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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

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1

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Includes photocopiable Grammar, Communicative, and Vocabulary activities

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

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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p.286 **Workbook answer key**

Student Book contents

		GRAMMAR	VOCABULARY	PRONUNCIATION
1				
8	**A Hello, everybody.**	verb *be* [+], subject pronouns: *I*, *you*, etc.	days of the week, numbers 0–20	vowel sounds, word stress
10	**B A world of sports**	verb *be* [–] and [?]	countries, numbers 21–100	/ə/, consonant sounds /tʃ/, /ʃ/, /dʒ/, word stress
12	**C Open your books.**	possessive adjectives: *my*, *your*, etc.	classroom language	/oʊ/, /u/, /ɑr/ the alphabet, sentence stress
2				
16	**A Your desk and you**	singular and plural nouns	things, *in*, *on*, *under*	final *-s* and *-es*
18	**B Made in the USA**	adjectives	colors, adjectives, modifiers: *very* / *really*	long and short vowel sounds
20	**C Don't worry. Be happy!**	imperatives, *let's*	feelings	linking
3				
24	**A America: for better or for worse**	simple present [+] and [–]	verb phrases: *cook dinner*, etc.	third person *-s*
26	**B Goodbye to the office?**	simple present [?]	jobs	/ər/
28	**C Are you a "dog person"?**	word order in questions	question words	sentence stress
4				
32	**A Who's that in the photo?**	possessive 's, *Whose...?*	family	/ʌ/, the letter *o*
34	**B Eat, sleep, repeat.**	prepositions: time, place, and movement	daily routine	linking
36	**C Blue Zones**	position of adverbs, expressions of frequency	months, adverbs and expressions of frequency	the letter *h*
5				
40	**A Sing me a song.**	*can* / *can't*	verb phrases: *buy a pizza*, etc.	sentence stress
42	**B What a noise!**	present continuous: *be* + verb + *-ing*	noise: verbs and verb phrases	/ŋ/
44	**C I ♥ Chicago**	simple present or present continuous?	the weather and seasons	places in Chicago
6				
48	**A A traditional story**	object pronouns: *me*, *you*, *him*, etc.	learning words from a story	/aɪ/, /ɪ/, and /i/
50	**B I don't like Mondays.**	*like* + verb + *-ing*	ordinal numbers, the date	/ð/ and /θ/, saying the date
52	**C Making music**	review: *be* or *do*?	music	/y/, giving opinions

READING & LISTENING	SPEAKING & WRITING	
		Practical English p.14
Listening recognizing names; recognizing places and numbers	**Speaking** saying hello, saying goodbye	**Pictures of you** Episode 1: *A new city*
Listening understanding *-teen* and *-ty* numbers in conversations	**Speaking** saying where people are from	**Practical English** checking in **Vocabulary** in a hotel **Social English**
Listening understanding personal information	**Speaking** asking for and giving personal information **Writing** completing a form	
		Review and Check p.22
Listening listening for detail	**Speaking** saying where things are	Review and Check 1&2
Reading identifying paragraph topics	**Speaking** describing personal things	
Reading following a story **Listening** inferring mood; using visual clues to understand advice	**Speaking** saying how you feel **Writing** messages, notes, and notices	
		Practical English p.30
Reading identifying attitude	**Speaking** giving reasons with *why* and *because*	**Pictures of you** Episode 2: *First weeks in the city*
Listening understanding specific information	**Speaking** talking about jobs and skills	**Practical English** buying a coffee **Vocabulary** telling the time **Social English**
Listening identifying who's who, understanding specific information	**Speaking** responding in a conversation, showing interest **Writing** a personal profile	
		Review and Check p.38
Listening using visual clues to understand relationships between people	**Speaking** talking about friends and family	Review and Check 3&4
Reading inferring feelings **Listening** understanding daily habits	**Speaking** describing a typical day **Writing** an article	
Reading inferring information **Listening** using visual clues to understand lifestyle choices	**Speaking** relaying information in a short text	
		Practical English p.46
Listening focusing on practical information	**Speaking** talking about abilities	**Pictures of you** Episode 3: *Exploring the city*
Listening identifying situations from context	**Speaking** talking about different aspects of a topic; describing what people are doing	**Practical English** buying clothes **Vocabulary** clothes **Social English**
Reading finding specific information **Listening** using visual clues to understand the weather	**Speaking** expressing preference, making a simple recommendation **Writing** posting on social media	
		Review and Check p.54
Reading understanding a traditional story **Listening** using visual clues to understand reading habits; using prediction to tune in to the end of a story	**Speaking** talking about reading habits; retelling a story	Review and Check 5&6
Reading understanding feelings and opinions **Listening** understanding ordinal numbers in context	**Speaking** talking about favorite and least favorite times **Writing** contributing a personal comment	
Listening using visual clues to understand specific information	**Speaking** talking about musical tastes **Writing** an informal email	

		GRAMMAR	VOCABULARY	PRONUNCIATION
7				
56	**A This is me.**	simple past of *be*: *was* / *were*	word formation: *write* → *writer*	sentence stress
58	**B Small mistake, big problem**	simple past: regular verbs	past time expressions	*-ed* endings
60	**C Happy New Year!**	simple past: irregular verbs	*go*, *have*, *get*	sentence stress
8				
64	**A A murder in the family**	simple past: regular and irregular	irregular verbs	simple past verbs
66	**B A house with a history**	*there is* / *there are*, *some* / *any* + plural nouns	the house	/ɛr/ and /ɪr/
68	**C Do you believe in ghosts?**	*there was* / *there were*	prepositions: movement and place	silent letters
9				
72	**A What's for dinner?**	countable / uncountable nouns, *a* / *an*, *some* / *any*	food and drink	the letters *ea*
74	**B White gold**	quantifiers: *how much* / *how many*, *a lot of*, etc.	food containers	/ʃ/ and /s/
76	**C Quizzes and quizzers**	comparative adjectives	high numbers	/ər/, sentence stress
10				
80	**A Top of the list**	superlative adjectives	places and buildings	consonant groups
82	**B In the footsteps of Marco Polo**	*be going to* (plans), future time expressions	city vacations	sentence stress
84	**C The cards don't lie.**	*be going to* (predictions)	playing cards	the letters *ear*
11				
88	**A Culture shock**	adverbs (manner and modifiers)	common adverbs	connected speech
90	**B It's on my list.**	verb + infinitive	more verb phrases	weak *to*, sentence stress
92	**C Download the app.**	definite article: *the* or no *the*	phones and apps	*the*
12				
96	**A It's a classic!**	present perfect	irregular past participles	sentence stress
98	**B Let's go out for dinner!**	present perfect or simple past?	learning irregular verbs	irregular past participles
100	**C International stars**	review: question formation		

