).
**A** And if anything [11] _____ (go) wrong, [12] _____ (you / let) me know right away?
**B** Yes, Mom. Stop worrying!



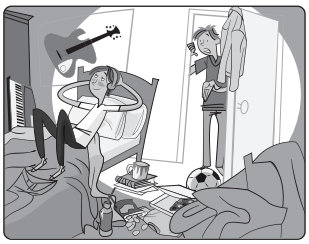
**3**
**A** What time will you be home later?
**B** Well, I have a meeting until about 6:00, but I [13] _____ (leave) as soon as it [14] _____ (finish).
**A** OK, [15] _____ (send) me a text when you [16] _____ (be) on the train and I'll start making dinner.
**B** All right. See you later.



**4**
**A** [17] _____ (you / come) back to work after you [18] _____ (have) the baby, Jo?
**B** Well, I probably [19] _____ (not come) back until he [20] _____ (be) at least a year old.
**A** Oh, we'll really miss you here.
**B** Yes, I'll miss you, too. Before I [21] _____ (leave), we should all go out for dinner one evening.
**A** Yes, that's a great idea.



**5**
**A** Your room's a mess, Tom!
**B** Don't worry. I [22] _____ (clean) it before Mom and Dad [23] _____ (get) home.
**A** Yes, because they [24] _____ (not be) very happy if it [25] _____ (look) like that!



## ACTIVATION

Practice the conversations with a partner.

# 7B GRAMMAR second conditional, choosing between conditionals

**a** Complete the conversation with the correct form of the verbs in parentheses to make second conditional sentences. Use contractions where possible.



**Lily** This house looks nice and it's just been built. If we [1]*moved* (move) in there, we [2]*wouldn't need* (not need) to do any work.

**Ben** Yes, but it's on a really busy road. We [3]_____ (have) a lot of problems with noise if we [4]_____ (live) there.

**Lily** Well, how about this one? It has three bedrooms, so we [5]_____ (have) enough space if our friends or family [6]_____ (come) to stay.

**Ben** And the yard's huge! If my sister [7]_____ (bring) the kids, they [8]_____ (have) lots of room to play.

**Lily** Yes, and we [9]_____ (can) have some great parties outside if the weather [10]_____ (be) good.

**Ben** So, where is it exactly?

**Lily** It's just outside Boston.

**Ben** Boston? That's nowhere near my work. If we [11]_____ (move) there, it [12]_____ (take) me over an hour to drive to the office.

**Lily** Yes, but if you [13]_____ (go) by train, it [14]_____ (not take) that long. And you [15]_____ (feel) much less stressed if you [16]_____ (not have to) drive.

**Ben** Mm, I suppose so. How much is it?

**Lily** It says "$595,000."

**Ben** Wow! I think the loan officer [17]_____ (laugh) at us if we [18]_____ (ask) to borrow that much money.

**Lily** Yes, I guess it would be too expensive. I'll keep looking for something cheaper.

**b** Complete the sentences with a verb from the list in the first or second conditional. Write your answers in the column on the right. Use contractions where possible.

be buy find get go never finish not be ~~not hurry~~ reduce take

| | | |
|---|---|---|
| **1** | If they [ ], they'll miss the bus. | *don't hurry* |
| **2** | If we had the money, we [ ] a beautiful house in the country. | |
| **3** | Lisa will have a lot of fun when she [ ] to Brazil to study next year. | |
| **4** | Unless they [ ] the price, they'll never sell their house. | |
| **5** | If I were you, I [ ] the dress back to the store, It just doesn't suit you. | |
| **6** | Annabel will look for a job as soon as she [ ] her degree. | |
| **7** | If it [ ] so windy, we could go for a walk on the beach. | |
| **8** | If you [ ] some extra money in your bank account, would you spend it? | |
| **9** | You [ ] your homework if you keep chatting with your friends online. | |
| **10** | Sarah [ ] really upset if she doesn't find her necklace. We must help her look for it. | |

## ACTIVATION

**Test your memory.** Cover the column on the right in **b** and look at the sentences. Read the sentences aloud with the verbs in the correct form.





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# 8A GRAMMAR choosing between gerunds and infinitives

Complete the sentences with the correct form of the verbs in parentheses. Use the gerund, the infinitive with *to*, or the base form. Write your answers in the column on the right.



| | | |
|---|---|---|
| **1** | I think it would be very stressful [redacted] your own business. (run) | *to run* |
| **2** | I'm really busy right now. Would you mind [redacted] me back in about five minutes? (call) | |
| **3** | My boss told me she wanted [redacted] to me in her office. (speak) | |
| **4** | We decided [redacted] her a birthday present because we weren't sure what she wanted. We just gave her some money. (not buy) | |
| **5** | Have you ever thought of [redacted] back to live in Los Angeles, or are you happy in San Francisco? (go) | |
| **6** | My neighbor offered [redacted] my children while I went shopping. (take care of) | |
| **7** | Emily's parents aren't strict enough with her. They let her [redacted] whatever she wants. (do) | |
| **8** | [redacted] overtime is exhausting. Last night, I finished work at 9:00 and I started again this morning at 8:00. (work) | |
| **9** | My parents would like me [redacted] medicine. (study) | |
| **10** | I think Jessica should study architecture. She's very good at [redacted]. (draw) | |
| **11** | Do you think you'd like [redacted] with children, or would you find it too stressful? (work) | |
| **12** | If they can save enough money, they're hoping [redacted] to Miami for their honeymoon. (go) | |
| **13** | Have you ever thought about [redacted] yoga or Pilates? They're very good if you have problems with your back. (do) | |
| **14** | I was really surprised [redacted] that Lucy and Adam have separated. I thought that they were very happy. (hear) | |
| **15** | Are you going to [redacted] English here next year? (study) | |
| **16** | Toby was fired because he kept [redacted] late for work. (arrive) | |
| **17** | I don't really feel like [redacted] tonight. Let's go out for dinner. (cook) | |
| **18** | Josh pretended [redacted] the shirt his grandma had bought him, but really he thought it was horrible. (like) | |
| **19** | [redacted] late at night always makes me [redacted] badly. (eat / sleep) | |
| **20** | Angela asked her brother [redacted] her a ride into town. (give) | |

## ACTIVATION

**Test your memory.** Cover the column on the right and look at the sentences. Read the sentences aloud with the verbs in the correct form.

## 8B GRAMMAR reported speech: statements and questions

**a** Read the interview. Then complete the journalist's report below with the **bold** verbs from the interview in the correct tense.

**Journalist** First, Matthew, thank you very much for agreeing to this interview. I know you're a busy man. You have the leading role in the latest Kathryn Westwood movie. What is it like working with her?



**Matthew** You [1]**can't** begin to imagine what a fantastic experience it [2]**is**. In fact, it [3]**has been** an honor to work with her. However, I have to say that it [4]**wasn't** easy at first, because filming [5]**started** at 7:00 a.m. every day for the first three weeks. I'm not a person who likes to get up early!

**Journalist** Yes, I had heard that! What [6]**did you enjoy** most about working with her?

**Matthew** I [7]**loved** the way that she [8]**could** get all the actors, including me, to do exactly what she wanted us to do.

**Journalist** [9]**Are you going to be** in any more of her movies in the near future?

**Matthew** It [10]**depends** on Kathryn, but I hope I [11]**will be**. I'm really sorry, but I [12]**must** go because I have a photo shoot at *Vogue* magazine.

Matthew told me that I [1]*couldn't* begin to imagine what a fantastic experience working with Kathryn Westwood [2]_____. He also said that working with her [3]_____ an honor. However, he said that it [4]_____ easy at first, because filming [5]_____ at 7:00 a.m. every day for the first three weeks. When I asked him what he [6]_____ most about working with Kathryn Westwood, he told me that he [7]_____ the way that she [8]_____ get all the actors to do exactly what she wanted. Finally, I asked Matthew if [9]_____ in any more of her movies in the future. He said that it [10]_____ on Kathryn, but he hoped he [11]_____. We then finished the interview because Matthew said that he [12]_____ go because he had a photo shoot at *Vogue* magazine.

**b** Write the questions other journalists asked Matthew in reported speech.

"What's the most interesting role that you've played?" **1** NPR asked Matthew *what the most interesting role he had played was.*

"Is there too much violence in movies?" **2** Fox asked him _____.

"Who's the most difficult actor that you've ever worked with?" **3** CBS asked him _____.

"What should a young person who wants to go into acting do?" **4** CNN asked him _____.

"When are you going to retire?" **5** A&E asked him _____.

### ACTIVATION

Cover the journalist's report in **a**. Look at the interview and try to remember the journalist's report.





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# 9A GRAMMAR third conditional

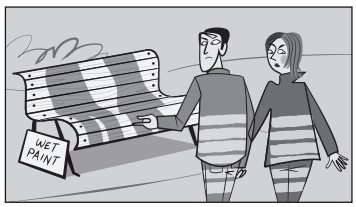
**a** Put the words in the correct order to complete the conditional sentences.



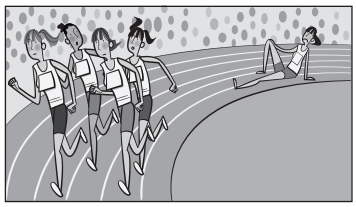
**1** would / scored / 'd / the game / they / have / won / the penalty / on
If he *'d scored on the penalty, they would have won the game.*



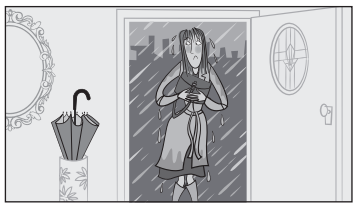
**2** missed / here / of / on time / if / the movie / have / the start / been / you'd
We wouldn't _____
_____.




**3** seen / down / 'd / have / the sign / they / wouldn't / sat
If they _____
_____.



**4** finished / if / fallen / she / the race / have / hadn't
Ella would _____
_____.



**5** wet / have / taken / gotten / wouldn't / 'd / my umbrella / I
If I _____
_____.



**6** he'd / crashed / at / have / stopped / if / the red light
He wouldn't _____
_____.

**b** Put the verbs in parentheses in the correct tense to make third conditional sentences. Use contractions where possible.

**1** We *wouldn't have met* (not meet) if you *hadn't invited* (not invite) us both to dinner that night.
**2** If I _____ (know) how cold it was going to be in Toronto, I _____ (take) warmer clothes.
**3** You _____ (enjoy) the party if you _____ (go).
**4** If you _____ (be) quieter, the baby _____ (not wake up).
**5** I _____ (not open) the attachment if I _____ (know) that it had a virus.
**6** _____ (you / go) to Katia's wedding if she _____ (invite) you?

## ACTIVATION

**Test your memory.** Cover the sentences in **a**. Look at the pictures and try to remember the sentences.

# 9B GRAMMAR quantifiers



Circle the correct answers.

**1** **A** Shh! You're being ____ noisy. I'm trying to listen to the news.
**B** I'm not making ____ noise at all. You can turn the TV up if it isn't ____.

[1] (too) / too much
[2] much / many
[3] enough loud / loud enough

**2** **A** Jane! You're back! How was your vacation?
**B** Fantastic! I only got back ____ hours ago.
**A** Why didn't you post ____ photos? I kept looking.
**B** I decided to spend ____ time on social media while I was away. But I still took ____ photos!

[4] a few / a little
[5] no / any
[6] fewer / less
[7] a lot / loads of

**3** **A** I've set the alarm on my phone for 5:30 a.m. Do you think that's ____?
**B** I think it's ____ early! Set it for 6:00 instead. That'll give us ____ time to get there by 7:00.
**A** Yes, I guess you're right. There should be ____ traffic at that time of the morning.

[8] enough early / early enough
[9] too / too much
[10] many / plenty of
[11] very little / very few

**4** **A** Have you seen my flash drive?
**B** You have ____ flash drives. Which one?
**A** The red one. It doesn't have ____ files on it, but they're really important.

[12] lots of / loads
[13] many / any

**5** **A** I'm trying to decide what to have for dinner – lasagna or roasted chicken.
**B** Both sound good. Do you cook ____?
**A** Yes, every day. How about you? Do you cook?
**B** Never!
**A** Really? How ____ of your friends cook?
**B** ____.
**A** Oh, I think that's a bit sad, but I suppose ____ people have time to cook nowadays.

[14] a lot / a lot of
[15] much / many
[16] Any / None
[17] fewer / less

**6** **A** I really want to buy the new Samsung smartphone, but it's ____ expensive right now.
**B** Yes, but if you wait ____ months, it'll be cheaper.
**A** I know, but I have ____ patience. I want it now!

[18] too / too many
[19] a little / a few
[20] no / none

## ACTIVATION

**Test your memory.** Cover the column on the right. Look at the conversations and try to remember the missing words.


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# 10A GRAMMAR relative clauses: defining and nondefining

**a** Complete the article with *who*, *which*, *where*, or *whose*.

**We asked students to tell us about their favorite things in life. This week, Elena, a student from Brazil, tells us about hers.**




**A place**

My favorite place in the world is the town [1] *where* I was born. I've traveled all over the world, but it's still the place [2] _____ I love the most.

**A song**

A song…that's an easy one! It's "Yellow" by Coldplay, for two reasons. First, it was the color of the dress [3] _____ I was wearing the night I met my husband. Second, it was the song [4] _____ the DJ played as we danced.

**A number**

The number [5] _____ I've chosen is the number nine. My grandmother, [6] _____ used to live with us when I was a child, always asked me to get her a lottery ticket with this number. I think that's why I like it so much.

**A photo**

I've chosen a black and white photo of my parents, [7] _____ I've had for about 20 years. Every time I look at it, I can see two happy people in their early twenties, [8] _____ lives were about to change forever. Why? Well, because my mom was pregnant with me in the photo!

**A person**

My English teacher at school was the woman [9] _____ inspired me to love languages. So, I've chosen her as my favorite person.

**An animal**

Animals? No question about it! The animals [10] _____ I like most are dogs.

**A store**

The store [11] _____ I could spend all day would be one selling perfumes and cosmetics.

**An object**

Finally, an object [12] _____ is very special to me is my engagement ring, because it used to belong to my husband's grandmother. It's beautiful.

**b** In which sentences could you also use *that*? In which sentences could you leave out *who* or *which*?

**c** Combine the two sentences using a non-defining relative clause.

1. Our neighbors have lived next door to us for 15 years. They're both teachers.
   Our neighbors, *who are both teachers*, have lived next door to us for 15 years.
2. Sydney is well known for its Opera House and Harbour Bridge. Many people think it's the capital of Australia.
   Sydney, _____, is well known for its Opera House and Harbour Bridge.
3. Our local post office has closed down. My grandmother used to work there.
   Our local post office, _____, has closed down.
4. Pablo Picasso was one of the world's most famous artists. His best known painting is *Guernica*.
   Pablo Picasso, _____, was one of the world's most famous artists.
5. The hurricane was the worst storm for over a century. It hit the city of New Orleans.
   The hurricane, _____, was the worst storm for over a century.
6. Wolfgang Amadeus Mozart was an extremely talented composer. He died when he was 35.
   Wolfgang Amadeus Mozart, _____, was an extremely talented composer.

## ACTIVATION

Read the article in **a** again. Write about your favorite things in life.

# 10B GRAMMAR tag questions

Complete the conversations with tag questions.

**1**
**A** Hi. Your name's Heather, [1] *isn't it*?
**B** Yes, it is. Do we know each other?
**A** You really don't remember me, [2] _____?
**B** I'm afraid I don't.
**A** It's Jeff. Jeff Dawson.
**B** Oh my goodness! We were in school together, [3] _____?
**A** That's right!



**2**
**A** Guess who called me this morning?
**B** It wasn't your ex-boyfriend, [4] _____?
**A** Uh huh.
**B** He isn't still calling you, [5] _____? What did he want?
**A** Just to talk, I think.
**B** But ex-boyfriends don't just call to talk, [6] _____?



**3**
**A** You haven't forgotten about your doctor's appointment tomorrow, [7] _____?
**B** Tomorrow? But tomorrow's Tuesday, [8] _____? I'm going to the doctor's on Wednesday.
**A** No, today's Tuesday, Dad.
**B** Oh! Really? Anyway, you'll call me tomorrow to remind me, [9] _____?
**A** Yes, Dad.



**4**
**A** Mrs. Jones is really strict, [10] _____?
**B** I know! She never lets anyone talk in class, [11] _____?
**A** And she gives us so much homework. We got a lot yesterday, [12] _____?
**B** Yes. It took me a long time to finish it.



**5**
**A** What's wrong, dear?
**B** Nothing.
**A** You aren't having problems with the other children at school, [13] _____?
**B** No, I'm not. Everything's fine.
**A** And you haven't had an argument with one of your friends, [14] _____?
**B** Of course not.
**A** You'd tell me if there was a problem, [15] _____?
**B** Yes, Mom. Now, will you please leave me alone?



## ACTIVATION

Practice the conversations with a partner.





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# Communicative activity instructions

## Getting to know you

### A pairwork activity

This photocopiable "getting to know you" activity can be used together with the introductory Grammar activities as a first-day class, especially if Sts don't yet have the Student Book.

Sts write the information about themselves. They then exchange papers with a partner and ask each other to explain the information. Copy and cut up one **A** worksheet and one **B** worksheet per pair.

**LANGUAGE**

General review of Level 2 grammar and vocabulary

- Put Sts in pairs and give each student the instructions and a chart (**A** or **B**).
- Give Sts five minutes to write answers in the appropriate place in the chart.
- Now get Sts to exchange charts. Demonstrate the activity by taking a chart from a student and asking them *Why did you write…?* Ask follow-up questions to continue the conversation.
- Sts now do the activity in pairs. Make it clear to them that they had different instructions, and stress that they can ask about the information in any order. Monitor and help where necessary. Stop the activity when most Sts have asked about all their partner's information.

## 1A Describing a photo

### A pairwork describing activity

Sts describe their photos to each other and then answer questions related to the topic together. Copy one worksheet per pair and cut into **A** and **B**.

**LANGUAGE**

Simple present and present continuous, food vocabulary

*In the restaurant, a family is sitting at a table. They're smiling.*

- Put Sts in pairs, **A** and **B**, and hand out the worksheets.
- Explain that they both have different photos and have to describe them to each other. Demonstrate if you can with a photo from the Student Book, or one you have looked up online. Give Sts a minute to look at their photo and think about how they are going to describe it. Tell them to describe their photo in as much detail as they can. Sts **A** start. Set a time limit, e.g., two minutes. When time is up, Sts **B** describe their photo. Monitor and help if necessary.
- Sts then look at their partner's photo to see how well their partner has described it.
- Finally, get Sts to answer questions 1–6. (They are the same for **A** and **B**.) Monitor and help if necessary.
- Get some feedback from various pairs.

## 1B Who is it?

### A pairwork interview activity

Sts use question prompts to interview each other about somebody they know. Copy one worksheet per student.

**LANGUAGE**

Question forms in the present and future

*What does she do? When are you going to see her next?*

**EXTRA SUPPORT** In pairs or individually, Sts write the complete form of each question. Remind Sts that "/" means there is a word missing, or a change needs to be made to the verb. Elicit all the questions.

- Hand out the worksheets, and focus on **a**. Give Sts a few minutes to think of someone they want to talk about. They can use the words at the top of the worksheet for ideas. They shouldn't tell their partner anything about the person they are thinking about yet, except whether the person is male or female.
- Now tell Sts to focus on the question prompts and think about how to make and answer the questions.
- Focus on **b** and tell Sts that they're going to ask each other about their mystery person to discover who they are. Demonstrate the activity by thinking of a person yourself. First, tell Sts if it's a man or a woman, and then get Sts to ask you the questions until they guess who the person is. Insist on correct question forms.
- In pairs, **A** interviews **B** and then tries to guess what the relationship is between **B** and the person they are describing.
- Sts then change roles.
- When they have finished, get feedback by asking who each student described, and if their partner was able to guess the relationship.

**ANSWERS**

**1 Family**

Where was he / she born? Where does he / she live? Who does he / she live with?

**2 Occupation / Studies**

What does he / she do? Where does he / she work or study? How long has he / she worked (studied) there? Does he / she like his / her job or studies? Why (not)?

**3 Appearance and personality**

What does he / she look like? What kind of clothes does he / she wear? What is he / she like? What is his / her best and worst quality?

**4 Interests**

What does he / she like doing in his / her free time? Does he / she exercise or play any sports? Which? What kind of music does he / she like? Does he / she speak foreign languages? Which?

**5 Your relationship with this person**

How long have you known him / her? How often do you see each other? Do you get along well? What do you have in common? What do you do together? When are you seeing him / her next? Do you think you'll know him / her in ten years'?

## 2A Are you a saver or a spender?

### A pairwork quiz activity

Sts ask each other questions to find out if they are savers or spenders. Copy one worksheet per student or pair.