104 **Communication** 115 **Writing Bank** 127 **Listening** 132 **Grammar Bank**

READING & LISTENING	SPEAKING & WRITING	
		Practical English p.62
Reading understanding a life story **Listening** using visual clues to understand a biographical documentary	**Speaking** talking about a personal photo	**Pictures of you** Episode 4: *Ben's show* **Practical English** asking the way **Vocabulary** directions **Social English**
Reading using context to complete information in a blog **Listening** understanding a sequence of events	**Speaking** describing the last time you did something	
Reading understanding detail in short anecdotes **Listening** understanding an anecdote	**Speaking** talking about a memorable event **Writing** a diary entry	
		Review and Check p.70
Reading understanding what happened when **Listening** using body language to infer motive, note-taking	**Speaking** interviewing somebody about where they were	Review and Check 7&8
Listening tuning in to help predict outcome	**Speaking** describing a house or apartment **Writing** describing your home	
Reading reading for specific factual information **Listening** identifying the details in two similar stories; focusing on detail	**Speaking** describing a room in detail	
		Practical English p.78
Listening hypothesizing from photos to tune in to listening	**Speaking** talking about eating habits **Writing** describing a memorable meal	**Pictures of you** Episode 5: *On Primrose Hill* **Practical English** going out for dinner **Vocabulary** understanding a menu **Social English**
Reading categorizing information	**Speaking** asking about quantity and frequency	
Reading reading and remembering information **Listening** understanding instructions, focusing on reasons	**Speaking** asking and answering quiz questions	
		Review and Check p.86
Reading identifying paragraph endings from context	**Speaking** giving tourist information **Writing** an ad for your town	Review and Check 9&10
Listening using prior knowledge to predict content, note-taking	**Speaking** talking about future plans; planning a trip, making suggestions **Writing** a formal email	
Reading following the events in a story **Listening** understanding specific information, checking a prediction; using visual clues to check predictions	**Speaking** making predictions	
		Practical English p.94
Reading understanding opinions **Listening** using visual clues to identify attitude	**Speaking** talking about common behaviors	**Pictures of you** Episode 6: *Good news, bad news* **Practical English** using public transportation **Vocabulary** public transportation **Social English**
Reading completing information from context **Listening** using visual clues to identify categories	**Speaking** talking about dreams and ambitions **Writing** a forum post	
Reading identifying paragraph topics **Listening** understanding habits and preferences	**Speaking** talking about phone use; expressing opinions	
		Review and Check p.102
Listening understanding topic questions, note-taking	**Speaking** talking about movies, books, and TV	Review and Check 11&12
Listening identifying specific information	**Speaking** talking about things you've done, using follow-up questions	
Reading identifying topics in a longer text **Listening** using visual clues to understand a biopic	**Speaking** talking about lifestyle, abilities, preferences, and experiences **Writing** a biography	

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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, B, C 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
- Skills 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.

Skills 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 1 students need?

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

Grammar, Vocabulary, and Pronunciation

If we want students to speak English with confidence, we need to give them the tools they need – Grammar, Vocabulary, and Pronunciation (G, V, P). We believe that "G + V + P = confident speaking," and in *American English File Level 1*, 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

- Clear and memorable presentations of new structures
- Fun and engaging grammar videos to introduce and practice grammar
- Regular and varied practice in useful and natural contexts
- Student-friendly reference material

We have tried to provide contexts for new language that will engage students, using real-life stories and situations, humor, and suspense. 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

- A focus on high-frequency words and phrases
- Opportunities to personalize new vocabulary
- Motivating and fun videos to present and practice vocabulary
- Tasks that encourage students to use new 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**, which help present and practice the vocabulary in class, give an audio model of each word, and provide a clear reference so students can review and test themselves in their own time. Students can find further practice in the **Workbook**.

Pronunciation

- A solid foundation in the sounds of English
- Targeted pronunciation development
- Awareness of rules and patterns
- Pronunciation videos

Level 1 learners are often frustrated by English pronunciation, particularly the sound–spelling relationships, silent letters, and weak forms. 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

- Topics that will inspire students' interest
- Achievable, motivating tasks
- Regular opportunities to use new language

American English File motivates students to speak by providing varied and achievable tasks, and the language (G + V + P) that they need to communicate with confidence. In addition to the Speaking stage, students are encouraged to speak throughout each lesson, responding to texts, videos and listenings, and practicing grammar and vocabulary orally.

Listening and viewing

- A reason to listen
- Confidence-building tasks
- Help with connected speech
- Video listening tasks

The listenings in *American English File* are based on a variety of entertaining and realistic situations. The tasks focus on helping students get the gist on the first listen and understand more the second time. 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
- Manageable tasks that help students read

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 1*, 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
- The nuts and bolts of writing at a word and sentence level

The growth of the internet and email means that people worldwide are writing in English more than ever before both for business and personal communication. *American English File fourth edition* has an enhanced writing syllabus, with a separate Writing Bank for every File, which provides guided writing tasks covering a range of writing types, from a formal email to a social media post.

Practical English

- Understanding high-frequency phrases
- Knowing what to say in typical situations

The Practical English lessons give students practice in key language for situations such as checking into a hotel or ordering a meal in a restaurant. To make these everyday situations come alive, there is a 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 & 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 12 Files. Each File is organized as follows:

A, B, and C lessons

Each File contains three two-page lessons that present and practice Grammar, Vocabulary, and Pronunciation, 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 1. This lesson teaches functional "survival English" (for example, language for checking into a hotel or ordering a meal) and "Social English" (useful phrases like *Nice to meet you*, *Let's go*.). 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 continues into Level 2 with *Pictures of you* – Season 2.