**LANGUAGE**

Question forms in the simple present and the present perfect, money vocabulary

*What's your attitude to saving money?*

*Have you ever had a credit card?*

- Put Sts in pairs. Give each student or pair a worksheet.
- Tell Sts they are going to do a quiz about money. Read out the first question and the three options. Demonstrate the activity by choosing one option and explaining why you chose it.
- Sts ask and answer the questions and make a note of their partner's answers (a, b, or c) on their worksheets. If Sts are sharing a worksheet, they can use two different colored pens. Set a time limit, e.g., five minutes, or stop the activity when most Sts have finished interviewing each other.
- When time is up, tell Sts to count their partner's number of a, b, and c answers. The most common answer gives them their "type" in the text below the test. Sts tell each other what their "score" is. Give Sts time to read the relevant paragraph.
- Get feedback to find out if Sts agree with the quiz or not.

## 2B How long have you been…?

### A group activity

Sts play a card game to practice the present perfect continuous. Copy and cut up one worksheet per group of three or four Sts.

**LANGUAGE**

Present perfect continuous

*How long have you been living there?*

- Write on the board: *How long / to my class? (come)*. Ask Sts to complete this question (*How long have you been coming to my class?*). Get Sts to answer the question.
- Put Sts in groups of three or four and give each group a set of cards, face down. Pick up the first card and demonstrate the activity by asking a student the questions. If necessary, write the incomplete question on the board and demonstrate, making it clear Sts need to complete the question in **bold** using the present perfect continuous.
- Set a time limit, e.g., ten minutes. Sts pick up a card and ask the questions to their group. When everyone has answered it, the next person picks up a card. Sts continue until they run out of cards or the time is up. Monitor to make sure the activity is being performed correctly.

**ANSWERS**

**Occupation** How long have you been working or studying there?
**House** How long have you been living there?
**Interests** How long have you been doing it?
**Sports** How long have you been doing it?
**Vacations** How long have you been going there?
**Social media** How long have you been using it (or them)?
**Giving** How long have you been helping them?
**TV** How long have you been watching it?
**Meeting friends** How long have you been meeting there?
**Learning** How long have you been learning it?

- Get feedback for each card to find out who has been doing each activity the longest.

**EXTRA IDEA** Copy one worksheet per pair of Sts, and cut in half. Put Sts in pairs (preferably sitting face-to-face) and give them one half of the worksheet each. **A** asks **B** their questions. **B** answers, and then returns the questions, asking *What about you?* Then **B** asks **A** their questions. They find out between the two of them who has been doing each thing longer.

## 3A Questionnaire

### A pairwork questionnaire

Sts review comparatives and superlatives by completing a questionnaire with comparatives or superlatives and then asking and answering the questions. Copy one worksheet per pair and cut into **A** and **B**.

**LANGUAGE**

Comparatives and superlatives

*Which do you think is more practical, a laptop or a tablet?*

*Who in your family are you closest to?*

- Put Sts in pairs, **A** and **B**, and hand out the worksheets.
- Focus on **a** and tell Sts to complete each question with the comparative or superlative of the adjective / adverb in parentheses. Tell Sts that there may be two comparatives or two superlatives in each pair of questions – it's not always one of each.
- Check answers by eliciting only the comparative or superlative, not the whole question.

**ANSWERS**

A **English** 1 harder, 2 the most difficult; **Traveling** 1 the worst, 2 more often; **Your life** 1 more active, 2 unhealthiest; **Friends and family** 1 the best-looking (the most good-looking), 2 closest; **Technology** 1 the best, 2 more practical

B **English** 1 the most useful, 2 easier; **Traveling** 1 the longest, 2 more enjoyable; **Your life** 1 the most relaxing, 2 more healthily; **Friends and family** 1 best, 2 the most fluent; **Technology** 1 more often, 2 the most expensive

- Now focus on **b**. Get Sts to sit face-to-face if possible to ask and answer their questions. They can either ask alternate questions, or **A** can interview **B** and they then change roles. If there's time, they could also return the questions, asking *What about you?*
- Get some feedback from various pairs.

## 3B Generally speaking

### A group discussion

Sts practice generalizing by discussing topics in small groups. Copy one worksheet per group of three or four Sts and cut up into cards.

**LANGUAGE**

Not using *the* for generalizing

*I think cats make the best pets because…*

- Put Sts in groups of three or four. Hand out one set of cards to each group and put them face down.
- Pick up the top card from one group and read it out. Say whether you agree or disagree and give a reason.
- Sts continue in groups. One student picks up a card and reads it out, says whether they agree or not, giving reasons, and the others then say what they think. Monitor and correct any misuse of the definite article.
- Get some feedback to see whether, generally speaking, Sts agree or disagree with the statements.

**EXTRA SUPPORT** You could write some useful expressions on the board for Sts to use, e.g., *I agree / don't agree, (Personally,) I think…, In my opinion…, For example, …* Remind Sts not to use the definite article when they generalize.

**NON-CUT ALTERNATIVE** Give one worksheet to each pair or group and get them to discuss the statements one by one.

## 4A Me and my opinions

### A pairwork activity

Sts complete sentences about themselves and their opinions and share them with a partner to compare ideas. Copy one worksheet per pair and cut into **A** and **B**.

**LANGUAGE**

Different forms of *can / be able to*

*I admire people who can play a musical instrument.*

- Put Sts in pairs, **A** and **B**, and hand out the worksheets.
- Focus on **a** and tell Sts to complete the eight sentences to make them true for them. The first four sentences are about themselves and the second four are about their opinions. Demonstrate if necessary, completing the first one to make it true for you. Set a time limit, e.g., five minutes. Monitor and help make sure Sts are using the language correctly.
- Then focus on **b** and get Sts **A** to read their **ABOUT ME** sentences to Sts **B**. They should ask *What about you?* after each one. Sts then change roles.
- Now Sts **A** and **B** read their **MY OPINIONS** sentences to each other, first **A** and then **B**. Sts should agree / disagree with their partner's opinions and give reasons. Monitor and help.
- Get feedback from various pairs.

## 4B Tell us about…

### A group board game

Sts move around the board making sentences using *have to*, *must*, *should*. Copy one worksheet per group of three or four Sts. You also need one die per group and one token per student.

**LANGUAGE**

*have to, must, should*

*You must not text when you're driving.*

- Put Sts in groups of three or four. Give each group the worksheet, a die, and enough tokens.

**!** If you don't have enough dice, give each group a coin. Sts toss the coin for their turn and move 1 for heads and 2 for tails.

- Each player puts a token on the **START** triangle.
- Explain the rules of the game. Sts take turns throwing the die and move their token. When they land on a circle, they must make a sentence following the instruction. The rest of the group has to decide if the sentence is correct and makes sense. Be the final judge in case of dispute.
- If the sentence is wrong, Sts move back a circle. If it's correct, they stay on the circle.
- The first student to reach the **FINISH** rectangle wins.

**POSSIBLE ANSWERS**

1 You shouldn't drink coffee / play on your computer / have a big dinner.
2 I have to go to the library / review for the test / do my homework / practice speaking English.
3 You must print or download your boarding pass / pack / check in / show your passport.
4 You don't have to work / go to classes / get up early / do anything.
5 You shouldn't go to bed late / worry / review too much / eat a lot.
6 You don't have to pay cash / go to the store / try things on / carry bags home with you.
7 You must travel at the right speed / stop at red traffic lights / let ambulances pass. You must not lose your concentration / text / eat / drink.
8 You should think about the price / why you need one / if you need a new one / any special offers and contracts.
9 I had to do my homework / set the table / share things with my brother or sister / go to school.
10 You have to get a job there / find somewhere to live / learn English.
11 You should find out about special customs / if you need a visa / changing currency.
12 You shouldn't talk about religion / politics / money.
13 They have to correct homework / organize the classroom / prepare the class / prepare everything they need.
14 You should be on time / bring a gift / thank your hosts for inviting you.
15 You shouldn't exercise / go swimming / go to school or work.
16 A good student has to participate in class / do homework / go to class / pass exams.
17 You have to check in / go through security / go to your gate.
18 You should take an aspirin / lie down / close your eyes / drink water.
19 You have to be punctual / be nice to your work colleagues or classmates / listen to your boss or teacher.
20 You should be punctual / have information about the job / dress appropriately. You shouldn't get there late / talk too much / wear casual clothes.

**EXTRA IDEA** If Sts need more written practice using the verbs, you could do this as a written race. After you say *Go!*, Sts, in pairs, have ten minutes to complete as many sentences as possible, starting with number one. Get the pair who have completed the most to read out their sentences. Other pairs should read theirs out, too, if they're different. The pair with the most grammatically correct answers wins.

## 5A Marathon cheats

### A pairwork activity

Sts read a text, answer questions, and use their answers to retell the story to their partner. Copy one worksheet per pair and cut into **A** and **B**.

**LANGUAGE**

Past tenses

*They had changed places several times.*

- Put Sts in pairs, **A** and **B**, and hand out the worksheets.
- Tell Sts they are going to read a story and answer some questions about it. Sts **A** and **B** have different stories. Give them time to read their stories in **a** and answer the questions in **b**. Monitor and help if necessary.
- Sts then cover their stories and use their answers to retell their story to their partner. Monitor to make sure Sts are doing the activity correctly.
- Get feedback by asking Sts to retell the stories.

**EXAMPLE ANSWERS**

**Student A**

1 The Comrades Marathon is a 55-mile ultramarathon.
2 On June 16, 1999, Sergio Motsoeneng finished ninth and won $1,000.
3 Nick Bester complained because he said that Sergio hadn't passed him.
4 Sergio looked different in the two photos.
5 Sergio and his brother had changed places several times during the race.

**Student B**

1 On October 10, 2011, Rob Sloan finished third in the Kielder Marathon.
2 The other runners were surprised because they hadn't seen Rob pass them.
3 The organizers thought it was suspicious that Rob had run the second half of the race quicker than the first half.
4 Rob confessed that he had gotten on a bus near the finish line and then jumped out of the crowd to run the final section of the race.
5 Steve Cairns was angry because he felt that Rob had stolen his moment of glory.

**EXTRA CHALLENGE** Get Sts to retell their partner's story.

## 5B Past and present

### A group board game

Sts move around the board answering questions with *used to* and *usually*. Copy one worksheet per group of three or four Sts. You also need one coin per group and one token per student.

**LANGUAGE**

*used to / didn't use to*

*We used to visit my grandparents a lot.*

*I didn't use to get along with my brother.*

- Put Sts in groups of three or four. Give each group the worksheet, some tokens, and a coin. Each player puts their token on the square marked **START**.
- Explain the rules of the game. Sts take turns tossing the coin and move one square for heads and two for tails. Sts answer the questions in the squares. Tell Sts that they have to give more information when answering each question.
- Sts play the game until the time runs out. Monitor and help. The first player to reach the **FINISH** square wins. If a group finishes very quickly, tell them to go around the board again.

## 6A Movie quiz

### A pairwork quiz

Sts complete questions about movies using the passive and then ask a partner the questions. Copy one worksheet per pair and cut into **A** and **B**.

**LANGUAGE**

Question forms in the passive

*Which of these movies was set in the future?*

- Put Sts in pairs, **A** and **B**, and hand out the worksheets.
- Tell Sts to complete their questions using the correct passive tense of the verb in parentheses. Monitor and help.
- Check answers by eliciting the verbs only, not the whole question. You could copy the key onto the board.
- Get Sts to sit face-to-face if possible. Explain that **A** should ask their partner the first question and read out the three alternative answers. Make sure that they don't see each other's worksheet. If **B** chooses the correct option (the one in **bold**), they get a point. Then **B** should ask their first question in the same way, and then Sts continue until they have asked all the questions.
- When Sts have finished, ask each pair who got the most points.

**ANSWERS**

| **Student A** | **Student B** |
|---|---|
| 1 was directed | 1 was, based |
| 2 is based | 2 was shot |
| 3 was dubbed | 3 is, set |
| 4 was made | 4 were directed |
| 5 was chosen | 5 was based |
| 6 was nominated | 6 was, introduced |
| 7 was played | 7 has, been nominated |
| 8 is set | 8 was composed |

**EXTRA CHALLENGE** Get Sts to write some more quiz questions of their own.

## 6B Who do you think they might be?

### A pairwork activity

Sts have to match some people to their professions. Copy one worksheet per pair.

**LANGUAGE**

Modals of deduction

*He / She can't be… He / She might be… He / She must be…*

*She might be in her 30s.*

- Hand out the worksheets.
- Go through the list of jobs in **a** and make sure that Sts can remember the meaning of all of them. Then focus on the photos. Tell Sts that they are all real people who do one of these jobs. Sts work on their own and think about who might do which job.
- Put Sts in pairs. Focus on **b** and photo 1 (Lisa Nandy). Get Sts to give you a sentence about her, e.g., *She might be in her 30s. She could like sports*. Then Sts work together to make sentences about each person.
- Monitor and encourage them to use *He / She can't be / might be / must be*, etc.
- Focus on **c**, and ask Sts to make a final decision for each person.
- Elicit opinions and then give Sts the answers. Get feedback to see who got the most correct answers.

**EXTRA SUPPORT** You could write *We think he / she must be…* on the board.

**ANSWERS**

1 Lisa Nandy is a British **politician**. She was first elected in 2010.
2 Richard Ward is an award-winning **hair stylist** to royals and celebrities.
3 Sheku Kanneh-Mason is a **musician** and plays the cello. He won the BBC's Young Musician of the Year award in 2016.
4 Katie Taylor is an Irish **boxer**. In 2019, she became the undisputed world champion and held all four major world titles.
5 Hannah Fry is a **mathematician** and professor at University College London. She's also a TV and radio presenter and an author of a number of books.
6 Gregory Pardlo is an American **poet**, who won the 2015 Pulitzer Prize for Poetry.
7 Jessamyn Stanley is a **yoga teacher** who works to make yoga available to everyone.
8 Jack Eyers is a British canoeist and **model**. He was also Mr. England in 2017.

## 7A Three in a row

A pairwork or group activity

Sts complete sentences using the first conditional to play three in a row. Copy one worksheet per pair or small group.

**LANGUAGE**

First conditional and future time clauses + *when*, *until*, etc.

*I won't move until I get a promotion.*

*If I see Mark, I'll tell him.*

- Put Sts in pairs or small groups. Give each person in a pair, or each group, a symbol X or O.
- Hand out the worksheets. Tell Sts that they are going to take turns choosing a square and completing the sentences in the grids. If they complete it correctly so it makes sense, they can write their symbol in the square. The goal is to get three in a row.
- Set a time limit. Sts play using all the grids until the time is up. Monitor to make sure that the game is being played correctly and to make the final judgement on Sts' sentences.
- Tell Sts to use a pencil to write the symbols, so they can reuse the grids if they finish quickly.

**POSSIBLE ANSWERS**

**Grid 1**

I won't move until I find somewhere else to live.
When I finish this course, I'll take an official exam.
You'll never get better at soccer unless you practice more.
If I see Mark, I'll tell him about the party.
Unless they get here quickly, they'll miss the start of the movie.
As soon as you finish your coffee, we'll go home.
He won't get that job if he doesn't do well at the interview.
After he gets here, we'll have supper.
Send me a text when you get home.

**Grid 2**

I'll be at work until I finish this project.
Unless you work really hard, you won't get a good grade.
I'll call her as soon as I know the results.
If you don't stop looking at your phone, I'll leave.
After we have dinner, we'll go for a walk.
Tell her to send me an email when she finishes.
I won't buy a new laptop unless my laptop breaks.
As soon as I get home this evening, we'll sit down and talk.
If you don't pick me up after class, I'll get a taxi.

**Grid 3**

After we choose where to go on vacation, I'll book the hotel.
If we don't hurry, we'll miss our train.
We'll look at other hotels before we book one.
You won't pass that exam unless you study hard this week.
They'll lend us the money as soon as we give them the paperwork.
Give him my phone number if he asks for it.
I'll probably go shopping after we go to the movies / movie theater.
If Sally doesn't come soon, we'll go without her.
I won't leave until he's asleep.

## 7B If you had to choose…

A pairwork or group activity

Sts ask questions about preferences. Sts have to say which alternative they would prefer and why. Copy one worksheet per pair or small group.

**LANGUAGE**

Second conditional

*I'd prefer to have a vacation house on the coast, because if I had a house in the mountains, I'd miss the ocean.*

- Put Sts in pairs or small groups and hand out the worksheets.
- Demonstrate the activity by getting a student to ask you one of the questions. Answer in as much detail as possible. Sts then continue either asking their partner the question or asking all the people in the group. Tell the other student(s) to return the questions using *What about you?*
- While Sts are talking, go around and monitor, correcting any mistakes with conditionals.
- Get feedback from a few pairs or groups.

## 8A I think…

A pairwork activity

Sts complete sentences by guessing real information about their partner. Copy one worksheet per pair and cut into **A** and **B**.

**LANGUAGE**

Gerunds and infinitives

*When you go on vacation, you love swimming in the ocean.*

- Demonstrate the activity by writing on the board: *When you go on vacation, you love…* Elicit that Sts need to continue with a gerund. Then tell Sts to guess what you love doing on vacation. Elicit answers and then tell the class what you really love doing.
- Put Sts in pairs, **A** and **B**, ideally face-to-face, and hand out the worksheets. **They must not look at what their partner writes**. Tell them to complete the sentences, trying to guess how their partner would complete each sentence. Point out that many of the sentence stems could be completed with a noun, but Sts **must** complete them with a verb or verb phrase in either the gerund or the infinitive. Monitor and check that Sts are using gerunds and infinitives correctly.
- When they are ready, Sts take turns reading their completed sentences to their partner, who tells them if they have guessed correctly or not. Encourage them to react by contradicting what their partner has said, and then giving the real answer if their guess is wrong, e.g., *No, I don't. I hate sunbathing! But I love walking / reading*, etc.
- Get feedback from various pairs and find out who, in each pair, had more correct guesses.

**EXTRA IDEA** If you want to give more practice, get Sts to repeat the activity by changing roles **A** and **B** as well as partners.

## 8B I want to speak to the manager

A pairwork role-play activity

Sts role-play different situations. Copy one worksheet per pair and cut into **A** and **B**.

**LANGUAGE**

Reported speech

*I asked the salesperson if they would exchange it.*

*He said (that) there were no more in my size.*

- Put Sts in pairs, **A** and **B**, and hand out the worksheets. Tell them they are going to role-play two situations. Tell them to read the first situation and prepare the information they will need, including what the person they spoke to told them. Give Sts time to do this and encourage them to write notes if they need to.
- Sts then role-play the first situation. Monitor to make sure Sts are doing the activity properly.
- When they have finished the first role-play, tell them to repeat the process for the second situation.
- Get feedback to find out who succeeded in their aims for the role-play.

**EXTRA SUPPORT** If you have an odd number of Sts, they can help **A** or **B** with the complaint. Pairing strong and weaker Sts for this would work well.

## 9A Sentence race

A pairwork or group activity

Sts complete sentences using the third conditional. Copy one worksheet per pair or small group.

**LANGUAGE**

Third conditional

*If I'd known you were coming, I'd have cooked dinner.*

- Put Sts in pairs or small groups and hand out the worksheets.
- Set a time limit, e.g., ten minutes, and tell Sts they have to complete as many sentences as possible in this time. Stress that the sentences must be grammatically correct and make sense. Demonstrate the activity with the first sentence if necessary. Monitor and help.
- Stop the activity when time is up, and elicit sentences from different pairs / groups. The pair / group with the most correct sentences is the winner of the race.

**POSSIBLE ANSWERS**

1 We wouldn't have been late if you hadn't overslept.
2 You would have slept better if you hadn't watched TV until really late.
3 If you'd told me you were vegan, I wouldn't have cooked fish.
4 We would have seen the movie if we had gotten to the movie theater on time.
5 If I'd had more money, I would have bought a better phone.
6 We would have picked you up at the airport if we'd known when your flight arrived.
7 If I hadn't lost my wallet, I wouldn't have had to cancel my cards.
8 If we'd missed our train, we would have called you.
9 We wouldn't have gone to that hotel if we'd read the reviews.
10 If our team had played better, we would have won.
11 If you'd used Google Maps, you wouldn't have gotten lost.
12 I wouldn't have lent you that money if I'd needed it.
13 If you hadn't left the door open, the cat wouldn't have gotten out.
14 We would have bought that house if the bank had given us a mortgage.
15 If I'd known you were coming, I would have made a cake.
16 If you hadn't reminded me of the appointment, I would have missed it.
17 We wouldn't have been able to buy the car if we hadn't asked my parents for a loan.
18 I would have left a tip at the restaurant if the server hadn't been so unpleasant.

## 9B True or not?

A pairwork activity

Sts read sentences and then say if they are true for them or not, providing more information. Copy one worksheet per pair.

**LANGUAGE**

Quantifiers

*It's too far for me to walk to school. I usually get the bus.*

- Put Sts in pairs and hand out the worksheets. Tell Sts to read the sentences and say if they are true for them or not. Demonstrate the activity if necessary. Read out the first sentence on the worksheet, *I usually drink plenty of water*. Say if it's true for you and give some extra information (*I don't really drink much water because I prefer other drinks, like tea or soda.*).
- Monitor to make sure Sts are doing the activity correctly. Encourage them to give more information.
- Get some feedback from various pairs.

## 10A Relative clauses quiz

A pairwork quiz

Sts complete questions using relative pronouns and then ask a partner the questions. Copy one worksheet per pair and cut into **A** and **B**.

**LANGUAGE**

Relative pronouns

*Can you tell me the sport that is played at Wimbledon?*

- Put Sts in pairs, **A** and **B**, and hand out the worksheets.
- Focus on **a** and give Sts time to complete the questions with a relative pronoun.
- When all Sts have completed their questions, check answers either orally or by writing the pronouns on the board.

**ANSWERS**

A **Sports** 1 that / which, 2 that / which; **Art and literature** 1 who, 2 whose; **Movies and TV** 1 who, 2 where; **Geography** 1 that / which, 2 where; **Technology** 1 whose, 2 where

B **Sports** 1 where, 2 whose; **Art and literature** 1 whose, 2 who; **Movies and TV** 1 where, 2 who; **Geography** 1 where, 2 that / which; **Technology** 1 where, 2 that / which

- Sts sit face-to-face if possible.
- Focus on **b**. Explain that first Sts must ask their partner the question without giving the three alternative answers. If their partner gets it right, they get three points. If they get it wrong, then they should give the three alternatives. If their partner chooses the correct option (the one in **bold**), they get one point.
- When Sts have finished, ask each pair who got more points.

**EXTRA CHALLENGE** Get Sts to write some more quiz questions of their own.

## 10B Four little mysteries

A pairwork activity

Sts read the mysteries and try to solve them. Copy one worksheet per pair.

**LANGUAGE**

Crime vocabulary

- Put Sts in pairs and hand out the worksheets. Explain that they're going to solve some mysteries. Give Sts time to read the four stories and answer the questions.
- Monitor and help if necessary.
- Elicit ideas from various pairs and then give the correct answers.

**ANSWERS**

1 They knew Sean was lying because he said he saw "a guy come up behind him," but the victim was shot in the stomach.
2 It was the maid. She said she was getting the mail, but there is no delivery on Sunday.
3 The server had told him she served him on their only plain plate. When she brought his "new plate of food," it was on the same plate.
4 The assistant reminded the businesswoman that her key was safely locked inside the mailbox that it unlocks. After all, she mailed it there.

**EXTRA CHALLENGE** Get Sts to write their own mysteries.

## Review

A pairwork activity

Sts ask each other questions about key vocabulary areas, using a range of tenses and verb forms from the Student Book. This could either be used as a final "pre-test" review or as an oral exam. Copy and cut up one set of cards per pair.

**LANGUAGE**

Grammar and vocabulary of the book

*I've known Joe for 12 years.*

- Put Sts in pairs. Give each pair a set of cards face down. Sts take turns picking up the top card and talk to their partner about the topic on the card, using the prompts.
- Tell Sts to keep their cards and then, if there is time, to exchange cards with their partner.
- Encourage Sts to ask follow-up questions.
- Monitor, help, and correct if necessary.

**NON-CUT ALTERNATIVE** Make one copy per pair. Give Sts a few moments to read through the cards. Sts **A** choose a number for Sts **B**, who then talk about what's on the card for that number. Sts continue taking turns choosing a topic for their partner to talk about.

# COMMUNICATIVE Getting to know you

## Student A instructions

**a** Read your instructions and write your answers in the correct place in the chart.

In the star, write your first name and last name.
In square 1, write the year you started learning English.
In circle 2, write two things you really like doing when you have some free time.
In square 3, write the number of the month when you were born (e.g., October = 10).
In circle 4, write the name of a famous person you admire.
In square 5, write the name of the last movie you saw at home or in a movie theater.
In circle 6, write the name of the most beautiful place you've ever been to.
In square 7, write the names of two sports you think are really boring (or interesting) to watch.
In circle 8, write the name of the person you get along with best in your family.
In square 9, write the name of a famous group or singer you really like (or don't like).
In circle 10, write the name of a TV show you often watch.

**b** Exchange charts with **B**. Ask **B** to explain the information in their chart. Try to find out as much as you can.

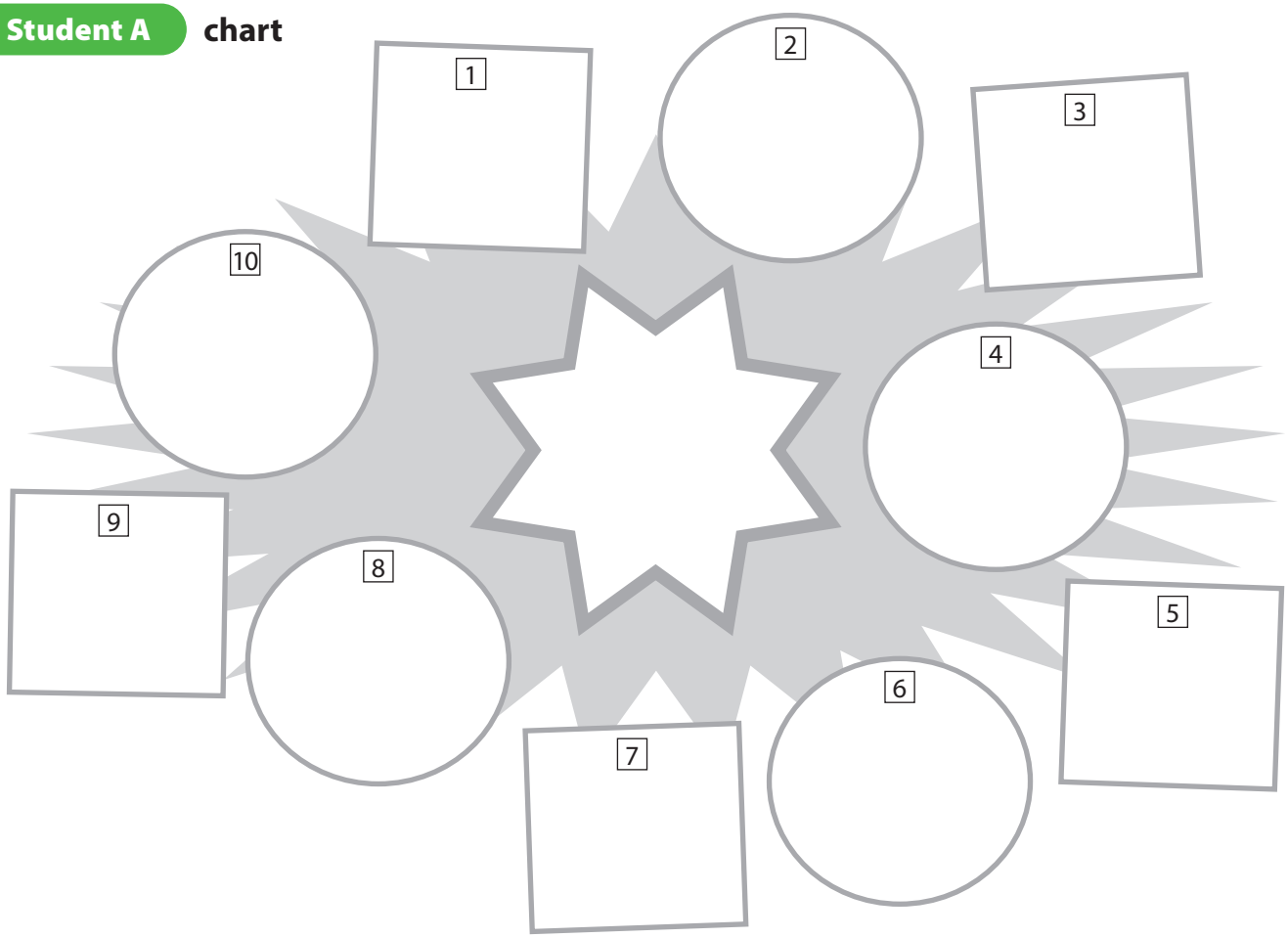
*Why did you write "3"?* *Because it's how many brothers and sisters I have.*

*What are their names?*

**c** Explain your answers to **B**.

---

## Student A chart






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## Student B instructions

**a** Read your instructions and write your answers in the correct place in the chart.

In the star, write your first name and last name.
In square 1, write the number of brothers and sisters you have.
In circle 2, write two things you don't like doing on weekends.
In square 3, write the number of the house or apartment where you live.
In circle 4, write the name of a really good friend.
In square 5, write the name of the place where you spent your last vacation.
In circle 6, write the name of a place you'd like to visit.
In square 7, write the name of a subject you really loved (or love) at school.
In circle 8, write the name of two kinds of music you really like.
In square 9, write an animal you have or would like to have as a pet.
In circle 10, write the name of a TV personality you really like (or don't like).

**b** Exchange charts with **A**. Ask **A** to explain the information in their chart. Try to find out as much as you can.

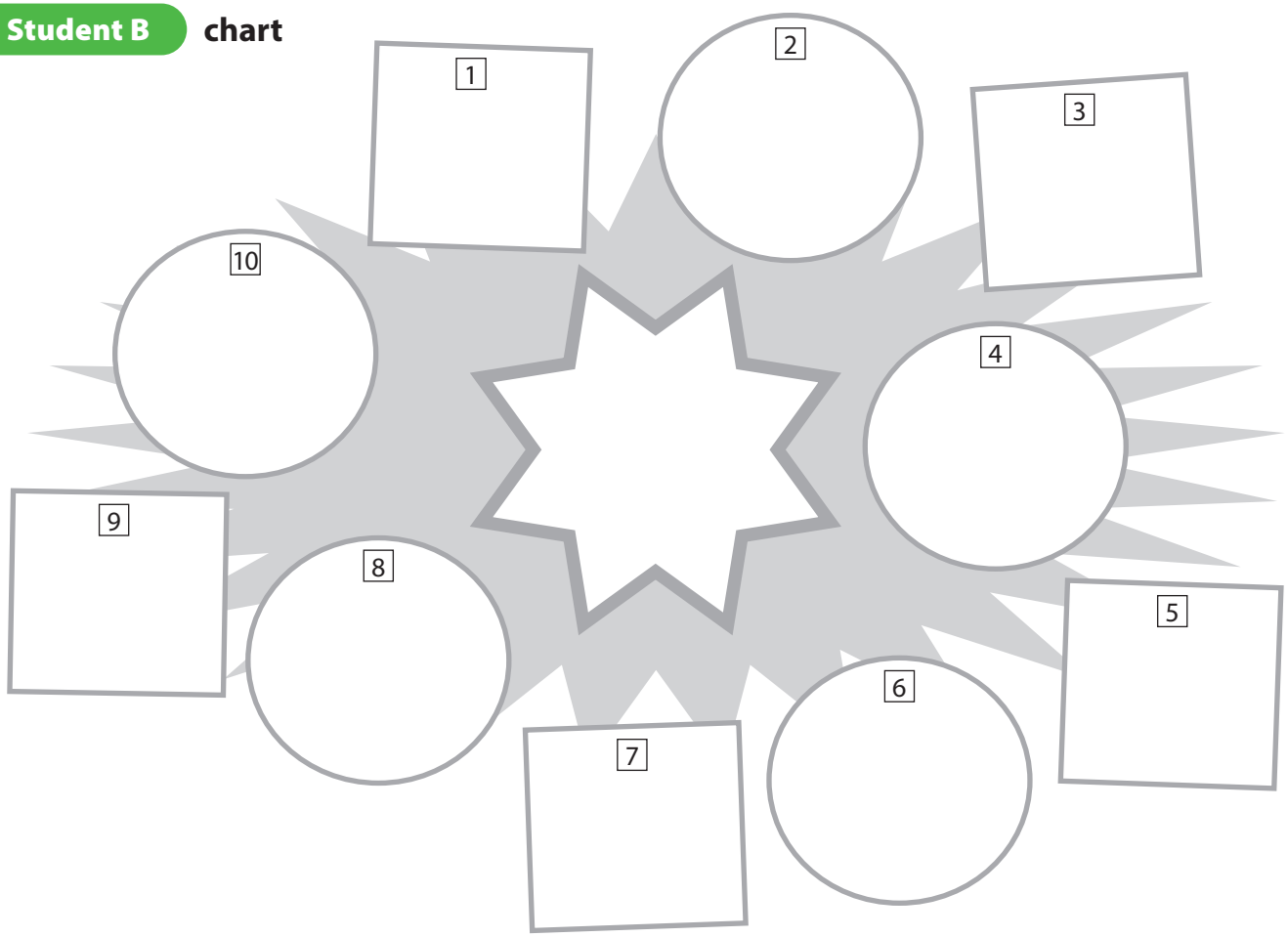
*Why did you write "Sebastian"?* *Because it's the name of the person I get along with best in my family.*

*Who is Sebastian?*

**c** Explain your answers to **A**.

---

## Student B chart



# 1A COMMUNICATIVE Describing a photo

## Student A



a Look at your photo for one minute. Describe it to **B**.

b Listen to **B**'s description.

c Look at both photos together. Is **B**'s like you imagined?

d Answer these questions with your partner.

1 Do you prefer a home-cooked meal or restaurant food? Why?
2 Do you think children should learn how to cook? At what age? Why?
3 When you want to celebrate something, do you go out, or do you cook? Why?
4 What's your favorite restaurant? What things do you like about it?
5 Do you enjoy cooking, or do you hate it? Why? What's the most complicated dish you can make?
6 When was the last time you ate out? What did you have?

---

## Student B



a Look at your photo for one minute. Now listen to **A**'s description.

b Describe your photo to **A**.

c Look at both photos together. Is **A**'s like you imagined?

d Answer these questions with your partner.

1 Do you prefer a home-cooked meal or restaurant food? Why?
2 Do you think children should learn how to cook? At what age? Why?
3 When you want to celebrate something, do you go out, or do you cook? Why?
4 What's your favorite restaurant? What things do you like about it?
5 Do you enjoy cooking, or do you hate it? Why? What's the most complicated dish you can make?
6 When was the last time you ate out? What did you have?



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## 1B COMMUNICATIVE Who is it?

a parent
your best friend
your boyfriend / girlfriend
a stepmother / stepfather
a brother / sister
a nephew / niece
a work colleague
your husband / wife
a grandparent

Person's first name _____

**1 Family**

Where / born?

Where / live?

Who / live with?

**2 Occupation / Studies**

What / do?

Where / work or study?

How long / worked (or studied) there?

/ like / job or studies? Why (not)?

**3 Appearance and personality**

What / look like?

What kind / clothes / wear?

What / like?

What / best and worst quality?

**4 Interests**

What / like doing in / free time?

/ exercise or play any sports? Which?

What kind / music / like?

/ speak foreign languages? Which?

**5 Your relationship with this person**

How long / you known him (or her)?

How often / see each other?

/ get along well?

What / have in common?

What / do together?

When / you / see him (or her) next?

Do you think / know him (or her) / ten years?

**a** You're going to tell your partner about someone in your family, or someone you know very well. Look at the question prompts in the chart and think of your answers to the questions.

**b** **Student A:** Ask **B** about their person. Use the questions in the chart, but ask for more information, too. Try to guess who the person is: a parent, their boyfriend or girlfriend, their best friend, a work colleague, etc.
**Student B:** Answer **A**'s questions. Give as much information as possible about them, but don't tell **A** who they are.

**c** Change roles.

# 2A COMMUNICATIVE Are you a saver or a spender?



**1 Do you usually have cash in your wallet?**

**a** No, I always use my debit card. It's so easy now with contactless payments; I can even pay for things with my phone.
**b** A little, yes. I've been in situations where I needed money and couldn't use my cards.
**c** Always. I don't like paying with cards; it's much harder to know how much you've spent.



**2 You've seen something you really love in a store, but it's expensive. What do you do?**

**a** I buy it without thinking about where I'll get the money for it.
**b** I use some of the money I've saved and I buy it.
**c** I go home and see if I can find it on the internet for less money. If I can't, I don't buy it.



**3 If you won or inherited money, what would you spend it on?**

**a** I would spend it all on things I want, including gifts for others.
**b** I would spend some of the money and I would put the rest in the bank.
**c** I would think of ways to invest it to get as much interest as possible.



**4 What do you want your money situation to be in the future?**

**a** I don't really know. I never think about money.
**b** I want to have enough money to live on and make sure that I can buy whatever I want.
**c** I don't want to have to worry about money when I'm older, so I'm saving now.



**5 What's your attitude to saving money?**

**a** I think saving money is a bad idea. It's better to spend it now!
**b** I know I should save money, but I haven't always found saving easy. I do try, though!
**c** I save money without thinking about it. I am regular and consistent about it.



**6 Have you ever borrowed money from friends or family?**

**a** I've borrowed money often. I think it's good to ask for help when you need it.
**b** I try not to borrow money because it's easy to forget to pay it back. I hate owing people money.
**c** I hardly ever borrow money, because I always have enough saved for emergencies.



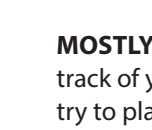
**7 How do you feel about lending money?**

**a** I'm pretty generous and don't worry too much about getting it back.
**b** I try never to lend money, especially to friends or family. It's always ended badly for me.
**c** I don't mind lending money at a good interest rate, if I get repaid on time.



**8 Have you ever had a credit card?**

**a** I use credit cards a lot. I never have enough money to pay for everything I want.
**b** Yes, I think they're really useful. I don't like being in debt, but if I can pay it back quickly, it's OK.
**c** I don't like using credit cards, so I don't have one. I prefer paying by debit card or with cash.



**9 When would you apply for a bank loan?**

**a** If I wanted to go on vacation, or to buy something I really wanted.
**b** If there was a real emergency.
**c** If I had the chance to invest in a business, or some other investment opportunity, as long as it was safe.

**MOSTLY a** – You're a SPENDER! You enjoy spending money and having new things. You aren't very good at keeping track of your money, or saving. You're probably very generous and like giving gifts to other people. You should probably try to plan a bit more for the future. Try saving a small amount every week and put it in a bank account. You'll see results in no time!

**MOSTLY b** – You're not a spender or a saver, you're somewhere in the middle! You know that saving is important and you do what you can to make sure you save money, but you don't spend too much time thinking about it. You don't have a problem spending money on vacations or things that you think are important, but maybe you're also afraid of taking risks with money.

**MOSTLY c** – You're a SAVER! You know exactly how much money you have in your bank account and you're very careful with how you spend it. You want to make sure you have money for emergencies and in the future. You may know a lot about investments and which banks give you a good deal. Sometimes, though, it's nice to spend money on gifts or vacation. You can afford them!



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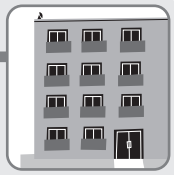
# 2B COMMUNICATIVE How long have you been…?

## OCCUPATION



Where do you work or study?
**How long / work or study there?**
Do you enjoy your work or studies? Why (not)?
What do you like most about your job or studies?

## HOUSE



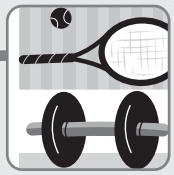
Do you live in a house or in an apartment?
**How long / live there?**
What's it like?
Would you like to move somewhere else? Where to?

## INTERESTS



Do you have a special hobby? What is it?
**How long / do it?**
Where do you do it?
Do you need any special equipment?
Do you do it alone, or with other people?

## SPORTS



Do you exercise or play a sport? What is it?
**How long / do it?**
Who do you do it with?
How often do you do it?
What do you like about it?

## VACATIONS



Is there a place you often go to on vacation?
**How long / go there?**
What's special about this place?
Who do you usually go there with?

## SOCIAL MEDIA



What kind of social media do you use?
**How long / use it (or them)?**
What do you like doing or sharing on social media?
How much time do you spend on social media sites or apps?

## GIVING




Do you give money to a charity, e.g., UNICEF, Greenpeace, Care…?
**How long / help them?**
Have you ever done volunteer work? Did you enjoy it?
Would you consider volunteering for a charity? For what kind?

## TV



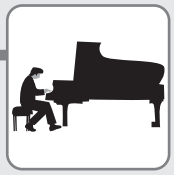
Is there a TV (or online) show or series you regularly watch?
**How long / watch it?**
What's your favorite thing about it?
Have you recommended it to any of your friends / family?

## MEETING FRIENDS



Is there a special place (café, restaurant) where you meet up with your friends?
**How long / meet there?**
Where is it?
What's special about it?

## LEARNING



Are you learning anything new right now?
**How long / learn it?**
Why did you start learning it?
Do you enjoy it? Why (not)?