Review & Check

Every two Files (starting from File 2), there is a two-page section reviewing the Grammar, Vocabulary, and Pronunciation of each File and providing 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 90 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.175–213

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

Communicative

see pp.214–262

Extra speaking practice for every A, B, C lesson

Vocabulary

see pp.263–285

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

There is more information on page 174 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

Skills 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
- Teaching notes
- Photocopiable materials
- Answer keys, audio scripts, and video scripts
- Downloadable wordlists
- CEFR mapping documents

Professional Development
- Video in ELT
- Multimodality
- Effective feedback

File overview

Clear lesson summaries

Grammar, Vocabulary, and Pronunciation in every lesson

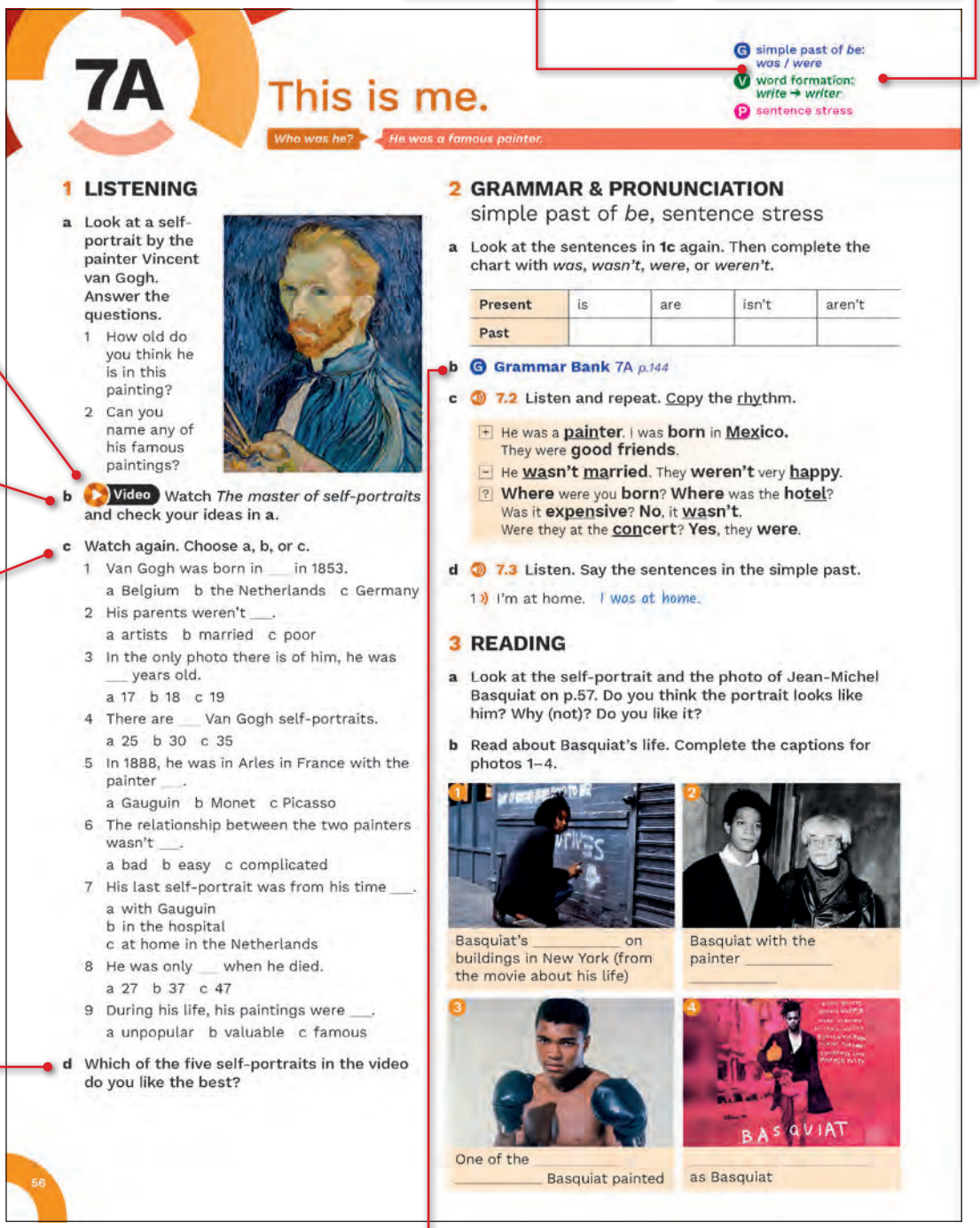
New documentary videos

Video tasks develop students' viewing skills.

Listening activities provide a clear context for the grammar of the lesson.

Opportunities for personalized speaking throughout the lesson

Additional practice of the grammar in the Grammar Bank



7A This is me.

G simple past of *be*: *was / were*
V word formation: *write → writer*
P sentence stress

Who was he? *He was a famous painter.*

1 LISTENING

a Look at a self-portrait by the painter Vincent van Gogh. Answer the questions.

1 How old do you think he is in this painting?
2 Can you name any of his famous paintings?

b Video Watch *The master of self-portraits* and check your ideas in **a**.

c Watch again. Choose a, b, or c.

1 Van Gogh was born in ___ in 1853.
a Belgium b the Netherlands c Germany
2 His parents weren't ___.
a artists b married c poor
3 In the only photo there is of him, he was ___ years old.
a 17 b 18 c 19
4 There are ___ Van Gogh self-portraits.
a 25 b 30 c 35
5 In 1888, he was in Arles in France with the painter ___.
a Gauguin b Monet c Picasso
6 The relationship between the two painters wasn't ___.
a bad b easy c complicated
7 His last self-portrait was from his time ___.
a with Gauguin
b in the hospital
c at home in the Netherlands
8 He was only ___ when he died.
a 27 b 37 c 47
9 During his life, his paintings were ___.
a unpopular b valuable c famous

d Which of the five self-portraits in the video do you like the best?

2 GRAMMAR & PRONUNCIATION
simple past of *be*, sentence stress

a Look at the sentences in **1c** again. Then complete the chart with *was*, *wasn't*, *were*, or *weren't*.

Present	is	are	isn't	aren't
Past				

b G Grammar Bank 7A *p.144*

c 7.2 Listen and repeat. Copy the rhythm.

+ He was a painter. I was born in Mexico.
They were good friends.
− He wasn't married. They weren't very happy.
? Where were you born? Where was the hotel?
Was it expensive? No, it wasn't.
Were they at the concert? Yes, they were.

d 7.3 Listen. Say the sentences in the simple past.

1 I'm at home. *I was at home.*

3 READING

a Look at the self-portrait and the photo of Jean-Michel Basquiat on p.57. Do you think the portrait looks like him? Why (not)? Do you like it?

b Read about Basquiat's life. Complete the captions for photos 1–4.