# 3A COMMUNICATIVE Questionnaire

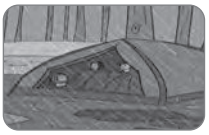
## Student A

**a** Complete the questions with a comparative or superlative form of the word in parentheses.




### English

1 Which do you think is _____ to learn, your own language or English? (hard)
2 What's _____ thing about studying English? (difficult)



### Traveling

1 What's _____ vacation you've ever had? (bad)
2 Which do you use _____, public transportation or a car? (often)



### Your life

1 During a typical day, are you _____ in the morning or in the afternoon? (active)
2 What's your _____ habit? (unhealthy)



### Friends and family

1 Who's _____ person in your family? (good-looking)
2 Who in your family are you _____ to? (close)



### Technology

1 If you have a technical problem, who's _____ person you know to help you? (good)
2 Which do you think is _____, a laptop or a tablet? (practical)

**b** Ask **B** your questions. Ask for more information.

---

## Student B

**a** Complete the questions with a comparative or superlative form of the word in parentheses.



### English

1 Apart from English, what do you think is _____ foreign language to learn? (useful)
2 Do you find listening is _____ than speaking? (easy)



### Traveling

1 What's _____ trip you've ever been on? (long)
2 Do you think traveling alone is _____ than traveling with friends or family? (enjoyable)



### Your life

1 Which part of the day is _____ for you? (relaxing)
2 Do you eat _____ now than in the past? (healthily)



### Friends and family

1 What's your _____ friend like? (good)
2 Who's _____ English speaker in your family? (fluent)



### Technology

1 Which do you replace _____, your phone or your laptop / tablet? (often)
2 What's _____ gadget you've ever bought? (expensive)

**b** Ask **A** your questions. Ask for more information.


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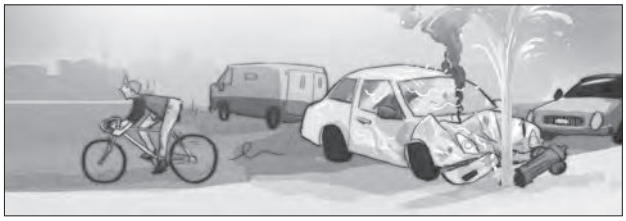
## 3B COMMUNICATIVE Generally speaking



Couples who have similar interests are more likely to stay together.



People who spend a lot of time on social media have no social skills.



Cyclists should pass a test before riding a bike.



Vegetarians are healthier than people who eat meat.



Young people today have easier lives than their parents.



Exercise is only good for you if it hurts.



School friends are for life.




Brothers and sisters don't usually get along well.




Designer clothes are a waste of money.



People who have a sports car are usually fast, aggressive drivers.




Food that tastes good is usually bad for you.



Cats make the best pets.

# 4A COMMUNICATIVE Me and my opinions

## Student A

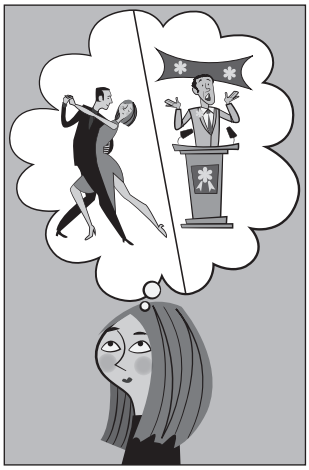
**a** Complete the sentences to make them true for you.

### ABOUT ME

1 I like people who can _____.
2 My main reason for learning English is that I want to be able to _____.
3 I've always wanted to be able to _____.
4 I can _____ well because I've practiced a lot.

### MY OPINIONS

1 A politician should be able to _____.
2 In a relationship, it's important to be able to _____.
3 In the future, people will be able to _____ much better.
4 If you want to improve your English, you can _____.



**b** Read your **ABOUT ME** sentences to **B**. Ask *What about you?* after each sentence. Then listen to **B**'s **ABOUT ME** sentences and tell them about you.

**c** Read your **MY OPINIONS** sentences to **B**. Do they agree? Then listen to their **MY OPINIONS**. Do you agree? Give your reasons.

---

## Student B

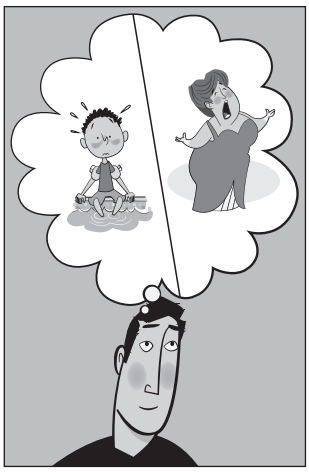
**a** Complete the sentences to make them true for you.

### ABOUT ME

1 I couldn't _____ when I was little.
2 I can _____ in English, but I can't _____.
3 I get stressed when I can't _____.
4 When I finish this course, I want to be able to _____.

### MY OPINIONS

1 Teenagers should be able to _____.
2 Humans will never be able to _____.
3 I admire people who can _____.
4 To be successful in life, you have to be able to _____.



**b** Listen to **A**'s **ABOUT ME** sentences and tell them about you. Then read your **ABOUT ME** sentences to **A**. Ask *What about you?* after each sentence.

**c** Listen to **A**'s **MY OPINIONS** sentences. Do you agree? Give your reasons. Then read your **MY OPINIONS** sentences to **A**. Do they agree?


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# 4B COMMUNICATIVE Tell us about…



# 5A COMMUNICATIVE Marathon cheats

## Student A

a Read the story.

b Now answer these questions.

1 What is the Comrades Marathon?

2 What happened on June 16, 1999?

3 Why did Nick Bester complain?

4 What was wrong with the photos of Sergio?

5 Why were the brothers disqualified?

c Cover the text and look at your questions and answers. Tell **B** your story.

d Now listen to **B**'s story.

### Seeing double




The Comrades Marathon is an ultramarathon in which people run 55 miles. It takes place in South Africa and it's the oldest and most famous ultramarathon. People who run it can win a lot of money, so a lot of people compete every year. On June 16, 1999, a young man called Sergio Motsoeneng finished ninth and he got $1,000 prize money. But Nick Bester, who finished in 15th place, said that he hadn't seen Sergio pass him. The officials checked that Sergio had been at all the stops and lots of people had seen him. It seemed that everything was OK, until a newspaper published two photos of Sergio. In the first photo, Sergio was wearing a yellow watch on his left wrist, but in the second photo he was wearing a pink watch on his right wrist. His legs looked different, too. Sergio had gone to a bathroom after 45 minutes of running and changed places with his brother, Fika, who was waiting for him inside. They had changed places several times during the marathon. Both brothers were disqualified.

## Student B

a Read the story.

b Now answer these questions.

1 What happened on October 10, 2011?

2 Why were the other runners surprised?

3 What did the organizers think was suspicious?

4 What did Rob Sloan confess?

5 Why was Steve Cairns angry?

c Listen to **A**'s story.

d Now cover the text and look at your questions and answers. Tell **A** your story.

### The bus ride

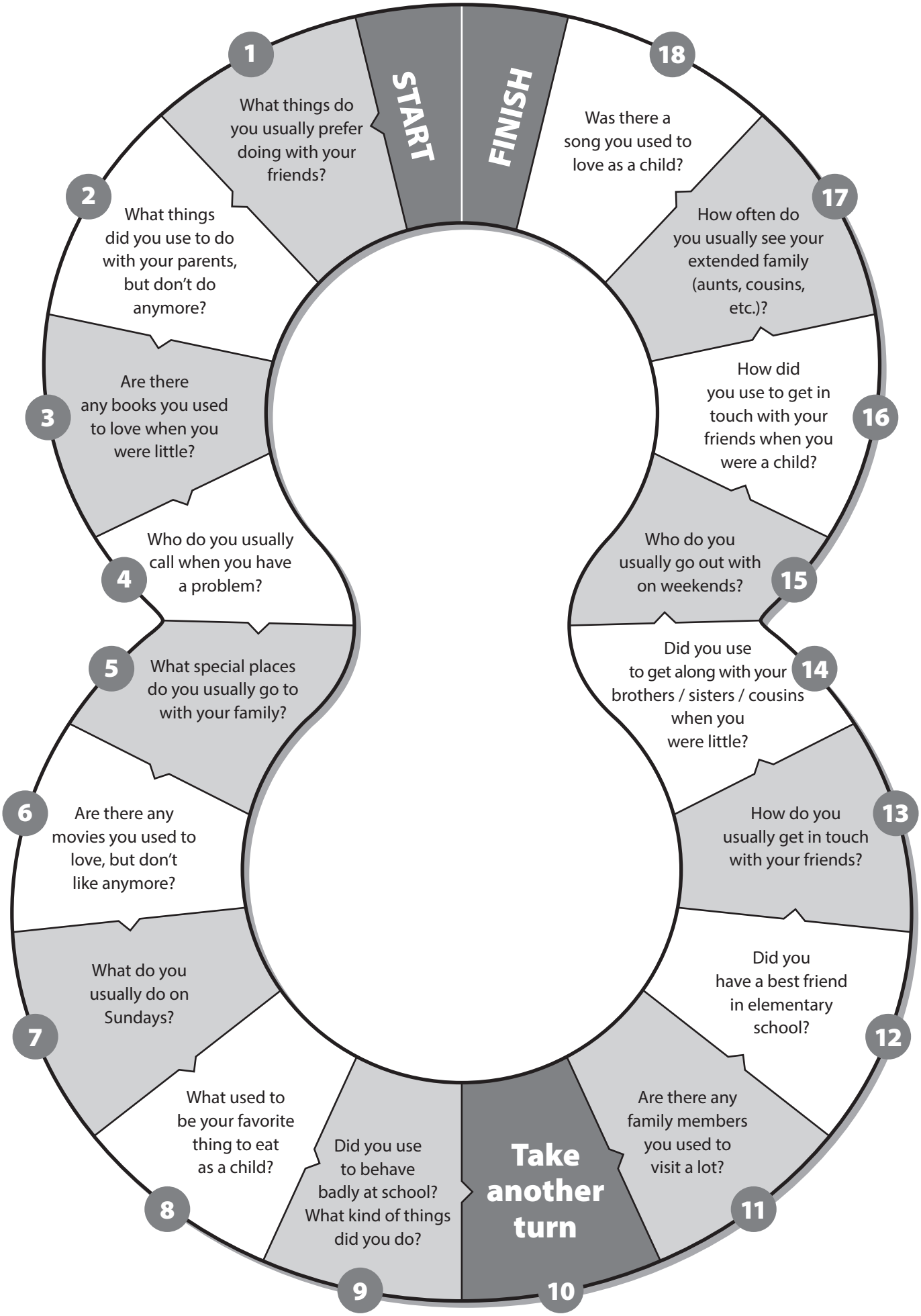



On October 10, 2011, Rob Sloan won third place at the Kielder Marathon. He completed the 26.2 mile race in an impressive time of 2 hours and 51 minutes. The other runners were surprised because they didn't remember seeing Rob pass them, especially Steve Cairns, who had finished in fourth place. When they asked Rob, he was very angry and said that he had run the whole marathon. The organizers checked the times and realized that Rob had run the second half of the marathon quicker than the first half. This was really suspicious. Some spectators also said that they had seen Rob get off a bus near the finish line. Rob confessed that he had decided to leave the race after 20 miles, because he was feeling very tired. But then he had seen a bus that was taking tourists to the finish line and got on it. He then jumped out of the crowd near the finish line and ran the final section of the marathon. The marathon organizers took his medal away and gave it to Steve Cairns, the real third place winner. Steve Cairns was still really angry, because he felt that Rob Sloan had stolen his moment of glory.





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START
1
What things do you usually prefer doing with your friends?
2
What things did you use to do with your parents, but don't do anymore?
3
Are there any books you used to love when you were little?
4
Who do you usually call when you have a problem?
5
What special places do you usually go to with your family?
6
Are there any movies you used to love, but don't like anymore?
7
What do you usually do on Sundays?
8
What used to be your favorite thing to eat as a child?
9
Did you use to behave badly at school? What kind of things did you do?
Take another turn
10
Are there any family members you used to visit a lot?
11
Did you have a best friend in elementary school?
12
How do you usually get in touch with your friends?
13
Did you use to get along with your brothers / sisters / cousins when you were little?
14
Who do you usually go out with on weekends?
15
How did you use to get in touch with your friends when you were a child?
16
How often do you usually see your extended family (aunts, cousins, etc.)?
17
Was there a song you used to love as a child?
18
FINISH

# 6A COMMUNICATIVE Movie quiz

## Student A

1 Which of these movies _____ (direct) by Steven Spielberg?
a *Jurassic World* b *The Return of the Jedi*
**c *Indiana Jones and the Last Crusade***

2 Which of these movies _____ (base) on a true event?
**a *Battle of the Sexes*** b *Murder on the Orient Express* c *La La Land*

3 Which movie had a character that _____ (dub) in Chinese by the actor Jackie Chan?
**a *Mulan*** b *Hercules* c *Toy Story*

4 Which of these movies _____ (make) in 3D?
a *Star Wars: The Force Awakens* **b *X-Men: Apocalypse*** c *Doctor Strange*

5 Which actress _____ (choose) to play Ariel in the 2023 movie *The Little Mermaid*?
a Emma Stone b Lupita Nyong'o **c Halle Bailey**

6 Which animated movie _____ (nominate) for an Oscar for Best Picture?
**a *Toy Story 3*** b *Tarzan* c *Aladdin*

7 Which famous person _____ (play) by Tom Hanks in *Saving Mr. Banks*?
a John McEnroe **b Walt Disney** c Bill Clinton

8 Which of these movies _____ (set) in the future?
a *Star Wars* **b *Star Trek*** c *E.T. – The Extra-Terrestrial*

## Student B

1 Which series of books _____ the movie *Fantastic Beasts and Where to Find Them* _____ (base) on?
**a *Harry Potter*** b *Lord of the Rings* c *The Hunger Games*

2 Which of these movies _____ (shoot) in London?
**a *Paddington*** b *Braveheart* c *Deadpool*

3 Which historical period _____ the movie *Dunkirk* _____ (set) in?
a World War I **b World War II** c The Napoleonic Wars

4 How many of the Star Wars movies _____ (direct) by George Lucas?
a 2 b 3 **c 4**

5 Which of these movies _____ (base) on a novel by Stephen King?
a *Friday the 13th* **b *It*** c *The Exorcist*

6 In what year _____ the Oscar for Best Special Effects _____ (introduce)?
**a 1939** b 1949 c 1959

7 How many times _____ Meryl Streep _____ (nominate) for an Oscar?
a over 10 **b over 20** c over 30

8 Which movie's soundtrack _____ (composed) by Hans Zimmer?
a *Rogue One* **b *Dune*** c *Avatar*



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# 6B COMMUNICATIVE Who do you think they might be?




**a** Look at the people in the photos and the list of jobs below. Each person does one of the jobs from the list. Individually, think about which person might do which job.

boxer hair stylist mathematician model musician poet politician yoga teacher

**b** Work with a partner. Look at the ideas below and make sentences about each person using *must / might / could / may,* and *can't*.

- be in their 20s, 30s, etc.
- love music, sports, math, poetry, politics, numbers, fashion, teaching

*The woman in photo 1 might / could / may / can't…*

**c** With your partner, make a final choice for each person. Use *He / She must be…* and say why. Your teacher will give you the answers.

*She must be a…because…*

# 7A COMMUNICATIVE Three in a row

**1**

| | | |
|---|---|---|
| I won't move until… | When I finish this course… | You'll never get better at soccer unless… |
| If I see Mark… | Unless they get here quickly… | As soon as you finish your coffee… |
| He won't get that job if… | After he gets here… | Send me a text when… |

**2**

| | | |
|---|---|---|
| I'll be at work until… | Unless you work really hard… | I'll call her as soon as… |
| If you don't stop looking at your phone… | After we have dinner… | Tell her to send me an email when… |
| I won't buy a new laptop unless… | As soon as I get home this evening… | If you don't pick me up after class… |

**3**

| | | |
|---|---|---|
| After we choose where to go on vacation… | If we don't hurry… | We'll look at other hotels before… |
| You won't pass that exam unless… | They'll lend us the money as soon as… | Give him my phone number if… |
| I'll probably go shopping after… | If Sally doesn't come soon… | I won't leave until… |





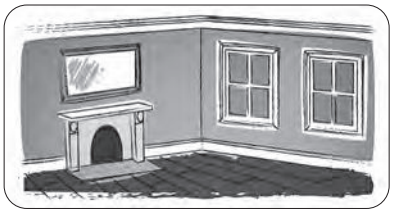
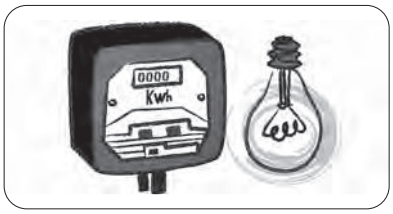
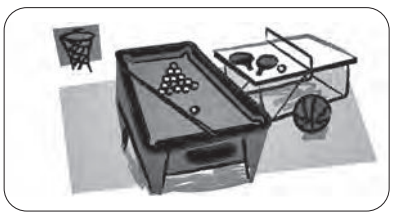
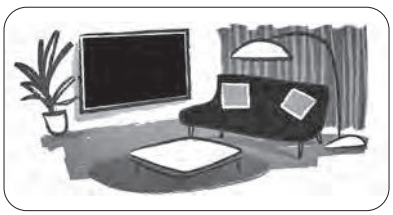
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## 7B COMMUNICATIVE If you had to choose…

Talk to a partner. Explain your answers.

*I'd prefer to live in a new apartment, because if I lived in an old apartment, I'd have to do a lot of work on it.*

### If you had to choose…

| | | |
|---|---|---|
|  | Would you prefer to live in a new apartment or in an old apartment that you could renovate yourself? |  |
|  | Would you prefer to have a vacation house on the coast or in the mountains? |  |
|  | Would you prefer to have a house with solar energy or a house with traditional electricity? |  |
|  | If you had space in your house, would you prefer to have a gym or a game room? |  |
|  | Would you prefer to live in a four-bedroom house in the country or a one-bedroom apartment downtown? |  |
|  | Would you prefer to live in a house next to an elementary school or next to a restaurant? |  |
|  | Would you prefer to live in a modern spacious apartment or in an old cozy house? |  |

# 8A COMMUNICATIVE I think…

## Student A

**a** Complete the sentences for your partner with a verb (phrase) in the gerund or infinitive.

1 When you go on vacation, you love _____.
2 When you were young, your parents didn't use to let you _____.
3 A job in the house you don't mind doing is _____.
4 You would like to learn _____.
5 You're not very good at _____.
6 When you're on your own, you enjoy _____.
7 When you leave the house in the morning, you never forget _____.
8 When you were younger, you wanted _____.
9 This evening, you'd like _____.
10 When you're with your friends, you spend a lot of time _____.



**b** Read your sentences to **B**. They will tell you if they are true or not.

*I think when you go on vacation, you love…*

---

## Student B

**a** Complete the sentences for your partner with a verb (phrase) in the gerund or infinitive.

1 On Sunday mornings, you really like _____.
2 You're really good at _____.
3 In class, you enjoy _____.
4 When you were a child, your parents used to make you _____.
5 This weekend, you're planning _____.
6 You're really looking forward to _____.
7 In the future, you hope _____.
8 Something that makes you feel good is _____.
9 On Saturdays, you hate _____.
10 You are learning English to _____.



**b** Read your sentences to **A**. They will tell you if they are true or not.

*I think on Sunday mornings, you really like…*





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# 8B COMMUNICATIVE I want to speak to the manager

## Student A

a Look at the situations. Spend a few minutes preparing what you're going to say.

**Situation 1**

**You're a customer in a clothing store.**

You bought something in a clothing store on sale yesterday (decide what) and there's a problem (decide what).

Go back to the store. You've spoken to a salesperson, but she didn't help you (decide what she said). **B** is the manager. You'd like to exchange your item for another identical one. If you can't, you'd like a refund. You should also complain about what the salesperson told you.



**Situation 2**

**You're the manager of a restaurant.**

Your normal chef is off this week and you have a temporary chef who is not very good. One of the servers has a problem with a customer, who would like to speak to you. When customers complain, you usually offer them a free drink or a coffee. If it's absolutely necessary, you might give a 10% discount on their check, but you would prefer not to. **B** is the customer.

b Role-play situation 1. You start.

*Excuse me, I bought…*

c Now role-play situation 2. **B** will start.

---

## Student B

a Look at the situations. Spend a few minutes preparing what you're going to say.

**Situation 1**

**You're the manager of a clothing store.**

**A** is a customer. They are going to come to you with a problem with something they bought on sale yesterday. **A** has spoken to a salesperson. You can't exchange **A**'s item for an identical one because there are no more in their size.

Try to persuade **A** to exchange it for something else, because you don't usually give refunds on sale items.