1 Basquiat's _____ on buildings in New York (from the movie about his life)

2 Basquiat with the painter _____

3 One of the _____ Basquiat painted

4 _____ as Basquiat

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Self Portrait as a Heel, 1982 (acrylic and oilstick on canvas)

JEAN-MICHEL BASQUIAT



Jean-Michel Basquiat was born in New York in 1960. His parents were from Haiti and Puerto Rico. His family life was difficult; his mother was in a psychiatric hospital when he was young and [1] C. Basquiat was a clever child. [2] ___ – when he was 11 he was fluent in French, Spanish, and English. He was also very interested in drawing and writing. His early art, when he was still a teenager, was graffiti on buildings in Lower Manhattan. At that time, he was inspired by poetry and music in downtown New York, and he was in a hip hop band called Gray.

When he was only 20 years old, people in the art world were interested in his work. In 1980, [3] ___, and this was the beginning of his fame. At this time, he was friends with many other famous people, for example, the painter Andy Warhol, who was his mentor, and Madonna, who was his girlfriend before becoming a famous singer.

Suddenly, Basquiat was more like a rock star than an artist. [4] ___, with messages about the rich and poor, racism, and the Black community. They were often of Black athletes (e.g., Muhammad Ali), musicians, and writers, with crowns, to show them as heroes.

At that time, it was difficult to be a Black man in the white-dominated art world. Basquiat was now rich, but [5] ___. He died very young, when he was only 27. [6] ___, but he was an important influence on many of today's artists and musicians, like Banksy and Jay-Z, and his work now sells for millions of dollars. The actor Jeffrey Wright was Basquiat in a movie about his life, with David Bowie as Andy Warhol.

Glossary



crown

c Read the text again. Fill in the blanks with phrases A–F.

A He was very good at languages
B he wasn't happy
C ~~his father was strict~~
D His life was short
E his paintings were in an important art show
F His paintings were political

d How were Van Gogh and Basquiat similar / different?

4 VOCABULARY word formation

a Find four jobs in the text with these words. Whose jobs are they?

1 sing_____
2 act_____
3 art_____
4 music_____

Word building: jobs and occupations

We often add *-er* or *-or* to a verb, e.g., *writer, dancer, editor.*

We often add *-ian* or *-ist* to a noun, e.g., *librarian, journalist.*

b Look at the two groups below. Are the words verbs or nouns? Make the words for the jobs.

1 compose _____ direct _____
2 novel _____ science _____
dance _____ invent _____
politics _____ history _____

c 7.4 Listen and check. Underline the stressed syllable. Practice saying the words.

d Video Watch and say the nationalities and jobs.

1 *Frida Kahlo was a Mexican artist.*

e Write the names of three more famous people, alive and dead. Then look at a partner's choices and ask about them.

Alive *Isabel Allende*
Dead *Charles Darwin*

Who's Isabel Allende? *She's a Chilean writer.*

Who was Charles Darwin? *He was a British scientist.*

5 SPEAKING

a Think of a selfie (or another photo) you have on your phone that you like. Answer the questions.

Where were you?
Who were you with? Or were you alone?
When was it?
Why do you like the photo?

b Now show a partner the photo and talk about it. Then change roles.

A range of reading and listening activities develop students' skills.

Vocabulary development in context

A range of Vocabulary, Grammar, and Pronunciation videos brings language learning to life.

Engaging texts and topics updated from the third edition

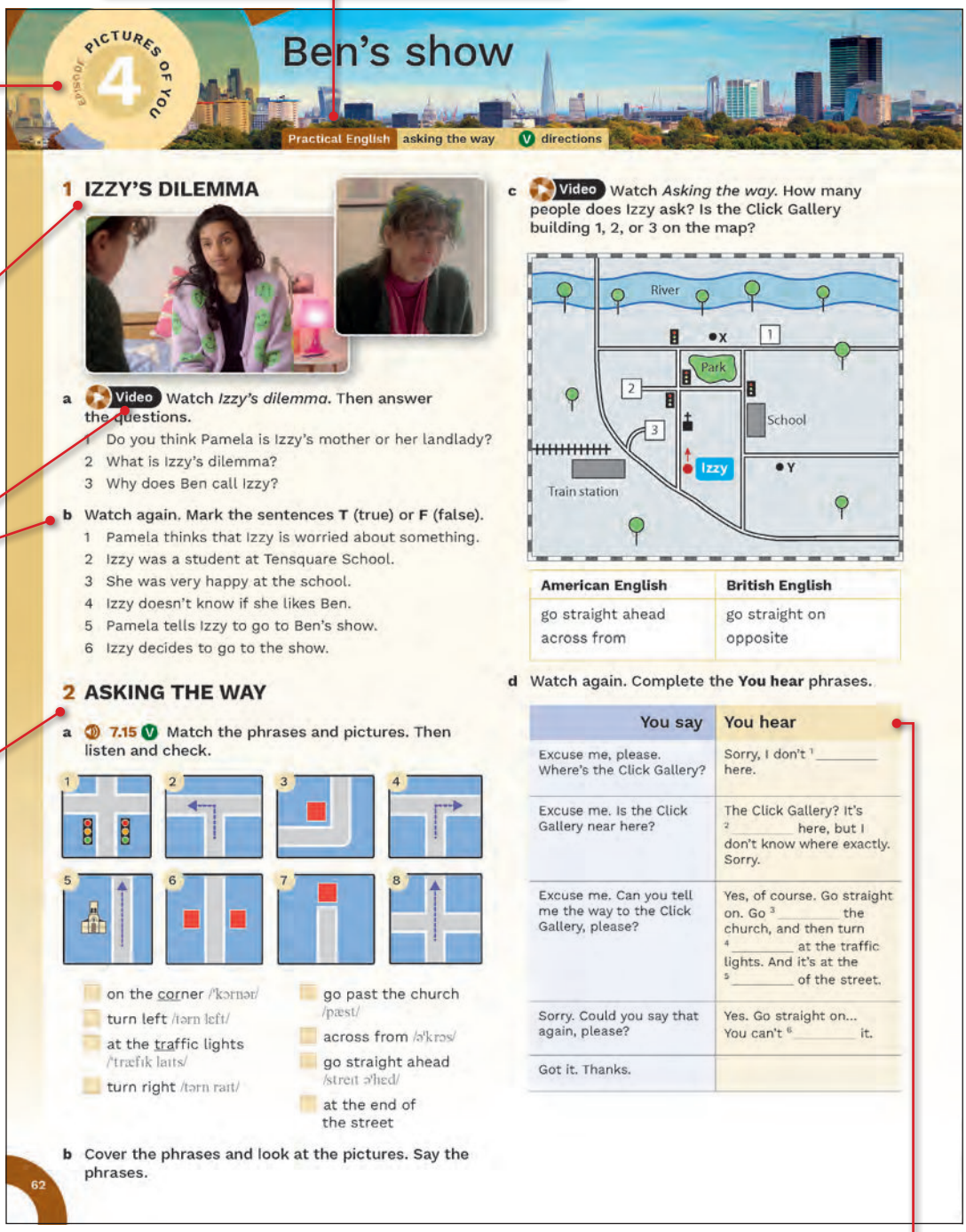
Practical English lessons teach functional English and are based on the new drama series *Pictures of you* – Season 1.