**Situation 2**

**You're a customer in a restaurant.**

You've just finished your meal (decide what you had) and you didn't enjoy it at all (decide what was wrong with it). You've complained to the server, but she didn't solve the problem (decide what she said). You've asked the server to call the manager. Try to get at least a 50% discount on your meal. You should also complain about what the server told you. **A** is the manager.

b Role-play situation 1. **A** will start.

c Now role-play situation 2. You start.

*Good evening. Are you the manager?*

# 9A COMMUNICATIVE Sentence race

1 We wouldn't have been late if _____ _____ _____.

2 You would have slept better if _____ _____ _____.

3 If you'd told me you were vegan, I _____ _____ _____.

4 We would have seen the movie if _____ _____ _____.

5 If I'd had more money, I _____ _____ _____.

6 We would have picked you up at the airport if _____ _____ _____.

7 If I hadn't lost my wallet, I _____ _____ _____.

8 If we'd missed our train, we _____ _____ _____.

9 We wouldn't have gone to that hotel if _____ _____ _____.

10 If our team had played better, _____ _____ _____.

11 If you'd used Google Maps, you _____ _____ _____.

12 I wouldn't have lent you that money if _____ _____ _____.

13 If you hadn't left the door open, _____ _____ _____.

14 We would have bought that house if _____ _____ _____.

15 If I'd known you were coming, I _____ _____ _____.

16 If you hadn't reminded me of the appointment, I _____ _____.

17 We wouldn't have been able to buy the car if we _____ _____.

18 I would have left a tip at the restaurant if _____ _____ _____.





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## 9B COMMUNICATIVE True or not?

Are these things true for you? Talk about them.

I usually drink plenty of water.

I have lots of apps on my phone that I never use.

I only have a few really close friends.

I should probably spend less time on my phone.

I take lots of selfies.

I always eat plenty of fruit and vegetables.

I spend very little time outdoors.

I think maybe I eat out too much.

I have plenty of different hobbies.

I post a lot of photos on social media sites.

I always have too many things to do on the weekend.

I spend lots of time with my family.

I have no time to do English homework in the evenings.

I eat very few sweet things, except on special occasions.

It's too far for me to walk to work / school.

I never wake up early enough during the week.

I don't have enough space in my room for all my things.

## Student A

### Can you tell me…?

**Sports**

1 the sport _____ is played at Wimbledon
**a** cricket **b** polo **c** **tennis**
2 the name of the item _____ is used as a ball in ice hockey
**a** ball **b** **puck** **c** disk

**Art and literature**

1 the name of the singer / songwriter _____ won the Nobel Prize for Literature in 2016
**a** Leonard Cohen **b** Ed Sheeran **c** **Bob Dylan**
2 the name of the artist _____ most famous work is the *Mona Lisa*
**a** Caravaggio **b** **Leonardo da Vinci**
**c** Michelangelo

**Movies and TV**

1 the name of the actor _____ plays Luke Skywalker in the Star Wars movies
**a** **Mark Hamill** **b** Harrison Ford **c** Alec Guinness
2 the city _____ Leonardo DiCaprio was born
**a** Florence **b** **Los Angeles** **c** Munich

**Geography**

1 the continent _____ has the largest population
**a** Africa **b** **Asia** **c** South America
2 the city _____ you can find the Spanish Steps
**a** Buenos Aires **b** Moscow **c** **Rome**

**Technology**

1 the name of the company _____ logo is a piece of fruit
**a** **Apple** **b** Cherry **c** Raspberry
2 the university _____ Facebook was invented
**a** **Harvard** **b** Stanford **c** Yale

**a** Complete the questions with *who*, *that*, *which*, *where*, or *whose*.

**b** Ask **B** the questions. (Begin with *Can you tell me…?*)

If **B** knows the answer, they get three points.

If **B** doesn't know the answer, give them the three options.

If **B** gets it right, they get one point.

## Student B

### Can you tell me…?

**Sports**

1 the name of the city _____ the 2024 Olympic Games took place
**a** **Paris** **b** London **c** Tokyo
2 the sports company _____ slogan is "Just Do It"
**a** Adidas **b** **Nike** **c** Reebok

**Art and literature**

1 the name of the artist _____ works of art include a can of soup
**a** David Hockney **b** Damien Hirst **c** **Andy Warhol**
2 the name of the author _____ wrote the James Bond books
**a** Raymond Chandler **b** **Ian Fleming**
**c** John Le Carré

**Movies and TV**

1 the planet _____ Superman comes from
**a** Arrakis **b** Galileo **c** **Krypton**
2 the name of the actress _____ is married to Javier Bardem
**a** **Penélope Cruz** **b** Cameron Diaz
**c** Salma Hayek

**Geography**

1 the European city _____ Greenpeace has its headquarters
**a** **Amsterdam** **b** Dublin **c** Stockholm
2 two countries _____ have a border with Brazil
**a** Ecuador and Peru **b** Chile and Paraguay
**c** **Argentina and Paraguay**

**Technology**

1 the country _____ Samsung is based
**a** Japan **b** **South Korea** **c** Vietnam
2 the country _____ produces the most copper
**a** Brazil **b** Canada **c** **Chile**

**a** Complete the questions with *who*, *that*, *which*, *where*, or *whose*.

**b** Ask **A** the questions. (Begin with *Can you tell me…?*)

If **A** knows the answer, they get three points.

If **A** doesn't know the answer, give them the three options.

If **A** gets it right, they get one point.





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## 10B COMMUNICATIVE Four little mysteries

Read the four mysteries. With your partner, try to answer the questions. Give your reasons.

### 1 Baggy suit

A crime happened on Fremont Street. The main suspect is a man named Sean Baker. A man had been walking along the street when somebody shot him in the stomach. The suspect had brown hair, blue eyes, and wore a baggy suit, just like Sean Baker's.

Sean was asked to tell the story right from the beginning. "Well," said Sean, "I was just hanging around the park when I saw this man walking along the street. Suddenly, a guy came up behind him and shot him! I ran home as fast as I could."

The police officers asked him to give a description of the murderer. Sean said, "He had a red mustache and red hair, and he was wearing a baggy Armani suit."

"I think this man is telling a lie," said one of the police officers. **How did he know?**

### 2 Sunday murder

A man was found murdered on Sunday morning. His wife immediately called the police. The police questioned the wife and staff and got these answers:

The wife said she was sleeping. The cook said she was preparing breakfast. The gardener said he was gathering vegetables. The maid said she was getting the mail.

The police instantly arrested the murderer. **Who did it and how did they know?**

### 3 There's an insect on my plate!

A man was eating in a restaurant. When his food came, his server told him that they had run out of their usual elegant dinner plates and had to serve his meal on their only plain plate. The man didn't mind, but there was an insect in his food. The server took it away and said she would bring him a new plate of food. When she came back, the man knew she had only thrown away the insect. **How did he know?**

### 4 You have mail

A businesswoman went away on a long business trip. Before she left, she asked her assistant to forward all of her mail. However, she forgot to give the assistant the key to her mailbox. When she realized her mistake, she mailed the key to her office, so the assistant could send her mail to her. But the assistant never did. The businesswoman got angry and called her office, planning to fire her assistant. However, the assistant was able to explain why she hadn't sent the mail. The businesswoman quickly realized her mistake and apologized. **What did the assistant say to make the businesswoman apologize?**

## 1 Food and cooking

**Talk for one minute about what and where you eat.**

- Do you think you have a healthy diet? Why (not)?
- Are you trying to cut down on anything right now?
- Do you prefer eating out or eating at home? Why?
- What's your favorite dish when you eat out?

## 2 Family and friends

**Describe a member of your family.**

- What does he / she look like?
- What is he / she like? (Give two positive and two negative characteristics.)
- In what ways are you similar or different?
- How well do you get along with this person?

## 3 Money

**Tell your partner about your attitude to money.**

- Are you careful with money? How?
- Do you usually leave tips in cafés, taxis, or restaurants? Why (not)?
- Is there anything you don't like spending money on? Why (not)?
- Do you think credit cards are a good thing? Why (not)?

## 4 Transportation

**Talk to your partner about transportation in your town.**

- What's your favorite form of transportation? Why?
- What's the best and worst way to get around your town / city?
- How do you get to the place where you work / study?
- If you could change one thing about transportation in your town, what would it be?

## 5 Sports

**Tell your partner about…**

- a sport you really like watching or playing.
- a sport you used to play and why you stopped.
- a team you support. How long have you been supporting them? Do you go and see them play?
- the sporting event you most remember.

## 6 Relationships

**Tell your partner about a good friend of yours.**

- How long have you known each other?
- How and where did you meet?
- Why do you get along well?
- Have you ever had a serious argument?
- How often do you see each other?

## 7 The movies

**Think of a movie (but don't say the name). Describe it for your partner to guess.**

- Where is it set?
- Is it based on a book?
- Who is it directed by?
- Who is in it?
- What is it about?

## 8 Your education

**Tell your partner about your high school (or elementary school if you are still at school).**

- Did you use to wear a uniform?
- What subjects were you good at / bad at?
- Did you use to have a favorite teacher?
- Were there any teachers you didn't like? Why (not)?

## 9 Your home

**Talk about your home.**

- Where do you live?
- How long have you lived there?
- What kind of house or apartment is it? Can you describe it?
- What do you like about it and the area where you live? What don't you like?

## 10 Work

**Think of a friend or family member who has a job.**
**Tell your partner about the good and bad side of their job.**
**Talk about…**

- the salary
- the hours
- vacations
- the best and worst thing about the job



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# Vocabulary activity instructions

## Introduction Classroom language

### A review activity

Sts review classroom language. Copy one worksheet per student.

**LANGUAGE**
Phrases and questions to use in class

- Give each student a worksheet. Focus on each section and elicit / explain the meaning. Then drill the pronunciation of each question.
- If Sts wish, they can write a translation of each line alongside it. You could get Sts to test themselves or each other by covering each line and looking at the translation.
- Tell Sts that these are questions that you expect them to always use in English, and be strict about not letting them say them in their L1.

**EXTRA IDEA** You could copy and enlarge this sheet and put it up in the classroom to help Sts.

## 1A Food and cooking

### A card game

Sts define words / phrases for other Sts to guess. Copy and cut up one set of cards per pair or small group.

**LANGUAGE**
Words associated with food and cooking

- Put Sts in pairs or small groups. Give each pair / group a set of cards face down, or in an envelope.
- Demonstrate the activity. Choose another word (not one of the ones on the cards) from the **Vocabulary Bank Food and cooking** on *p.160*. Describe it, e.g., *It's meat that comes from a cow*, until a student guesses the word (*beef*). Highlight that Sts are not allowed to use the word(s) on the card in their definition.
- Sts put the cards face down. They play the game, taking turns picking up a card and describe the word / phrase. Sts describing the word / phrase must not let their partners see what's on the card. Tell Sts to wait until their partner has finished their description before trying to guess the word.

**EXTRA IDEA** If Sts are playing in groups, the student who correctly guesses the word first gets the card. The student with the most cards at the end of the game wins.

**NON-CUT ALTERNATIVE** Put Sts in pairs. Copy one sheet per pair and fold it in the middle. Sts look at one half each, and take turns describing the words / phrases to their partners until they guess the correct answer.

## 1B Personality

### An information gap activity

Sts define words to help their partner complete a crossword. Copy one worksheet per pair and cut into **A** and **B**.

**LANGUAGE**
Personality adjectives

- Put Sts in pairs, ideally face-to-face, and hand out the crosswords. Make sure that Sts can't see each other's worksheets. Explain that **A** and **B** have the same crossword, but with different words missing. They have to define words to each other to complete their crosswords.
- Give Sts a minute to read their instructions. If Sts don't know what a word means, they can look it up in **Vocabulary Bank Personality** on *p.161*. Make sure Sts understand the difference between *across* and *down*. Remind them that they can't use any part of the word in their definition.
- Sts take turns asking each other for their missing words (e.g., *What's 1 down? What's 3 across?*). Their partner must define / describe the word until the other student is able to write it in their crossword. Sts should help each other with clues if necessary.
- When Sts have finished, they should compare their crosswords to make sure they have the same words and have spelled them correctly.
- Focus on **Activation**. Sts tell each other the definitions of the words they wrote in their crossword. Monitor and help.

## 2A Money

### A pairwork vocabulary race

Sts complete sentences. Copy one worksheet per pair.

**LANGUAGE**
Words associated with money

- Put Sts in pairs and hand out the worksheets. Focus on the instructions. Tell Sts that they have to fill in as many blanks as they can in three minutes. Tell them to write in the **MISSING WORDS** column.
- Check answers. The first pair to complete all the phrases correctly wins, or the pair with the most correct answers at the end of the time limit wins.

**ANSWERS**
**2** worth **3** live off **4** pay (very much) for **5** earn
**6** pay back **7** bill **8** from **9** wasting **10** save
**11** pay by **12** lend **13** debt **14** bill **15** inherited
**16** charge **17** ATMs **18** mortgage **19** tax **20** account

- Focus on **Activation**. Get Sts to cover the **MISSING WORDS** column and read out the sentences with the missing words. They can test each other or themselves.

**EXTRA IDEA** You could get Sts to do the exercise individually and compare their answers with a partner. Then check answers.

## 3A Transportation

### A fill-in-the-blank activity

Sts look at pictures and write the words. Copy one worksheet per student.

**LANGUAGE**
Words associated with transportation

- Give each student a worksheet and ask them to write the noun or compound noun for the things they see in the pictures.
- Check answers.

**ANSWERS**
**2** bike lane **3** platform **4** car crash **5** tram
**6** seat belt **7** train **8** crosswalk **9** taxi stand
**10** scooter **11** gas station **12** bus **13** speed camera
**14** parking ticket **15** van **16** speed limit **17** truck
**18** road work **19** freeway **20** subway

- Focus on **Activation**. Tell Sts to cover the words and look at the pictures. Can they remember the nouns and compound nouns?

## 3B Dependent prepositions

### A vocabulary race

Sts complete sentences with dependent prepositions. Copy one worksheet per student.

**LANGUAGE**
Dependent prepositions

- Hand out the worksheets. Tell Sts that they have to write as many prepositions in the **PREPOSITION** column as they can in three minutes.
- Check answers.

**ANSWERS**
**2** about **3** to **4** with **5** to **6** in **7** about **8** of
**9** to **10** on **11** for **12** between **13** about **14** to, for
**15** in **16** to **17** with, about **18** to **19** for **20** of

- Focus on **Activation**. Tell Sts to cover the **PREPOSITION** column on the right and say the sentences with the correct preposition.

## 5A Sports

### A pairwork vocabulary race

Sts read a series of clues and write the words. Copy one worksheet per pair.

**LANGUAGE**
Words associated with sports

- Put Sts in pairs and hand out the worksheets. Set a time limit. Tell Sts that they have to write as many words as they can in the time limit.
- Check answers. The first pair to complete all the words correctly wins, or the pair with the most correct answers at the end of the time limit wins.

**ANSWERS**
**2** course **3** court **4** spectators **5** hockey **6** warm up
**7** get injured **8** stadium **9** tie **10** referee **11** diving
**12** golf **13** work out **14** train **15** lose **16** players **17** kick
**18** coach **19** fan **20** sports arena

- Focus on **Activation**. Tell Sts to cover the column on the right and see if they can remember the missing words.

**EXTRA IDEA** Put Sts in pairs, **A** and **B**. Sts **A** (looking at the worksheet) read clues 1–10 to Sts **B** (worksheet covered), who say the word. Sts then change roles for clues 11–20.

## 5B Relationships

### A fill-in-the-blank activity

Sts complete three texts about relationships in the simple past tense. Copy one worksheet per student.

**LANGUAGE**
Words associated with relationships, simple past

- Give Sts time to read the stories and complete them with the simple past of the verbs in each of the lists.
- Monitor and check that they are using the simple past.
- Check answers, eliciting the verbs and writing them on the board.

**ANSWERS**
**My best friend at school**
**2** felt **3** became **4** got along **5** were **6** lost touch
**7** left **8** got in touch

**My parents**
**9** saw **10** fell in love with **11** gotten to know **12** went out together **13** proposed **14** got married **15** celebrated

**My disastrous date**
**16** introduced **17** liked **18** asked **19** gave
**20** asked (me) out **21** didn't get along **22** had

## 6A Movies

### A fill-in-the-blank activity

Sts complete movie reviews. Copy one worksheet per student.

**LANGUAGE**
Words associated with the movies

- Hand out the worksheets. Set a time limit, e.g., five minutes. Tell Sts they have to read the movie reviews and complete them with the correct noun or compound noun in either the singular or plural. Point out that the first letter or two is given.
- Monitor to make sure they are completing the movie reviews correctly.
- Check answers.

**ANSWERS**
**2** extras **3** star **4** soundtrack **5** plot **6** trailer
**7** action movie **8** special effects **9** script **10** scene
**11** sequel **12** subtitles **13** dubbed **14** comedy
**15** drama **16** set

- Focus on **Activation**. Put Sts in pairs and get them to answer the question.
- Get some feedback from various pairs.

# 6B The body

## A fill-in-the-blank activity

Sts write the verb and name the part(s) of the body shown in each photo. Copy one worksheet per student.

**LANGUAGE**
Verbs and nouns associated with the body

- Give each student a worksheet and ask them to write next to each photo the verb and the noun (singular or plural) for the part of the body marked with an arrow. Check answers.

**ANSWERS**
**2** throw, back **3** clap, hand **4** whistle, lips **5** stare, eye
**6** bite, teeth **7** kick, leg **8** taste, tongue **9** smile, mouth
**10** point, finger **11** touch, thumb **12** smell, nose

- Focus on **Activation**. Put Sts in pairs and get them to say what other parts of the body they can see in the photos (e.g., *shoulder*, *knee*, etc.).
- Get some feedback from various pairs.

# 7A Education

## A team game

Sts explain the difference between two words / phrases. Copy and cut up one set of cards.

**LANGUAGE**
Words associated with education

- Divide the class into two teams (or more if you have a lot of Sts).
- Give a card to each team. Give Sts a minute to decide what the difference is between the two words or phrases.
- Write the two words or phrases on each team's card on the board.
- A spokesperson from each team takes turns explaining the difference to the rest of the class. If the explanation is correct, the team gets a point. If it isn't correct, the other team can try to win an extra point by explaining the difference correctly before having their own turn.
- Then give each team another card.
- Keep a record of each team's points on the board. The team with the most points wins.

**ANSWERS**
**A high school** is for children between 14 and 18 years old in the US.
**A secondary school** is for children between 11 and 18 years old in the UK.
**A child** is someone under the age of 18 who may or may not study in school.
**A student** is a child or adult who goes to school at any level.
**A term** is one of the three periods of the year during which classes are held in schools and universities in the UK.
**A semester** is one of the two periods that the school / college year is divided into, especially in the US.
**Pass an exam** is to achieve the required standard on an exam or test.
**Fail an exam** is the opposite.
**Be punished** is to be made to suffer because you've done something bad or wrong.
**Be supsended** is to have to leave school for a certain amount of time (usually for a day or up to a week) because you've done something wrong.
**Cheat** is to act in a dishonest way in order to gain an advantage on an exam.
**Misbehave** is to behave badly.
**A public school** is run by the government and is usually free. You have to pay to go to **a private school**.
**A principal** is a person who is in charge of a school.
**A teacher** teaches in any school except a college or university.
**Make somebody study something** is to force somebody to study.
**Let somebody study something** is to give somebody permission to study.
**A graduate** is a person who has a college degree.
**A nursery school** is a school for children between the ages of two and four in the US. It is not compulsory.
**An elementary school** is a school for children between the ages of five and ten in the US. It is compulsory.
**History** is a subject at school or college that is the study of past events.
**A story** is a description of events and people that a writer has invented in order to entertain.

**NON-CUT ALTERNATIVE** Put Sts in pairs. Copy one worksheet per pair. Set a time limit, e.g., ten minutes, and Sts take turns asking each other *What's the difference between…?*, choosing words at random. Sts decide if the explanation is correct. Finally, check answers with the whole class.

# 7B Houses

## A fill-in-the-blank activity

Sts complete the descriptions of three different homes. Copy one worksheet per student.

**LANGUAGE**
Words associated with houses

- Hand out the worksheets. Set a time limit, e.g., three minutes. Tell Sts to read the house descriptions and complete them with the correct words. Point out that the first letter or two is given.
- Monitor to make sure they are completing the descriptions correctly.
- Check answers.

**ANSWERS**
**2** second floor **3** balcony **4** entrance **5** wall **6** gate
**7** roof **8** chimney **9** outskirts **10** path **11** patio
**12** steps **13** first floor **14** second floor **15** basement

- Focus on **Activation**. Put Sts in pairs and get them to tell each other which home they prefer and why.
- Get some feedback from various pairs.

# 8A Work

## A pairwork vocabulary race

Sts read a series of clues and write the words. Copy one worksheet per pair.