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

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.

Part 2 provides the context for the functional English.



PICTURES OF YOU episode 4

Ben's show

Practical English | asking the way | V directions

1 IZZY'S DILEMMA

a Video Watch *Izzy's dilemma*. Then answer the questions.

1 Do you think Pamela is Izzy's mother or her landlady?
2 What is Izzy's dilemma?
3 Why does Ben call Izzy?

b Watch again. Mark the sentences **T** (true) or **F** (false).

1 Pamela thinks that Izzy is worried about something.
2 Izzy was a student at Tensquare School.
3 She was very happy at the school.
4 Izzy doesn't know if she likes Ben.
5 Pamela tells Izzy to go to Ben's show.
6 Izzy decides to go to the show.

2 ASKING THE WAY

a 7.15 V Match the phrases and pictures. Then listen and check.

1 2 3 4 5 6 7 8

on the corner /ˈkɔrnər/
turn left /tərn left/
at the traffic lights /ˈtræfɪk laɪts/
turn right /tərn raɪt/
go past the church /pæst/
across from /əˈkrɔs/
go straight ahead /streɪt əˈhɛd/
at the end of the street

b Cover the phrases and look at the pictures. Say the phrases.

c Video Watch *Asking the way*. How many people does Izzy ask? Is the Click Gallery building 1, 2, or 3 on the map?

American English	British English
go straight ahead	go straight on
across from	opposite

d Watch again. Complete the **You hear** phrases.

You say	You hear
Excuse me, please. Where's the Click Gallery?	Sorry, I don't [1] _____ here.
Excuse me. Is the Click Gallery near here?	The Click Gallery? It's [2] _____ here, but I don't know where exactly. Sorry.
Excuse me. Can you tell me the way to the Click Gallery, please?	Yes, of course. Go straight on. Go [3] _____ the church, and then turn [4] _____ at the traffic lights. And it's at the [5] _____ of the street.
Sorry. Could you say that again, please?	Yes. Go straight on... You can't [6] _____ it.
Got it. Thanks.	

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You say / You hear phrases focus on the key functional English phrases.

Pairwork for students to practice the key language

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

Can you...? or Could you...?

Can you tell me the way to the Click Gallery?

Could you say that again, please?

We can use *Can you...?* or *Could you...?* to ask another person to do something. *Could you...?* is more polite.

e Video **Watch and repeat the You say phrases. Copy the rhythm. Then practice the conversation with a partner.**

f ROLE-PLAY Work in pairs. Use the map in 2c to ask for directions.

1 **A** You are at point **X** on the map. You want to find the Click Gallery. Ask **B** for directions. Then ask **B** to repeat them.
Begin: *Excuse me. Can you tell me the way to the Click Gallery, please?*

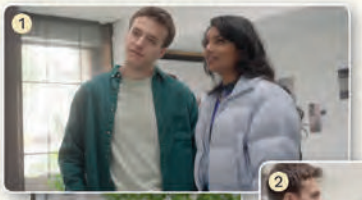
B You know where the Click Gallery is. Give **A** directions.
Begin: *Yes, of course. Go straight ahead...*

2 **B** You are at point **Y** on the map. You want to find the Click Gallery. Ask **A** for directions. Then ask **A** to repeat them.
Begin: *Excuse me. Can you tell me the way to the Click Gallery, please?*

A You know where the Click Gallery is. Give **B** directions.
Begin: *Yes, of course. Go straight ahead...*



3 AT THE GALLERY







a Video **Look at the three photos. What do you think is happening in each photo? Then watch *At the gallery* and check your answers.**

b Watch again. Then answer the questions.

1 How does Andre know Izzy?
2 Does Andre think Izzy was a good student?
3 Why is Ben surprised?
4 Does Andre know why Izzy left the course?
5 What does Andre think of Izzy's job?

4 SOCIAL ENGLISH

Focus on key Social English phrases from the episode

a Match a phrase in A with a response in B.

A	B
1 You look worried.	I'm working as a bike courier.
2 Is everything OK?	See you.
3 Can you still come tonight?	Thanks for inviting me.
4 See you later.	Of course.
5 Thanks for coming.	Yes...No.
6 What are you doing these days?	Do I?

b Video **Watch and check.**

c In pairs, practice the phrases and responses. Then change roles.

WHAT DO YOU THINK?

Opportunities for students to respond personally and critically to the video

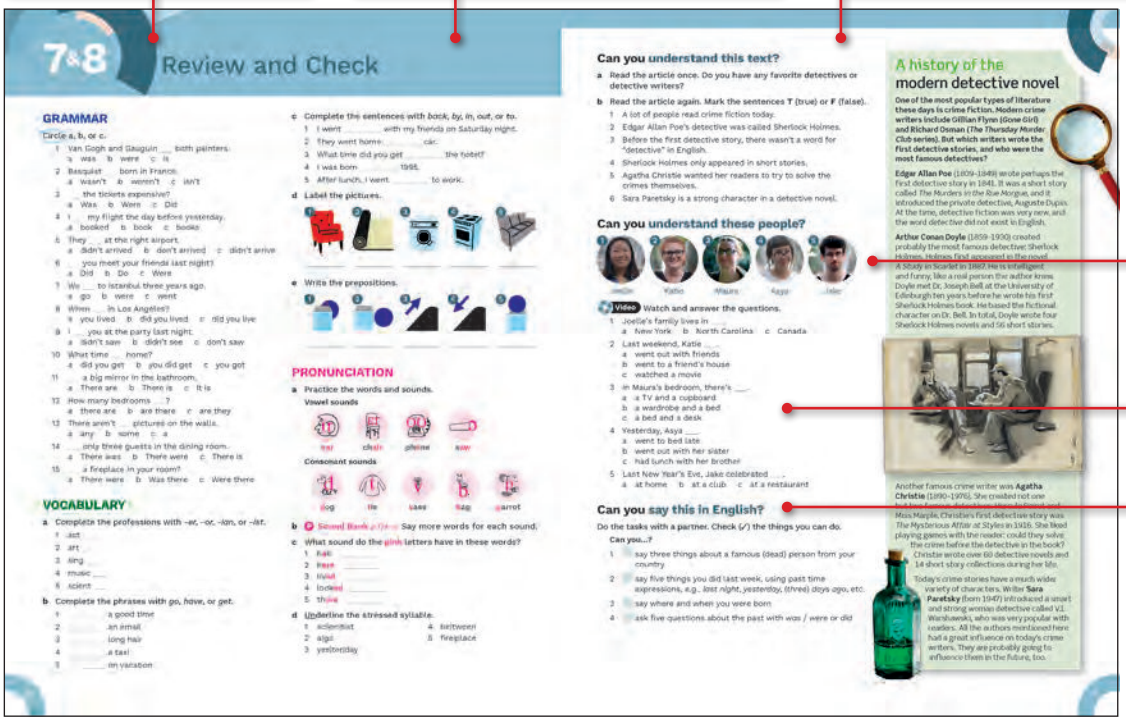
In pairs, talk about what happens at the end of the episode. Why do you think Izzy leaves the gallery? How do you think Ben feels?