**LANGUAGE**
Words associated with work

- Put Sts in pairs and hand out the worksheets. Set a time limit. Tell Sts that they have to write as many words as they can in the time limit. Each word begins with (or, in the case of **X**, includes) a different letter of the alphabet.
- Check answers. The first pair to complete all the words correctly wins, or the pair with the most correct answers at the end of the time limit wins.

**ANSWERS**
**b**oss **c**harge **d**ownsized **e**mployees **f**reelance **g**ardener **h**air stylist **i**nterview **j**ob **k**itchen **l**ook for **m**usician **n**ight **o**vertime **p**art-time **q**uit **r**etire **s**elf-employed **t**emporary **u**p **v**et **w**ork e**x**tra **y**ear

# 9A Word building

## A word-building race

Sts complete the sentences with the correct noun, adjective, or adverb from the given words. Copy one worksheet per student.

**LANGUAGE**
Verbs, nouns, adjectives, adverbs

- Hand out the worksheets. Set a time limit, e.g., three minutes. Tell Sts that they have to complete the sentences with the correct form of the words in **bold**. They must write as many words as they can in the column on the right in the time limit.
- Check answers. The first student to write all the words correctly wins, or the student with the most correct answers at the end of the time limit wins.

**NOTE**
The missing words in sentences 1–13 are nouns, which can be reviewed in the first part of **Vocabulary Bank Word building** on *p.172*. The missing words in sentences 14–20 are positive or negative adjectives and adverbs, which can be reviewed in the second part of the same **Vocabulary Bank**.

**ANSWERS**
**2** compensation **3** argument **4** delivery **5** success
**6** achievement **7** explanation **8** attachment
**9** agreement **10** demonstration **11** payment **12** loss
**13** sale **14** uncomfortable **15** comfortable **16** impatient
**17** unlucky **18** careful **19** carelessly **20** Unfortunately

- Focus on **Activation**. Tell Sts to cover the column on the right and read the sentences. Can they remember the missing words?

# Vocabulary review Phrasal verbs

## A vocabulary race

Sts read the sentences and write the phrasal verbs. Copy one worksheet per student.

**LANGUAGE**
Phrasal verbs (review)

- Hand out the worksheets. Set a time limit, e.g., three minutes. Tell Sts that they have to read the sentences and write as many of the phrasal verbs as they can in the **PHRASAL VERB** column in the time limit. Point out that the first letter is given.
- Check answers. The first student to write all the phrasal verbs correctly wins, or the student with the most correct answers at the end of the time limit wins.

**ANSWERS**
**2** set **3** plug **4** cut **5** eat **6** cut **7** pay **8** pick
**9** sent **10** break **11** live **12** set **13** work **14** take
**15** look **16** fall **17** look **18** run **19** Watch **20** turn

- Focus on **Activation**. Tell Sts to cover the **PHRASAL VERB** column, read the sentences, and see if they can remember the missing words.



## Asking for help

Excuse me. _____
Can / Could you say that again, please? _____
Can you help me, please? _____
Can I have a copy, please? _____
Can you explain something, please? _____
Is this *right* (or *wrong*)? _____
What does _____ mean? _____
How do you say _____ in English? _____
How do you spell it? _____
How do you pronounce it? _____
Where's the stress? _____
What's the opposite of *fast*? _____
What's the past tense of *eat*? _____
What's the difference between *meet* and *know*? _____

## Apologizing / Giving reasons

Sorry I'm late. _____
I couldn't come to class *yesterday* (or *on Thursday*). I was sick. _____
I couldn't do the homework because… _____
I won't be able to come *next Monday* (or *next week*) because… _____
I have to leave early today because… _____

## Working in pairs / groups

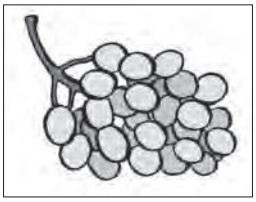
What do we have to do? _____
What did he / she say? _____
We haven't finished (yet). _____
Whose turn is it? _____
It's *my* (or *your*, *his*, *her*, *our*, *their*) turn. _____
What do you think? _____
Do you agree? _____
I agree / don't agree (with you). _____

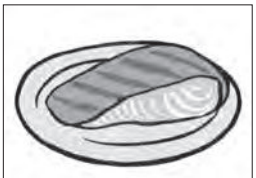
## Leaving

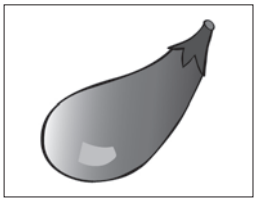
**A** See you *on Monday* (or *next Wednesday*)! **B** Yes, see you! _____
**A** Have a good weekend! **B** You too. / The same to you. _____

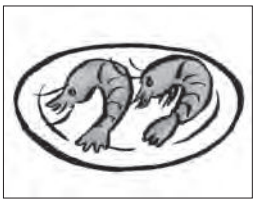
# 1A VOCABULARY Food and cooking


a pear


grapes


grilled salmon

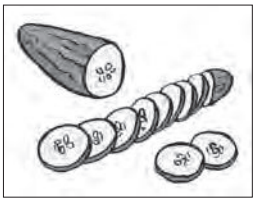

an eggplant


shrimp


mussels

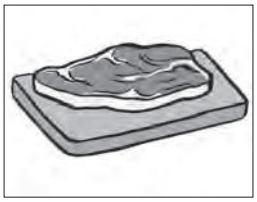

peppers

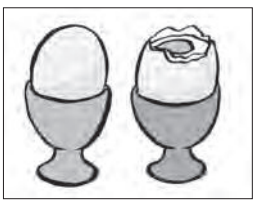

a pizza


a cucumber


roasted lamb


steamed rice

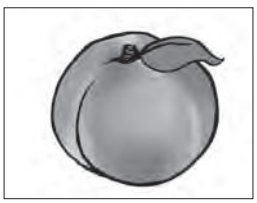

raw meat

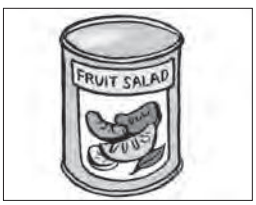

boiled eggs


squid



(to) eat out

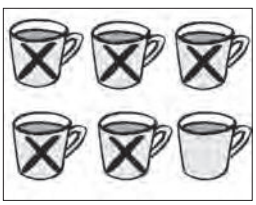

a peach



canned fruit



frozen food

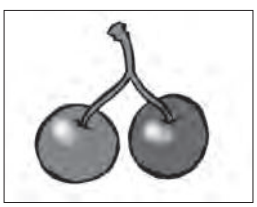

(to) cut down on


fried fish


fresh vegetables


raspberries


(to) cut out


cherries





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# 1B VOCABULARY Personality

## Student A

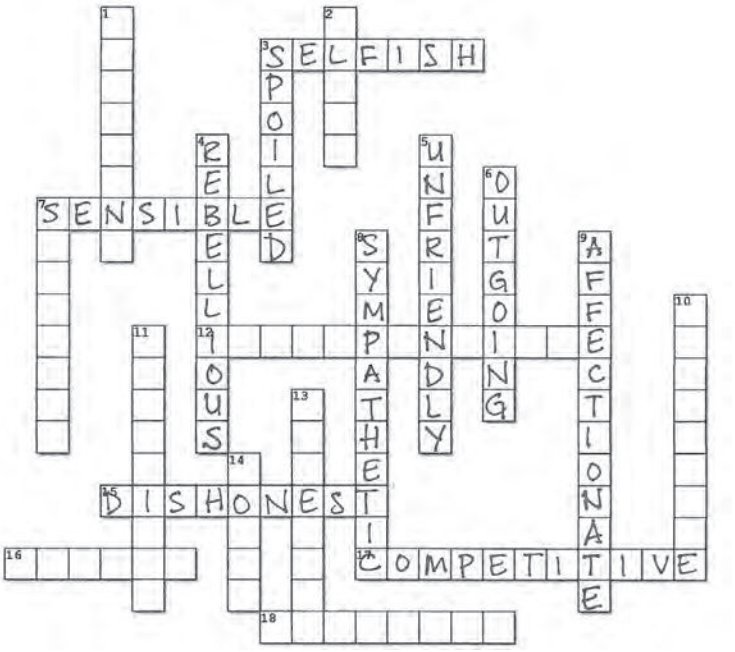
a Look at your crossword and make sure you know the meaning of all the words you have.

b Now ask **B** to define a word for you. Ask, for example, *What's 1 down? What's 4 across?* Write the word in your crossword.

c Now **B** will ask you to define a word.

## ACTIVATION

Look at the words you wrote in your crossword. Can you remember their definitions?




---

## Student B

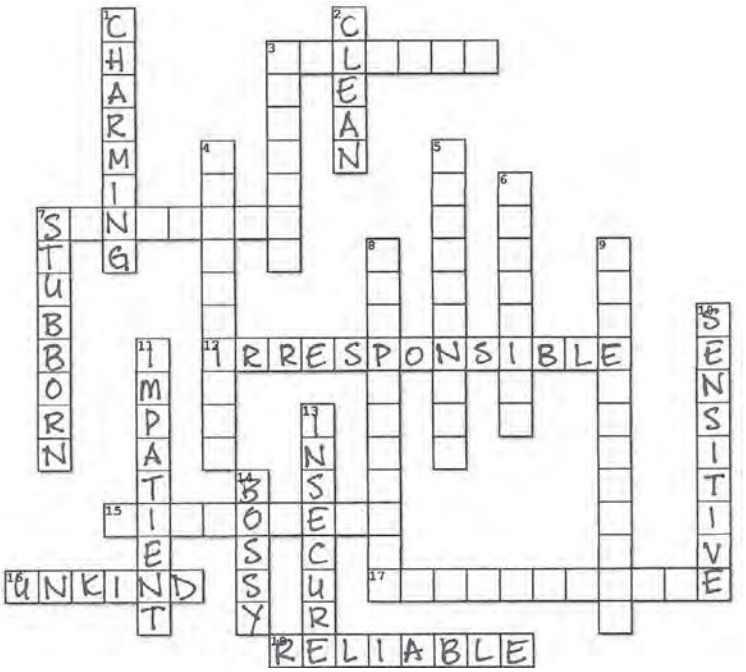
a Look at your crossword and make sure you know the meaning of all the words you have.

b Now **A** will ask you to define a word.

c Now ask **A** to define a word for you. Ask, for example, *What's 3 across? What's 5 down?* Write the word in your crossword.

## ACTIVATION

Look at the words you wrote in your crossword. Can you remember their definitions?



# 2A VOCABULARY Money

## What's the word?

Work with a partner. You have three minutes to complete the sentences. Write your answers in the **MISSING WORDS** column.

| | | MISSING WORDS |
|---|---|---|
| **1** | We can't [afford] to go on vacation this year, so we're staying at home. | a f f o r d |
| **2** | That ring can't be [worth] $20,000. It looks like plastic! | _ _ _ _ _ |
| **3** | Pete doesn't have any money, so he has to [live] [off] his parents. They pay for absolutely everything. | _ _ _ _ _ _ _ _ _ |
| **4** | My brother didn't [spend] very much [on] his car. It was secondhand. | _ _ _ _ _ _ _ |
| **5** | How much do you think you'll [earn] every month in your new job? | _ _ _ _ |
| **6** | Sorry, but I can't [pay] [back] the money I owe you until the end of the month. | _ _ _ _ _ _ _ _ |
| **7** | Do you have any change for the soda machine? I only have a $10 [bill]. | _ _ _ _ |
| **8** | Some people think it's a really bad idea to borrow money [from] a close friend. | _ _ _ _ |
| **9** | Why are you [wasting] your money on things you don't really need? | _ _ _ _ _ _ _ |
| **10** | I used to have a piggy bank when I was young. That's how I learned to [save] money. | _ _ _ _ |
| **11** | Can I [have] [a] credit card? | _ _ _ _ _ |
| **12** | Did the bank [lend] you the money to buy a new car? | _ _ _ _ |
| **13** | Diana started spending a lot more money than she had in the bank. She got into [debt] after six months. | _ _ _ _ |
| **14** | Our gas [bill] was really high this month because we had the heat turned up all the time. | _ _ _ _ |
| **15** | Our neighbor [inherited] a beautiful house in the country when her aunt Jane died. | _ _ _ _ _ _ _ _ _ |
| **16** | How can the electrician [charge] us $200 for ten minutes' work? | _ _ _ _ _ _ |
| **17** | My grandmother's afraid of using [cash] on the street. She prefers to go into the bank to get money. | _ _ _ _ _ _ _ _ _ _ _ _ |
| **18** | I've asked my bank for a [loan] because I want to buy a house. | _ _ _ _ _ _ _ _ |
| **19** | The government is going to increase the [price] gas. | _ _ _ |
| **20** | If you open an [account] with this bank, you get an interest-free credit card for a year. | _ _ _ _ _ _ _ |

## ACTIVATION

**Test your memory.** Cover the **MISSING WORDS** column on the right. Read the sentences aloud with the correct words.

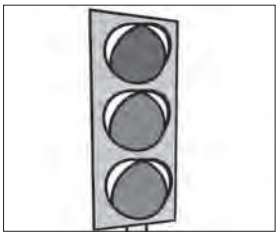




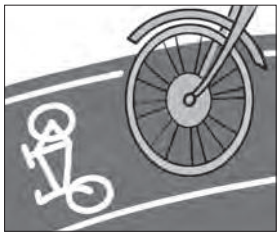
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# 3A VOCABULARY Transportation

Look at the pictures and write the words below.

1 

*traffic lights*

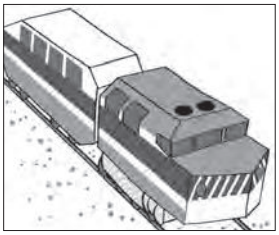
2 

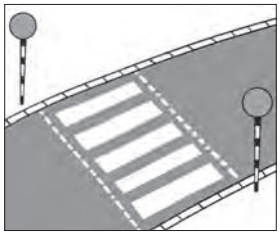
3 


4 

5 

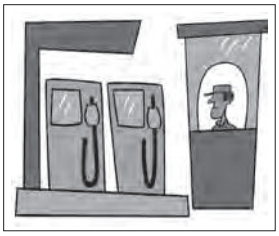
6 

7 

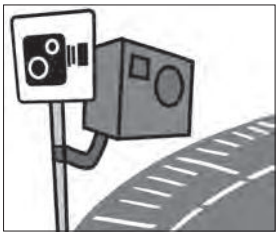
8 

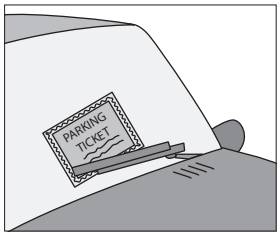
9 


10 

11 

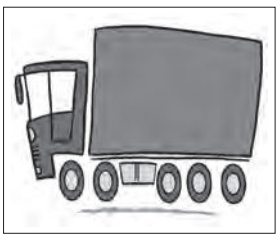
12 

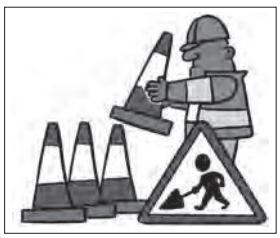
13 

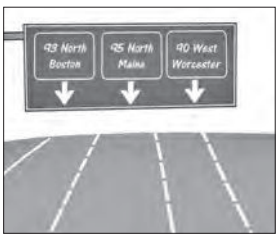
14 


15 

16 


17 

18 

19 


20 

## ACTIVATION

**Test your memory.** Cover the words and look at the pictures. Can you remember the words?

# 3B VOCABULARY Dependent prepositions

Complete each sentence with a preposition. Write your answers in the column on the right. You have three minutes.

| | | PREPOSITION |
|---|---|---|
| 1 | I'm really **tired** ____ listening to my sister. She complains about her boyfriend all the time. | *of* |
| 2 | Katy's **worried** ____ her final exams. She thinks she's going to fail. | |
| 3 | The server was so **rude** ____ us that we didn't leave a tip. | |
| 4 | They're not very **happy** ____ their new car. It's broken down three times in one month! | |
| 5 | My mom's been **married** ____ my stepfather for 20 years. | |
| 6 | Tom's **interested** ____ joining the army because he wants to see the world. | |
| 7 | Are you **excited** ____ moving next year? | |
| 8 | That man over there **reminds** me ____ my first boyfriend. | |
| 9 | Are you **looking forward** ____ meeting him? | |
| 10 | I'd like to go with you on vacation, but it **depends** ____ how much it will cost. | |
| 11 | Recent research shows that drinking mango juice is **good** ____ your immune system. | |
| 12 | You'll have to **choose** ____ this one and that one. You can't have both. | |
| 13 | My sister and I get along really well and hardly ever **argue** ____ anything. | |
| 14 | I **apologized** ____ the teacher ____ being late. | ____ / ____ |
| 15 | What time does your plane **arrive** ____ Chicago? | |
| 16 | Who does this book **belong** ____? Is it yours, Sarah? | |
| 17 | Is Carl still **angry** ____ Monica ____ what happened at the party? | ____ / ____ |
| 18 | You should be **kinder** ____ your brother. After all, you are the oldest! | |
| 19 | I never have to **ask** anybody ____ directions any more, now that I have GPS. | |
| 20 | He's the first person in his family to go to college, so his parents are really **proud** ____ him. | |

## ACTIVATION

**Test your memory.** Cover the **PREPOSITION** column on the right. Read the sentences aloud with the correct prepositions.





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# 5A VOCABULARY Sports

**1** This person is the leader of a sports team. CAPTAIN

**2** This is the place where golf is played.

**3** You can play tennis and basketball on this.

**4** They are the people who go and watch a sports event.

**5** It's a sport you can play on ice or grass.

**6** Before you exercise, it's very important to do this.

**7** When this happens to you, you may have to see a doctor.

**8** Wembley, Maracanã, and Azteca are all famous examples of this type of building.

**9** It's a word that describes when two teams have the same score at the end of a game.

**10** It's the person who shows a red card in a soccer game.

**11** It's a sport where you jump, head first, into a pool.

**12** In this sport, you go around a course of nine or 18 holes.

**13** It's a phrasal verb that means "go to the gym and exercise."

**14** It's what professional athletes have to do every day.

**15** It's the opposite of "win."

**16** There are 30 on the field in a rugby game, but only 22 in a soccer game.

**17** It means "to hit, e.g., a ball, with your foot."

**18** It's the name of the person who gives instructions to the members of a team, but who doesn't play.

**19** It's a person who supports a team.

**20** It's where you play indoor sports.

## ACTIVATION

**Test your memory.** Cover the column on the right. Read the sentences and say the words.

# 5B VOCABULARY Relationships

Read the stories and complete them with the correct form of the verbs from the lists. Remember to use the simple past.

## My best friend at school

be become feel get in touch get along leave lose touch ~~meet~~

I first [1]*met* Ruth on my first day in elementary school. We both [2]_____ very lost and afraid, but we soon [3]_____ best friends. We [4]_____ very well from the start because we liked playing the same games together. We [5]_____ best friends for over 15 years in both elementary and high school, but unfortunately, we [6]_____ when we [7]_____ school to go to college. Recently, I found her on social media and I sent her a message. She [8]_____, and we're going to meet up again after all these years!



## My parents



celebrate fall in love with get married get to know go out together propose see

My dad says that as soon as he [9]_____ my mom, he [10]_____ her. My mom says that after a couple of months, when she'd [11]_____ my dad, she felt the same. I don't know if that's true or not, but what I do know is that they [12]_____ for seven months before he [13]_____ to her at the Santiago Bernabéu football stadium, while they were watching a game! My mom said "yes" and they [14]_____ in 1967 in Madrid. They [15]_____ their golden wedding anniversary last year and are still incredibly happy together.

## My disastrous date



ask ask out like not get along give have introduce

In the summer of 2015, I'd just split up with my boyfriend, and a colleague [16]_____ me to Paul, his roommate, at a café. He was very good-looking and I really [17]_____ him. At the end of the evening, he [18]_____ me for my phone number, so I [19]_____ it to him. I was really happy when he got in touch with me the next day and [20]_____ me _____ for dinner. Unfortunately, the date was a bit of a disaster because although he was attractive, we really [21]_____. During the meal, I found out that we [22]_____ absolutely nothing in common! Of course, we never had a second date.





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# 6A VOCABULARY Movies

Read the movie reviews and complete them with the correct words.



## Bill's Movie Reviews

### *Dunkirk*

*Dunkirk* is a [1]**w***ar* **m***ovie* directed by Christopher Nolan, set during World War II during a particularly difficult battle and rescue mission. Nolan has used a lot of actors and [2]**e**_____ to make this a story about many different people, so there isn't one [3]**s**_____ here. That being said, my favorite performance is definitely Tom Hardy's, as a pilot who doesn't give up even when his plane has crashed. It's a very exciting movie, scary at times and definitely violent, so I wouldn't recommend it for all ages. The [4]**s**_____, composed by Hans Zimmer, is really intense, and Zimmer has done an amazing job of making the music the perfect background for all the different stories. I will say that having so many characters made the [5]**pl**_____ very complicated, and that made *Dunkirk* very difficult to follow. All in all, I enjoyed *Dunkirk* and I would definitely recommend it!!