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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 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 156–172 of the Student Book to provide further development of lexical sets.

Students can easily review and test their vocabulary.

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.



Photos and illustrations give context to vocabulary items.

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

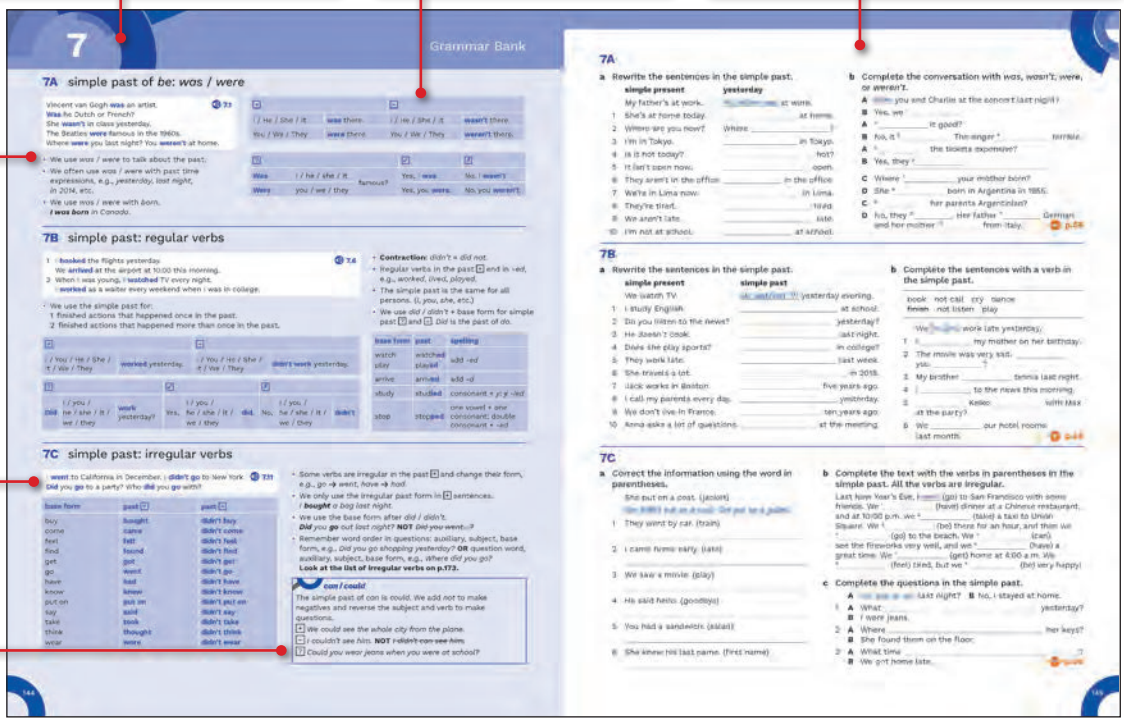
Extended grammar rules for every lesson in the Student Book

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

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

Example sentences with audio provide context and focus on pronunciation.

Common errors are highlighted.



A one-page 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, 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 mulitsensory 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 the 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 should always have a clear purpose.

Multimodal learning

Many videos that learners encounter in real life are multimodal. Multimodality refers to 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 students 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 have 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 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 through tasks that focus on what they can see, body language, and other nonverbal communication.

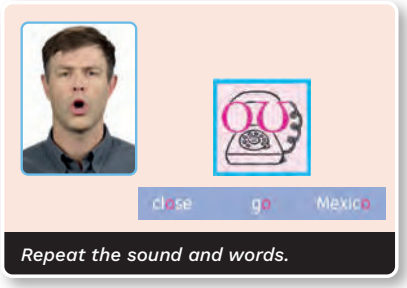
Types of video in the course include the following:



What did Kara do yesterday evening?



Say the spotlighted numbers.



Repeat the sound and words.

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

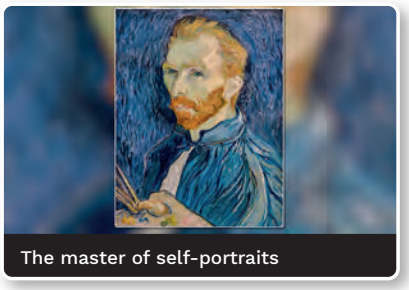
Video helps contextualize language through carefully selected images and clips that are visually engaging and motivating. The videos include clips and visual prompts, games, and animations.

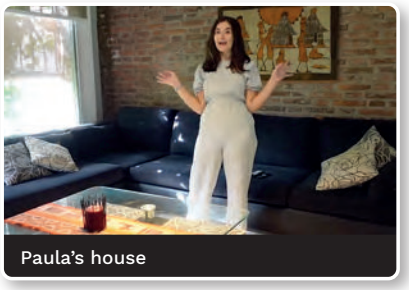
Pronunciation videos

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*.



You've got talent: The judges


The master of self-portraits


Paula's house

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 on 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 from 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 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 to help them enjoy what they are watching and 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 reusing 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 the "winners" were.

1A Hello, everybody.

G verb *be* [+], subject pronouns: *I*, *you*, etc.
V days of the week, numbers 0–20
P vowel sounds (/ɪ/, /i/, /æ/, /e/, /eɪ/, /aɪ/), word stress

Lesson plan

The context of this first lesson is a salsa class where several people meet and introduce themselves. The lesson starts with the drama, and Sts practice basic greetings, asking names, etc. They then focus on the grammar of the verb *be* in affirmative sentences and on subject pronouns. In Pronunciation, Sts are introduced to word stress and the *American English File* system of teaching the sounds of English. Here they begin by focusing on six vowel sounds. There is a vocabulary focus on the days of the week and numbers 0–20, and the lesson finishes with a listening and speaking activity that pulls together the various strands of the lesson.

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

Video material
Listening – *A salsa class*
Pronunciation – vowel sounds

More materials
For teachers
Photocopiables *Grammar* verb *be* [+], subject pronouns: *I*, *you*, etc. *p.178* *Vocabulary* Days of the week / Numbers 0–20 *p.267* (instructions *p.263*) *Communicative* You say, you answer *p.224* (instructions *p.214*)
Oxford English Hub Entry test
For students
Workbook 1A

OPTIONAL LEAD-IN (BOOKS CLOSED) Pre-teach conversation 2 in **b** by introducing yourself. Say *Hi / Hello, I'm* (…), and ask three or four Sts *What's your name?* When they answer, pretend sometimes not to have heard them correctly, and say *Sorry?* and put your hand to your ear.

1 LISTENING & SPEAKING recognizing names

a In this video, Sts see six scenes in a salsa class where three characters, Dan, Jasmine, and Ed meet.

Books open. Focus on the photos of the people (1–4). Then tell Sts to watch the video *A salsa class* and match the four people to the names.

Play the video.

Check answers.

EXTRA SUPPORT Read through the script 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 Dan **2** Jasmine **3** Laura **4** Ed

See conversations in Student Book on *p.8*

b Play the video again all the way through.
Then ask Sts to read the conversations and match them to photos A–F. Play it again if necessary.

Check answers.

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

Finally, go through each line of the conversations, eliciting / explaining the meaning of any words / phrases that Sts don't understand.

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

c **1.2** Explain that in English some words are said more strongly than others, e.g., in *Nice to meet you*, *Nice* and *meet* are pronounced more strongly than *to* and *you*. Model and drill the phrase, and encourage Sts to try to copy the rhythm.

Play the audio for Sts to listen and repeat the conversations. Encourage them to try to copy the rhythm of the audio. Getting the rhythm right is one of the most important aspects of good pronunciation.

1.2
Same as video script in Student Book on *p.8*, with repeat pauses

EXTRA IDEA Put Sts in groups of three, and tell them to take roles (Jasmine, Dan, and Ed). Tell them to focus on the photos and explain that they are going to act out conversations 2, 3, 4, and 5. First, they should practice by reading the conversations aloud, then they should try to act them out. If there's time, get Sts to change roles.

d Focus on the exercise and the example. Explain that *Hello* and *Hi* mean the same thing, but *Hi* is more informal.

Get Sts, in pairs, to fill in the blanks with words from the list.

Check answers and highlight that the words / phrases on the right are more informal than those on the left.

ANSWERS
2 I'm… **3** Good **4** Thanks **5** Bye

e Focus on the example sentences in the speech bubble.

Get Sts to introduce themselves to the class.

2 GRAMMAR verb *be* [+], subject pronouns

a Focus on the instructions and on the first sentence, *I am Laura*. Then read the second sentence, *I'm Laura*, and explain that *I'm* is the contraction of the two words *I* and *am*. Tell Sts that when people speak, they normally use contractions.

Give Sts a minute to fill in the other four blanks, looking back at the conversations if necessary, and check answers.

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ANSWERS
2 'm 3 's 4 're 5 's

b Tell Sts to go to **Grammar Bank 1A** on *p.132*. Explain that all the grammar rules and exercises are in this section of the book.

Grammar notes

Highlight that fluent speakers of English often use contractions in conversation, especially when the subject is a pronoun.

Highlight also that in English there is only one form of *you*, which is used for singular and plural, and for formal and informal situations. In your Sts' language(s), there may be different pronouns for second person singular and plural, and also formal and informal forms.

In English, there are masculine and feminine pronouns, which can be difficult for people who identify as neither gender (known as *non-binary*) or both. In recent years, there has been a push to add more gender-neutral pronouns into the English language. The most common gender-neutral pronoun is the singular *they / them / theirs*. For example, you can say "I called an electrician to fix the light. They're coming at 2 p.m."

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

Focus on the example sentences and play audio **1.3** for Sts to listen and repeat. Focus particularly on the pronunciation of the contractions, especially *You're* /yʊr/, *We're* /wɪr/, and *They're* /ðɛr/. Then go through the rules with the class.

Now focus on the exercises for **1A** on *p.133*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS
a 1 are 2 is 3 are 4 is 5 am 6 is 7 are 8 is 9 is 10 am
b 1 It's Friday. 2 They're at school. 3 I'm well. 4 You're in my class.
c 1 He's 2 We're 3 She's 4 It's 5 They're

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

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

c **1.4** Play the audio and get Sts to listen and repeat the pronouns and contractions.

1.4
1 I, I'm
2 you, you're
3 he, he's
4 she, she's
5 it, it's
6 we, we're
7 they, they're

EXTRA SUPPORT Write the words on the board so that Sts know what they are saying.

d **1.5** Focus on the example and tell Sts they're going to hear a full form of the verb and that they must say the contracted form.

Play the audio, pausing after each phrase, and elicit a response from the whole class.

1.5
1 I am (*ping*) I'm
2 you are (*ping*) you're
3 he is (*ping*) he's
4 she is (*ping*) she's
5 it is (*ping*) it's
6 we are (*ping*) we're
7 they are (*ping*) they're

Now repeat the activity with individual Sts.

e Point to a male student whose name you remember and say *He's* (*Antonio*). Then point to a female student and elicit *She's* (*María*).

Put Sts in pairs, and ask them to continue naming other Sts, using *He's / She's*.

3 PRONUNCIATION vowel sounds, word stress

Pronunciation notes

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

a Focus on the **Vowel sounds** box and go through it with the class. Tell Sts that American English has 21 vowel sounds, and that the *American English File* pronunciation system has an example word to help them remember each sound. Learning the sounds will help them pronounce words more clearly and confidently.

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

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

Play the first section of the video. Get Sts to watch and repeat the picture word (*fish*), then the sound (/ɪ/) and watch the mouth position, and finally repeat each of the three example words (*it*, *this*, *in*). When they have understood what to do, play the rest of the video for Sts to watch and repeat.

EXTRA SUPPORT Play the video for Sts to just watch the mouth position and listen to the words. Then play the video again, getting Sts to repeat after each sound and word. Play again if necessary.