## Movie Lover



### *Wonder Woman*

I'd been looking forward to *Wonder Woman* since I saw the [6]**t**_____ online. It didn't disappoint me! One of the big problems with an [7]**a**_____ **m**_____ is that usually there are a lot of [8]**s**_____ **e**_____ and all the digital stuff can make movies look a bit silly and unreal. In this case, however, the [9]**sc**_____ is so well written that even the explosions and the superhero costumes didn't annoy me. Gal Gadot plays Diana (they never call her Wonder Woman), a heroine who leaves her perfect island to help humans during World War II. Here, *Wonder Woman* becomes more of a historical movie and Diana finds the way men treat her very strange. This creates a lot of funny moments; my favorite [10]**sc**_____ is one in which Diana complains about long skirts being really impractical to fight in! Diana tries to be both strong and kind, as she and her friends search for Ares, the God of War. I enjoyed the movie so much that I'm going to watch the [11]**s**_____ to *Wonder Woman* next weekend. I can't wait to see it!



## CLASSIC MOVIE FAN

### *Seven Samurai*

I had read only good things from critics about Akira Kurosawa's classic movie *Seven Samurai*, so I was very excited to finally watch it. I watched it in Japanese with English [12]**s**_____ because I don't think it has been [13]**d**_____ into English. I was very surprised by this movie. It isn't a [14]**c**_____, but it has some very funny moments. I think I imagined it was going to be a boring [15]**d**_____ and instead it was moving and beautiful. *Seven Samurai* is [16]**s**_____ in Japan in 1586, and tells the story of seven warriors who decide to defend a village against thieves. At first, they do it for money, but then they get to know the people in the village and they really care about them. Each character is very different, but they all become good friends and the cast do a really good job of showing you the change in their relationships. Even if you don't like old movies, or movies in black and white, I think this is one of those special movies that everyone should watch.

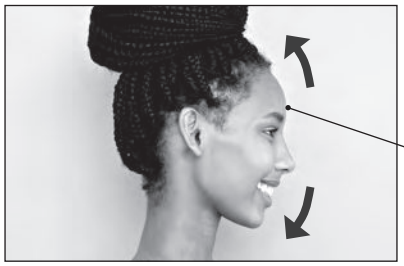


## ACTIVATION

Which of the movies would you prefer to watch? Why?

# 6B VOCABULARY The body

Look at the photos. Write the correct verb and label the part of the body for each one.



1 *nod* _____

*head* _____



2 _____

_____



3 _____

_____



4 _____

_____



5 _____

_____



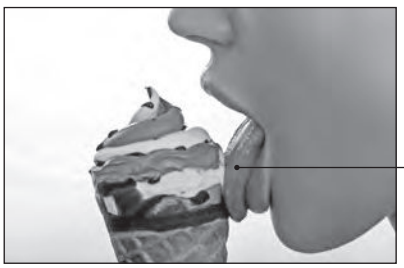
6 _____

_____



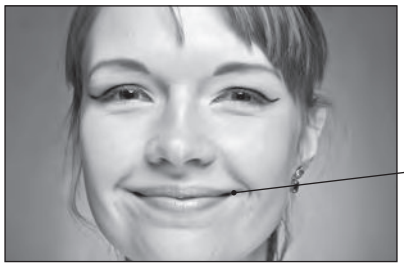
7 _____

_____



8 _____

_____



9 _____

_____



10 _____

_____



11 _____

_____



12 _____

_____

## ACTIVATION

What other parts of the body can you see in the photos?



MELAL LANGUAGE INSTITUTE

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| | |
|---|---|
| a high school AND a secondary school | a child AND a student |
| a term AND a semester | pass an exam AND fail an exam |
| be punished AND be suspended | cheat AND misbehave |
| a public school AND a private school | a principal AND a teacher |
| make somebody study something AND let somebody study something | a graduate AND a student |
| a nursery school AND an elementary school | history AND a story |

## 7B VOCABULARY Houses

Read the texts and complete the descriptions with the correct words.



# TO RENT

**Large and sunny apartment in Kissimmee, a lovely [1]s*uburb* of Orlando.**

This modern and spacious apartment is very close to downtown and only a 10-minute walk away from transportation to Disney parks.

The apartment is on the [2]**s**_____ **fl**_____, with a [3]**b**_____ that looks onto the building's shared courtyard.

# OPPORTUNITY!

**Lovely cottage in the country for sale.**

It's near Cornwall in the UK, surrounded by fields and farms. There's a front yard leading to the [4]**e**_____ of this amazing old home. The front yard has a low [5]**w**_____ and the property is accessed through a wooden [6]**g**_____. The property has many original features, including a fireplace in the living room and wooden ceilings. It has three bedrooms and one bathroom. The [7]**r**_____ is in need of repair and the [8]**ch**_____ will need some work before the fireplace can be used. Viewing is highly recommended!





# FOR SALE

Designer house on the [9]**o**_____ of Sacramento. The property has a low-maintenance front yard with a practical [10]**p**_____ to the front door. This attractive and modern home has a [11]**p**_____ with amazing views of the surrounding countryside and [12]**st**_____ down to a swimming pool. The [12]**fi**_____ **fl**_____ consists of a large living room, a spacious kitchen with room for a dining table, and a small bathroom. The two bedrooms and the luxurious bathroom are on the [14]**s**_____ **fl**_____. There is also a large [15]**b**_____ downstairs, for all your storage needs. Booking a viewing is strongly recommended, since we think it will be sold quickly!

## ACTIVATION

Look at the three homes and talk with your partner. Which one would you like to live in? Why?





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# 8A VOCABULARY Work

**A**

I'm going to *apply* for that job I saw online.

**B**

The person who tells you what to do at work is your _____.

**C**

I'm in _____ of the sales department.

**D**

He was _____ when the company lost a major contract.

**E**

My company has more than 90,000 _____ around the world.

**F**

My husband is a _____ journalist and works from home.

**G**

A person who grows plants and flowers is a _____.

**H**

A _____ cuts your hair.

**I**

You usually have an _____ before a company decides if you get a job with them.

**J**

It's what you don't have if you're unemployed.

_____

**K**

Chefs work in here.

_____

**L**

A phrasal verb that means the same as "search for."

_____

**M**

A person who plays an instrument or sings for their job.

_____

**N**

My partner works shifts: he works at _____ one week, then during the day the next.

**O**

If you work more than your normal hours, you work _____.

**P**

It's an alternative to working full-time, when you work fewer hours.

_____ - _____

**Q**

Another way of saying "resign."

_____

**R**

A verb that means when people stop working in their 60s or 70s _____

**S**

A person who works for himself / herself is _____ - _____.

**T**

It's the opposite of a permanent job.

_____

**U**

She decided to set _____ her own business last year.

**V**

An animal doctor

_____

**W**

I _____ for an international company in New York City.

**X**

A small, non–speaking job in a movie has this letter in it!

_____

**Y**

My brother is in his second _____ of college, and he loves it.

**Z**

A person who works in a zoo and takes care of the animals

*zookeeper*

# 9A VOCABULARY Word building

## Change the word!

Complete the sentences with the correct form of the words in **bold**. You can make nouns, positive or negative adjectives, and adverbs. Write your answers in the column on the right.

| | | |
|---|---|---|
| **1** | I wrote a letter of ____ to the hotel manager, as I wasn't happy with the service. **COMPLAIN** | *complaint* |
| **2** | The airline didn't offer us any ____ for the ten-hour delay. **COMPENSATE** | |
| **3** | Listen! The neighbors next door are having another ____. **ARGUE** | |
| **4** | If you buy the washing machine today, we can guarantee next-day ____. **DELIVER** | |
| **5** | The dinner party wasn't a ____ because Joe was rude to Richard. **SUCCEED** | |
| **6** | My mom learned to swim when she was 67. I think that's a real ____. **ACHIEVE** | |
| **7** | What ____ did Anna give you for not finishing her report? **EXPLAIN** | |
| **8** | I got Tony's email, but he forgot to send the ____. **ATTACH** | |
| **9** | We have an ____ at home that if my husband cooks, I do the dishes. **AGREE** | |
| **10** | The salesperson gave me a very good ____ of how the gadget worked. **DEMONSTRATE** | |
| **11** | PayPal is a safe way of making a ____ online. **PAY** | |
| **12** | The company had a ____ for five years and eventually it had to close down. **LOSE** | |
| **13** | The house next door is for ____. I'd love to buy it! **SELL** | |
| **14** | The bed was so ____ that I wasn't able to sleep. **COMFORT** | |
| **15** | These sandals are so ____. It feels as if I'm not wearing anything on my feet. **COMFORT** | |
| **16** | Having to wait for people makes me really ____. **PATIENT** | |
| **17** | Nick's ____ in love. His partners always leave him! **LUCK** | |
| **18** | Be ____ not to break your leg on the first day of your skiing vacation! **CARE** | |
| **19** | Paolo won't pass his English exam. He writes very ____ and doesn't check for mistakes. **CARE** | |
| **20** | ____, it rained on our wedding day, but we had a great day anyway. **FORTUNE** | |

## ACTIVATION

**Test your memory.** Cover the column on the right. Read the sentences aloud with the correct form of the words in **bold**.





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# VOCABULARY REVIEW Phrasal verbs

How many of these phrasal verbs can you remember?

| | | PHRASAL VERB |
|---|---|---|
| 1 | You need to [ ] **up** before you exercise. | w *a r m* |
| 2 | My father got a loan from the bank to help [ ] **up** the business. | s ___ ___ |
| 3 | To charge your phone, attach it to the charger, [ ] it **in** to the outlet, and wait until it is completely charged. | p ___ ___ ___ |
| 4 | I think I need to [ ] **down on** soda – I drink too much. | c ___ ___ |
| 5 | We often [ ] **out** because neither of us likes cooking. | e ___ ___ |
| 6 | My doctor told me I had to [ ] **out** dairy products because I have an allergy. | c ___ ___ |
| 7 | I need to [ ] **back** the money my mother lent me. | p ___ ___ |
| 8 | I'll come and [ ] you **up** in the car at six o'clock. We can go to the party together. | p ___ ___ ___ |
| 9 | The goalkeeper was [ ] **off** for a bad foul. | s ___ ___ ___ |
| 10 | You seemed so happy together. Why did you [ ] **up**? | b ___ ___ ___ ___ |
| 11 | I need to get a better job. My salary isn't enough to [ ] **on**. | l ___ ___ ___ |
| 12 | The alarm went off at 7:00, but I didn't [ ] **up** until 8:00. | g ___ ___ |
| 13 | I like to stay healthy, so I [ ] **out** four or five times a week. | w ___ ___ ___ |
| 14 | I need to go to the ATM and [ ] **out** some money before we get the train. | t ___ ___ ___ |
| 15 | I really [ ] **forward to** my weekly dance class. It's fun! | l ___ ___ ___ |
| 16 | Small children often [ ] **down** when they're learning to walk. | f ___ ___ ___ |
| 17 | If you want to find a job, you could [ ] **for** one online or in the newspapers. | l ___ ___ ___ |
| 18 | We've [ ] **out** of milk. Can you get some on your way home tonight? | r ___ ___ |
| 19 | [ ] **out**! You might get hit by a car. | W ___ ___ ___ ___ |
| 20 | Can you [ ] **up** the music? I can't hear it. | t ___ ___ ___ |

## ACTIVATION

**Test your memory.** Cover the **PHRASAL VERB** column. Read the sentences aloud with the correct phrasal verbs.

# Workbook answer key

## 1A

### 1 VOCABULARY

**a** 2 squid, meat
3 cucumber, fruit
4 duck, vegetables
5 salmon, fruit
6 zucchini, seafood

**b** 2 eggplant 3 avocado 4 squid
5 red pepper 6 mango 7 lobster
8 melon

**c** 2 beef 3 raspberries 4 mussels
5 cabbage 6 salmon

**d** 2 boiled 3 baked 4 fried
5 roasted 6 steamed

**e** 2 frozen 3 raw 4 low-fat 5 fresh
6 spicy

**f** 2 a 3 b

**g** Students' own answers

### 2 PRONUNCIATION

**a** 1 /ɪ/ chicken, squid
2 /i/ peach
3 /æ/ crab, mango
4 /ɛ/ lemon, pepper
5 /ɑ/ chocolate, lobster
6 /ɔ/ sauce, strawberry
7 /ʊ/ cookie, sugar
8 /u/ tuna, zucchini

**c** 2 cabbage
3 spicy
4 roasted
5 grapes
6 fruit
7 baked
8 melon
9 eggplant

### 3 GRAMMAR

**a** 2 don't…get up
3 Are…watching
4 walks
5 are / 're having
6 is / 's…doing
7 does…give
8 am / 'm not eating
9 doesn't…do
10 is / 's trying

**b** 3 That cake looks
4 ✓
5 Do you think
6 ✓
7 ✓
8 I love

**c** 2 believe
3 aren't using
4 doesn't belong
5 is / 's playing
6 am / 'm not sleeping
7 don't recognize
8 sounds

**d** 2 Where do you usually do your homework?
3 Why are you studying English?
4 Do you think English is easy?
5 Are you enjoying the classes right now?
6 What do you usually do after the class?

**e** Students' own answers

## 1B

### 1 VOCABULARY

**a** 2 great-grandfather
3 only child
4 multigenerational
5 adopted child
6 immediate
7 stepmother
8 brother-in-law
9 blended
10 siblings
11 extended

**b** 2 g 3 a 4 e 5 h 6 c 7 i 8 f
9 j 10 b

**c** 2 anxious
3 selfish
4 sensible
5 self-confident
6 ambitious
7 stubborn
8 independent
9 rebellious
10 patient
11 honest
12 insecure

**d** 2 dishonest
3 immature
4 unreliable
5 insensitive
6 unambitious
7 unimaginative
8 disorganized
9 irresponsible
10 unsociable
11 unfriendly
12 unkind
13 impatient
14 unselfish

**e** 1 sensitive
2 sensible
3 sympathetic

### 2 GRAMMAR

**a** 2 I'll pay
3 I'll make
4 you'll get / you're going to get
5 We're going
6 I'll have
7 I'll be
8 Let's / Let us invite
9 won't be
10 it's going to break

**b** 1 are / 're staying, are / 're having
2 will / 'll order, will / 'll call, will / 'll have
3 are…leaving / are…going to leave, am / 'm getting, am / 'm going to get, will / 'll give
4 are…doing / are…going to do, am / 'm going, are…seeing / are…going to see, will / 'll love
5 will / 'll help, will / 'll wash, won't break

**c** Students' own answers

### 3 PRONUNCIATION

**a** 2 not…buy…flights yet
3 look online
4 Who…meeting tonight
5 meeting…friends
6 not meeting…girlfriend
7 helping…mom
8 When…get…exam grades
9 won't get…this week
10 get…Monday

## Practical English 1

### 1 REACTING TO WHAT PEOPLE SAY

**a** 2 You're kidding!
3 That's a pity.
4 Congratulations!
5 Really?
6 I don't believe it!

**b** 1 You're kidding!
2 Really?
3 How fantastic! That's amazing! That's great news. Wow! Good for you. Congratulations!
4 That's a pity. Oh no!

### 2 SOCIAL ENGLISH

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

**b** 2 Hey, thanks
3 It was good to see you, Take care
4 I hope so
5 What a surprise
6 We're meeting for coffee, say hi from me

## Can you remember…? 1

### 1 GRAMMAR

1 does…open
2 is / 's doing
3 don't agree / disagree
4 Are…going to wear / wearing
5 are / 're having
6 won't be

### 2 VOCABULARY

1 duck
2 salmon

3 stepmother
4 extended family
5 bossy
6 charming

### 3 PRONUNCIATION

1 reliable
2 great
3 mature
4 parent
5 spoiled

### 4 GRAMMAR & VOCABULARY

1 a 2 c 3 a 4 a 5 c 6 c 7 c
8 b 9 a 10 c

## 2A

### 1 VOCABULARY

**a**
2 afford
3 save
4 owe
5 earns
6 is worth
7 raise
8 cost
9 borrow
10 inherited
11 invested
12 charged
13 lend
14 transfer

**b**
2 for
3 into
4 from
5 in
6 to
7 on
8 by
9 back
10 in

**c**
2 bills
3 contactless payment
4 loan
5 mortgage
6 budget
7 tax
8 donation
9 insurance

**d**
2 pay…back
3 live off
4 live on

**e** Students' own answers

### 2 PRONUNCIATION

**a** 2 clothes 3 done

**c** 3 S 4 D 5 S 6 D

### 3 GRAMMAR

**a**
2 hasn't saved
3 charged
4 didn't inherit
5 haven't been
6 've never used
7 did your TV cost
8 didn't have
9 have you lived
10 earned

**b**
1 passed
2 did…borrow, have / spent
3 Have…found, has agreed
4 Have…lent, needed
5 Has…made, called

**c**
2 **a** Have you ever found any money on the street?
**b** How much did you find?
3 **a** Have you ever used contactless payment?
**b** Where did you use it?
4 **a** Have you ever paid for a meal for a lot of people?
**b** Why did you pay for it?
5 **a** Have you ever stayed in an expensive hotel?
**b** Who did you stay there with?
6 **a** Have you ever raised money for charity?
**b** How much did you raise?

**d** Students' own answers

## 2B

### 1 GRAMMAR

**a** for: a long time, six months, three days, two weeks, years

since: December, I was very young, lunchtime, Tuesday

**b**
2 has / 's been…for
3 have / 've known…since
4 has / 's worked…for
5 have lived…since
6 have loved…since
7 have / 've wanted…for
8 hasn't spoken…since
9 haven't seen…for
10 has / 's liked…since

**c**
2 We've been traveling
3 has he been working
4 She's been looking for
5 He hasn't been doing
6 Have you been waiting
7 I've been looking after
8 I haven't been playing

**d**
2 ✓
3 have had
4 ✓
5 ✓
6 I've known
7 ✓
8 ✓
9 have you been riding
10 I've washed

**e** Students' own answers

### 2 PRONUNCIATION

**a**
2 How long…going out together
3 feeling sick…yesterday
4 haven't…living here…long
5 cleaning…house all morning
6 haven't…sleeping well lately

### 3 VOCABULARY

**a** 2 a 3 j 4 f 5 e 6 i 7 c 8 b
9 l 10 h 11 n 12 k 13 m 14 g

**b**
2 filthy
3 huge
4 starving
5 tiny
6 freezing

**c**
2 amazed
3 furious
4 terrified
5 exhausted
6 hilarious
7 fascinating
8 positive

**d** Students' own answers

## 3A

### 1 VOCABULARY

**a**
2 highway
3 subway
4 van
5 truck
6 bus
7 scooter / e-scooter
8 ferry
9 motorcycle

**b**
2 parking
3 traffic
4 road
5 bike
6 gas
7 rush
8 stand
9 speed
10 light
11 car
12 cross
13 limit
14 pedestrian

**c**
2 does…take
3 takes
4 took
5 'll take / 's going to take / takes
6 did…take

**d** 2 off 3 up 4 out 5 up 6 out of

**e** Students' own answers

### 2 PRONUNCIATION

**a** 2 watch 3 jam

### 3 GRAMMAR

**a**
2 Bangkok is the most crowded of the three destinations.
3 Cancún is easier to get to than Bangkok.
4 Bangkok is more exciting than Dubai.
5 Dubai is hotter than Cancún.
6 Cancún is the most relaxing of the three destinations.

**b**
2 than
3 the
4 more
5 worst
6 less
7 quicker / faster
8 most
9 as
10 least

**c** 2 walk faster than
3 the most interesting city
4 is less interesting than
5 the best pizza
6 isn't as expensive as
7 is the same as
8 the least comfortable bed

### 4 PRONUNCIATION

**a** 2 more relaxing
3 most interesting
4 more expensive
5 as fast as
6 first time

## 3B

### 1 GRAMMAR

**a** 2 last weekend
3 children, Monday, Saturday
4 the door, the house
5 a Japanese, an engineer
6 fish, the salmon
7 the movies, a week
8 the end, the world
9 an older, the theater
10 a beautiful, lunch

**b** 2 ✗, next weekend
3 ✗, Money
4 ✓
5 ✓
6 ✗, the jacket
7 ✓
8 ✗, a strange movie
9 ✗, a doctor
10 ✓

**c** 2 – 3 the 4 an 5 a 6 a 7 the 8 the

### 2 PRONUNCIATION

**a** 2 cheaper than the
3 to do tonight
4 the window for a minute
5 to see a doctor about
6 to go for a walk

### 3 VOCABULARY

**a** 2 to 3 for 4 on 5 at
6 for 7 about 8 of 9 to, for
10 with, about 11 at 12 in
13 between 14 to 15 on

**b** 2 about 3 for 4 in 5 from
6 at 7 with 8 about 9 of
10 with, about 11 to 12 of 13 of
14 for 15 to 16 with 17 about
18 to 19 to

### 4 PRONUNCIATION

**a** 1 argued…dad
2 laughing at, laughing…you
3 excited about, excited…vacation
4 listening to, listening…radio

## Practical English 2

### 1 GIVING OPINIONS

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

**b** 2 Personally, I think
3 Don't you agree
4 I think you're wrong / I don't agree
5 if you ask me
6 I don't agree / I think you're wrong
7 I don't think you're right
8 to be honest

### 2 SOCIAL ENGLISH

2 don't you like it?
3 That's annoying.
4 Don't blame yourself.
5 Relax!
6 It could be better.

## Can you remember…? 1–3

### 1 GRAMMAR

1 don't 2 I'll / I will 3 yet 4 for
5 better 6 a

### 2 VOCABULARY

1 grapes
2 spoiled
3 save
4 angry
5 ferry
6 fed up with

### 3 PRONUNCIATION

1 gone
2 worry
3 cost
4 adventure
5 machine

### 4 GRAMMAR & VOCABULARY

1 c 2 c 3 b 4 a 5 c 6 b
7 c 8 a 9 a 10 b

## 4A

### 1 VOCABULARY

**a** 2 put someone on hold
3 call back
4 go off
5 send someone a voice message / voice note
6 put someone on speakerphone
7 cut someone off
8 dial
9 ringtone
10 scroll
11 busy
12 hang up

**b** 2 scroll
3 go off
4 cut off
5 ringtone
6 busy
7 put…on hold
8 call back
9 put him on speakerphone
10 hang up
11 dial
12 text / message

### 2 GRAMMAR

**a** 3 don't have to
4 ✓
5 must not
6 ✓
7 don't have to
8 ✓

**b** 2 should
3 must not
4 must not / shouldn't
5 must
6 should
7 shouldn't
8 must not

**c** 3 ✗, I had to
4 ✓
5 ✗, You must not
6 ✗, he often has to
7 ✓
8 ✗, I didn't have to

**d** Students' own answers

### 3 PRONUNCIATION

**a** 2 shouldn't
3 lights
4 hour
5 exhausted
6 debt
7 mortgage
8 foreign
9 wrong
10 island

## 4B

### 1 GRAMMAR

**a** 2 be able to
3 ✓
4 ✓
5 haven't been able to
6 ✓
7 been able to
8 ✓
9 used to be able to
10 ✓
11 be able to
12 not being able to

**b** 2 could / was able to
3 can't
4 has / 's been able to
5 couldn't / wasn't able to
6 to be able to
7 will / 'll be able to

**c** 2 g 3 e 4 d 5 b 6 a 7 f

### 2 PRONUNCIATION

**a** 2 never…able…ski
3 play…guitar
4 won't…able…go out tomorrow
5 hasn't…able…go…school since Monday
6 can't find…restaurant

### 3 VOCABULARY

**a** 2 embarrassed
3 frightened
4 exciting

5 boring
6 depressing
7 disappointed
8 tired
9 frustrated

**b** 2 tiring
3 embarrassed
4 disappointing
5 excited
6 boring
7 depressed
8 frustrated
9 amazing

**c** Students' own answers

## 5A

### 1 VOCABULARY

**a** 2 fans
3 referee
4 team
5 umpire
6 players
7 stadium
8 captain
9 sports arena
10 coach
11 spectators

**b** 2 court
3 course
4 field
5 slope
6 track

**c** 2 trained
3 won
4 got in shape
5 tied
6 lost
7 threw
8 beat
9 scored
10 got injured
11 went
12 kicked

**d** 2 off 3 out 4 up

### 2 PRONUNCIATION

**a** 2 sport 3 slope 4 court

### 3 GRAMMAR

**a** 2 b 3 c 4 b 5 a 6 c 7 a
8 b 9 c 10 b

**b** 2 were driving, remembered, hadn't locked
3 didn't recognize, had changed
4 was waiting, called, couldn't, had broken down
5 beat, were winning, scored
6 ran, had already left, were waiting

**c** 2 was looking forward to
3 won / had won
4 seemed
5 began
6 was winning
7 came back
8 won
9 was getting
10 couldn't
11 reached
12 beat / had beaten

## 5B

### 1 GRAMMAR

**a** 2 used to play
3 don't usually go
4 usually wears
5 Did you use to have
6 stayed
7 never used to watch
8 went bike riding

**b** 3 ✓
4 ✗, doesn't usually wear
5 ✓
6 ✗, usually walk
7 ✓
8 ✗, Do you usually
9 ✗, went
10 ✓

**c** 2 usually give
3 usually call
4 used to go
5 used to eat out
6 don't usually work
7 used to be
8 didn't use to like

**d** Students' own answers

### 2 PRONUNCIATION

**a** 2 especially 3 please 4 music

### 3 VOCABULARY

**a** 2 in 3 out 4 common 5 up
6 touch 7 got 8 became
9 to 10 together 11 engaged
12 married

**b** 2 got to know
3 became friends
4 had a lot in common
5 went out together
6 were together
7 broke up
8 lost touch
9 got in touch
10 got along
11 got engaged
12 got married

**c** 2 fiancé 3 close friend 4 ex
5 classmates 6 colleague
7 roommate 8 couple

**d** 2 friendship 3 membership
4 leadership 5 partnership

## Practical English 3

### 1 PERMISSIONS AND REQUESTS

**a** 2 Is it OK if I open a window
3 Would you mind repeating that
4 Could you take a photo of me
5 Do you mind if I sit here
6 Do you think you could carry my bag

**b** 2 **b** Yes, that's OK.
3 **b** No, not at all.
4 **a** No problem.
5 **a** No, go ahead.
6 **b** Sure.

**c** 2 meeting 3 visit 4 join 5 take

**d** **b** 5 **c** 1 **d** 2 **e** 3

### 2 SOCIAL ENGLISH

**a** 2 d 3 b 4 e 5 a

**b** 2 Trust me.
3 My pleasure.
4 take your pick
5 as a thank-you

## Can you remember...? 1–5

### 1 GRAMMAR

1 for six years
2 Can I carry
3 has / 's been studying
4 must not / can't play
5 be able to
6 used to cry

### 2 VOCABULARY

1 canned 2 reliable 3 ringtone
4 golf course 5 lose touch
6 stadium

### 3 PRONUNCIATION

1 food 2 cook 3 mortgage
4 world 5 sport

### 4 GRAMMAR & VOCABULARY

1 couple 2 since 3 in
4 had / used 5 from 6 for
7 more 8 out 9 are 10 raise

## 6A

### 1 VOCABULARY

**a** 2 action movie
3 science fiction movie
4 period drama
5 musical
6 thriller
7 biopic
8 horror movie
9 war movie
10 western
11 animated movie
12 rom-com

**b** 2 plot 3 script 4 audience
5 review 6 scene 7 subtitles
8 sequel 9 soundtrack
10 special effects 11 extras
12 cast 13 critic 14 set 15 trailer
16 prop

### 2 GRAMMAR

**a** 2 wrote
3 will be used
4 have been invited
5 are showing
6 is going to be dubbed

7 were filming
8 can be bought

**b** 2 is set in
3 is based on
4 was shot
5 plays the part of
6 was dubbed into

**c** 2 has been nominated
3 is being filmed
4 had / 'd been transformed
5 were directed
6 was being built
7 will be / is going to be released
8 be shot

**d** 2 c 3 b 4 a 5 c 6 b 7 b 8 a 9 b 10 a

### 3 PRONUNCIATION

**a** 2 used 3 waited 4 written 5 shot 6 fallen 7 said 8 won 9 taken 10 stolen

## 6B

### 1 GRAMMAR

**a** 2 must 3 might not 4 could 5 must 6 can't

**b** 2 can't 3 might 4 must 5 can't 6 might not 7 can't 8 might

**c** 2 might have a meeting
3 can't be going to work today
4 might not like it
5 can't be tired already
6 must have an exam tomorrow
7 might not be working
8 might be driving home from work

### 2 VOCABULARY

**a** 2 neck 3 back 4 arm / arms 5 leg / legs 6 feet 7 face 8 nose 9 chin 10 stomach 11 finger / fingers 12 knee / knees

**b** 2 thumb 3 tongue 4 mouth 5 lips 6 hands 7 teeth 8 ears 9 toes 10 neck 11 chin 12 back

**c** 2 kick 3 touch 4 point 5 smell 6 smile 7 nod 8 clap 9 bite 10 whistle 11 taste

**d** 2 finger 3 mouth 4 tongue 5 head 6 eyes 7 nose 8 fingers / hand 9 lips / mouth 10 teeth 11 hands

### 3 PRONUNCIATION

**a** 2 eyes 3 tongue 4 shoulders 5 touch

## 7A

### 1 VOCABULARY

**a** 2 Geography
3 Biology
4 Literature
5 Chemistry
6 History
7 Computer science
8 Mathematics

**b** 2 public school
3 middle school
4 private school
5 grade
6 religious school
7 elementary school
8 college
9 kindergarten
10 high school
11 semesters

**c** 2 primary school
3 secondary school
4 terms
5 boarding school
6 pupils
7 university

**d** 2 misbehaved
3 weren't allowed to
4 made
5 were punished
6 cheated
7 let
8 studied
9 took
10 passed
11 failed

### 2 PRONUNCIATION

**a** 2 pull 3 cut 4 tuna

### 3 GRAMMAR

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

**b** 2 until 3 before 4 if 5 after 6 when

**c** 2 will / 'll be, hurry
3 will / 'll take, go out
4 won't wait, aren't
5 doesn't come, won't have
6 won't leave, finds
7 won't be able to, lend
8 gets, will / 'll call
9 won't start, is / 's
10 will / 'll play, practice

**d** Students' own answers

## 7B

### 1 GRAMMAR

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

**b** 2 would be, cleaned
3 wouldn't drive, didn't have
4 Would…continue, won
5 would sleep, didn't drink
6 would lend, needed
7 wouldn't be, snowed
8 wasn't / weren't, could
9 Would…wake up, didn't set
10 had, wouldn't be

**c** 3 I'd call her
4 you don't hurry up
5 I'll tell him the news
6 you didn't open the windows
7 she'd be happier
8 they'll cancel the game
9 you didn't eat out every night
10 she doesn't feel better

### 2 PRONUNCIATION

**a** 2 grow, vegetables, garden
3 buy, cabin, had enough money
4 my house, wouldn't make, kitchen bigger
5 wouldn't have, car, lived, city

**c** 3 D 4 S 5 S 6 D 7 S 8 D

### 3 VOCABULARY

**a** 2 on 3 on 4 in 5 on 6 in

**b** 2 balcony 3 entrance 4 path 5 gate 6 chimney 7 wall 8 top floor 9 attic 10 roof 11 patio 12 basement

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

## Practical English 4

### 1 MAKING SUGGESTIONS

**a** 2 We could go there
3 That's a great idea
4 Why don't we go to a café
5 Where shall we go for that drink
6 What about going to Giovanni's
7 How about The Red Lion
8 Shall we go there

**b** 2 We could go there
3 Why don't we go to a café
4 how about The Red Lion
5 What about going to Giovanni's
6 That's a great idea
7 Shall we go there
8 why not

### 2 VERB FORMS

2 watch 3 meeting 4 play 5 going 6 eat out

### 3 SOCIAL ENGLISH

**a** 2 done 3 forward 4 ahead 5 over

**b** 2 I'm looking forward to
3 How could I forget
4 go ahead
5 over a drink

## Can you remember…? 1–7

### 1 GRAMMAR

1 's getting 2 's been playing 3 must not 4 be able to 5 have 6 'd tell

### 2 VOCABULARY

1 sympathetic 2 mortgage 3 grade 4 coach 5 plot 6 shoulder

### 3 PRONUNCIATION

1 circle 2 cozy 3 city 4 stare 5 fail

### 4 GRAMMAR & VOCABULARY

1 c 2 a 3 c 4 b 5 b 6 a 7 c 8 b 9 c 10 b

## 8A

### 1 VOCABULARY

**a** 2 fired 3 resign 4 applied 5 shifts 6 promoted 7 laid off 8 training course 9 set up 10 ran 11 retire

**b** 2 in, part-time
3 in, temporary
4 in, full-time
5 for, unemployed
6 permanent, for
7 freelance, for

**c** 2 translator
3 employment
4 pharmacist
5 retirement
6 promotion
7 lawyer
8 scientist
9 resignation
10 application
11 farmer
12 qualifications

**d** 2 fired
3 work
4 run
5 fired
6 market
7 company
8 market
9 work
10 run

### 2 PRONUNCIATION

**a** 2 apply
3 downsize
4 employment
5 farmer
6 freelance
7 lawyer
8 musician
9 permanent
10 pharmacist
11 promotion
12 qualification
13 qualify
14 resignation
15 retire
16 retirement
17 scientist
18 temporary
19 translation
20 unemployed

### 3 GRAMMAR

**a** 2 a 3 b 4 c 5 a 6 b 7 c 8 a 9 b 10 a

**b** 3 asked me to wait
4 ✓
5 I promise not to laugh
6 ✓
7 continued studying
8 ✓
9 I don't mind staying in
10 ✓

**c** 2 talking
3 to tell
4 to turn off
5 not speaking
6 laugh
7 Being able to
8 not to charge

## 8B

### 1 GRAMMAR

**a** 2 it was
3 told me
4 she bought
5 might
6 if I could
7 had to
8 the dress suited me
9 I wanted
10 'd forgotten

**b** 2 told 3 said 4 told 5 told 6 said

**c** 2 if I had / 'd seen his wallet, (that) I didn't know where it was
3 if her snow boots still fit her, me (that) they fit her perfectly
4 how much he had / 'd paid for his jacket, (that) it had / 'd been really cheap
5 where I was going the next day, her (that) I was meeting some friends
6 if he wanted anything from the supermarket, (that) he needed some milk.
7 if we had / 'd enjoyed our stay, her (that) it had / 'd been very enjoyable
8 when I was going shopping, (that) I might go on Saturday

**d** 2 I've resigned from my job.
3 When are you planning to retire?
4 Are you paid to do overtime?
5 I went to private school as a child.
6 How much is the painting worth?
7 I'll take the light rail downtown.
8 Where did you meet your partner?
9 I expect to win the match.
10 Do you like seafood?

### 2 VOCABULARY

**a** 2 argument 3 choose 4 compensation 5 deliver 6 explanation 7 fail 8 improvement 9 lose 10 payment 11 sell 12 success

**b** 2 service
3 treatment
4 agreement
5 improvement
6 argument
7 valuation
8 achievement
9 choice
10 management
11 demonstration
12 sale
13 consideration
14 failure
15 temptation

**c** 2 payment
3 complaint
4 attachment
5 response
6 explanation
7 success
8 compensation

### 3 PRONUNCIATION

**a** train /eɪ/: claim, complain, contain, email, explain, paid, waiter
chair /er/: airline, repair
computer /ə/: captain

## 9A

### 1 GRAMMAR

**a** 2 would have
3 had
4 had
5 would / 'd have
6 would / 'd have
7 had
8 had / 'd

**b** 2 would / 'd have arrived
3 hadn't booked
4 had / 'd checked
5 hadn't been
6 wouldn't have made
7 had / 'd known
8 wouldn't have invited
9 hadn't been
10 wouldn't have gotten

**c** 2 I hadn't passed my final exams
3 she would / 'd have gotten the job
4 we hadn't had lunch before we left
5 we would / 'd have played tennis
6 you had / 'd followed my directions
7 I would / 'd have won that game
8 he wouldn't have broken them

### 2 PRONUNCIATION

**a** 2 would have gone
3 would have bought
4 would have stayed
5 would have gotten
6 would have helped

### 3 VOCABULARY

**a** 3 fortunate 4 unfortunate 5 careful 6 careless 7 patient 8 impatient 9 lucky 10 unlucky

**b** 2 impatiently 3 carelessly 4 Fortunately 5 unluckily

**c** 3 possible 4 impossible 5 selfish 6 unselfish 7 useful 8 useless 9 suitable 10 unsuitable 13 possibly 14 impossibly 15 selfishly 16 unselfishly 17 usefully 18 uselessly 19 suitably 20 unsuitably

**d** 2 selfishly 3 useless 4 successful 5 suitably

**e** 2 impatient 3 uncomfortable 4 lucky 5 Unfortunately 6 Luckily 7 comfortable 8 carefully

## 9B

### 1 VOCABULARY

**a** 2 printer 3 speaker 4 adapter 5 remote control 6 outlet 7 charger 8 switch 9 plug 10 USB-C cable 11 flash drive 12 router 13 wireless mouse 14 voice assistant

**b** 2 flash drive 3 charger 4 printer 5 USB-C cable 6 keyboard 7 remote control 8 adapter 9 speaker 10 router 11 plug, outlet

**c** 2 set 3 switched on 4 installed 5 plugged in 6 switched off 7 turned down 8 unplugged 9 updated 10 turned up

### 2 GRAMMAR

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

**b** 2 enough, too expensive / too much 3 a little, much 4 too many, enough 5 no, any 6 few, many

**c** 2 much money 3 any buses 4 very few people 5 old enough 6 very little / no work 7 too much / a lot of / lots of furniture 8 no paper 9 a lot of / lots of / too much traffic 10 too many / a lot of / lots of noisy children 11 a few / some phone calls 12 too small

### 3 PRONUNCIATION

**a** 2 updated it 3 turned it down 4 deleted it 5 plugged it in 6 switched it off 7 unplugged it 8 turned it up

**c** 2 cough 3 through 4 laughed

## Practical English 5

### 1 ASKING INDIRECT QUESTIONS

**a** 2 goes 3 I can 4 Lola is 5 comes 6 you're 7 the restaurant closes 8 you spoke to

**b** 2 what time it arrives 3 which stop the bus goes from 4 how much a one-way ticket costs 5 if I need to change buses 6 how much discount I get with a student ID

**c** 2 Could you tell me how much a one-way ticket costs? 3 Can you tell me how much discount I get with a student ID? 4 I wonder if I need to change buses. 5 do you know what time it arrives?

### 2 SOCIAL ENGLISH

**a** 2 way 3 Hey 4 actually 5 think

**b** 2 yes, actually, I do. 3 What did you think of 4 There's just been a lot going on 5 By the way

## Can you remember...? 1–9

### 1 GRAMMAR

1 have / 've known
2 didn't use to
3 might / may / could be
4 would / 'd walk
5 to clean
6 had / 'd been

### 2 VOCABULARY

1 duck 2 couple 3 script 4 degree 5 gate 6 apply for

### 3 PRONUNCIATION

1 course 2 keyboard 3 router 4 floor 5 nose

### 4 GRAMMAR & VOCABULARY

1 c 2 a 3 b 4 a 5 c 6 c 7 a 8 a 9 b 10 c

## 10A

### 1 GRAMMAR

**a** 3 whose 4 that / which 5 who / that 6 where 7 who / that 8 whose 9 where 10 that / which

**b** sentence 4

**c** 2 he 3 there 4 it 5 her 6 there 7 it 8 it 9 them 10 it

**d** 2 where the *Mona Lisa* can be seen 3 which is in Tanzania 4 which was opened in 2011 5 whose first name means "love" in Albanian 6 who wrote songs for more than 50 years

### 2 VOCABULARY

**a** 2 seat belt 3 special effects 4 flash drive 5 traffic jam 6 first floor 7 soccer field 8 preschool 9 fireplace 10 crosswalk

**b** 2 top floor 3 soundtrack 4 training course 5 roommate 6 high school 7 bike lane 8 rush hour 9 speed camera 10 science fiction

### 3 PRONUNCIATION

**a** 2 keyboard 3 profile page 4 parking ticket 5 ringtone 6 elementary school 7 tennis court 8 traffic lights

**b** 1 cleaning products 2 keyboard 3 profile 4 parking 5 ringtone 6 elementary 7 tennis 8 traffic

## 10B

### 1 VOCABULARY

**a** 2 Detectives 3 solve 4 victim 5 suspects 6 Witnesses 7 murderer 8 evidence 9 prove

**b** 2 murder 3 victim 4 evidence 5 witnesses 6 murderer 7 suspects 8 solve 9 prove

### 2 GRAMMAR

**a** 2 were you 3 didn't you 4 haven't you 5 aren't you 6 doesn't he 7 haven't you 8 wouldn't you

**b** 2 do you 3 is it 4 doesn't he 5 didn't they 6 has she 7 aren't I 8 won't you 9 would I 10 have you

**c** 2 You're younger than me, aren't you 3 You don't like cheese, do you 4 Your brother lives abroad, doesn't he 5 You studied physics, didn't you 6 We've been here before, haven't we 7 You wouldn't do that, would you 8 The flight won't be canceled, will it