See sounds and words in Student Book on *p.9*

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

EXTRA IDEA Get Sts to close their books. Dictate some of the words in the chart in random order for them to write down.

b 1.6 Focus on the **Word stress** box and go through it with the class. Elicit / Explain the meaning of *syllables* (= units into which a word is divided).

Now focus on the words. These are words that many Sts will probably already know, and some are "international," e.g., *hotel*, *internet*. Write *airport* on the board. Elicit / Teach that it has two syllables. Then explain that all words of two or more syllables have one that is stressed (pronounced more strongly than the other(s)). Then say *airport* both ways (*airport* and *airport*) and ask Sts which way they think is correct (*airport*). Underline *air* on the board, and tell Sts to underline the stressed syllable when they learn new words, especially if it isn't where they would expect it.

! Warn Sts that even if the same or a similar word exists in their language, the stress may be on a different syllable.

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

Now play it again, pausing after each word for Sts to underline the stressed syllable.

Check answers.

1.6
airport computer email hotel internet museum pasta pizza salad sandwich university website

Now get Sts to practice saying the words, individually or in pairs.

EXTRA IDEA If Sts have dictionaries with them, for example on their phones, get them to look up a word, e.g., *airport*, and show them that stress is marked in dictionaries with a stress mark before the stressed syllable, e.g., /ˈɛrpɔrt/. If not, copy a dictionary entry onto the board, or use an online dictionary entry if you have an interactive board.

c Get Sts to copy the chart and write the words from **b** under the correct heading. Point out that the first one (*airport*) has been done for them.

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

ANSWERS

Food	Technology	Places
pasta	computer	**airport**
pizza	email	hotel
salad	internet	museum
sandwich	website	university

d Write the three categories on the board. Then give Sts one minute to try to add more English words to each column.

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

EXTRA SUPPORT After one minute, put Sts in pairs to compare their answers.

4 VOCABULARY days of the week, numbers 0–20

a 1.7 Focus on the photo and elicit that the two people are Ed and Jasmine.

Play the audio for Sts to fill in the blanks.

Check answers.

1.7
Ed **See you on Saturday. Bye.**
Jasmine **Goodbye, Ed.**

b Tell Sts to go to **Vocabulary Bank** Days and numbers on *p.156* and get them to do **Parts 1** and **2**. Explain that these pages (**Vocabulary Banks**) are their vocabulary section where they will first do the exercises, and will then have the pages for reference to help them learn and remember the words.

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

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

Check answers.

1.8
Days and numbers, 1 Days of the week
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Now either use the audio to drill the pronunciation of the days, or model and drill them yourself. Ask Sts where the stress is (always on the first syllable). Give further practice of any words your Sts find difficult to pronounce. Sts may have problems with *Tuesday* /ˈtuzdeɪ/, *Wednesday* /ˈwɛnzdeɪ/, and *Thursday* /ˈθərzdeɪ/. You could write these on the board and cross out the silent *d* in *Wednesday*, and highlight the vowel sounds in *Tuesday* and *Thursday*.

1.9 Now focus on the instructions for **c**, and play the audio for Sts just to listen.

1.9
See phrases in Student Book on *p.156*

Highlight the stressed syllables (*weekend*, *weekday*, *today*, etc.). Elicit / Explain the meaning of any words Sts don't know.

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

Then focus on **Activation**. Get Sts to cover the days of the week with a piece of paper and say them in order. Now ask them *What day is it today? And tomorrow?*

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

Now focus on **2 Numbers 0–20** and get Sts to do **a** individually or in pairs.

Vocabulary notes

Highlight the spelling changes between *three* and *thirteen*, and *five* and *fifteen*. You could also point out to Sts that numbers in English have only one form and never change.

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

Check answers.

ANSWERS
5 five **7** seven **11** eleven **12** twelve **15** fifteen **18** eighteen **20** twenty

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1.10
2 Numbers 0–20
zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

Now either use the audio to drill the pronunciation of the numbers, or model and drill them yourself. Explain / Elicit that numbers 13–19 are stressed on the second syllable. Give further practice of any numbers your Sts find difficult to pronounce.

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

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

Now focus on **Activation**. Get Sts to cover the words with a piece of paper, leaving the numbers visible.

Finally, focus on the **Phone numbers** box and go through it with the class. Highlight that *0* is usually pronounced /oʊ/ in telephone numbers, although *zero* can also be used.

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

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

EXTRA IDEA Dictate a dozen numbers between 0 and 20. Make sure you write them down on a piece of paper. Then check answers, by eliciting the numbers and writing them on the board.

c **1.11** Focus on the example and tell Sts they will hear two words (days of the week or numbers), and they have to say the next word in the sequence.

Play the audio, pausing after the two words, and elicit a response from the whole class.

1.11
Monday, Tuesday, (*ping*) Wednesday
eighteen, nineteen, (*ping*) twenty
Tuesday, Wednesday, (*ping*) Thursday
eight, nine, (*ping*) ten
thirteen, fourteen, (*ping*) fifteen
Friday, Saturday, (*ping*) Sunday
Sunday, Monday, (*ping*) Tuesday
ten, eleven, (*ping*) twelve
sixteen, seventeen, (*ping*) eighteen

Now repeat the activity, eliciting responses from individual Sts.

EXTRA IDEA Model and drill the question *What's your phone number?* Get Sts to ask three Sts sitting near them. They should write down the phone numbers so that they can check them.

! Tell Sts they can invent their phone numbers if they prefer. Get feedback from the class.

5 LISTENING & SPEAKING recognizing places and numbers

a **1.12** Focus on the six places (*airport*, *sandwich shop*, etc.) and make sure Sts understand them. Tell Sts they're going to listen to six short conversations. The first time they listen, they should just try to understand where the conversation is taking place and write a number 2–6 in the boxes. Point out that the first one (*sandwich shop*) has been done for them.

! Make sure Sts write 2–6 in the boxes before the words *airport*, *sandwich shop*, etc., and not in the spaces, e.g., after *Gate number*.

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

EXTRA SUPPORT Read through the script 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
2 language school 3 airport 4 taxi 5 hotel 6 museum

1.12
(script in Student Book on *p.127*)
1 A A turkey and cheese sandwich, please.
B That's nine dollars and fifteen cents.
2 A So, Anna, your classes are on Tuesday and Thursday mornings.
B *Qué?* Sorry?
A Your classes are on Tuesday and Thursday mornings.
3 The JetBlue flight to Burbank is now boarding at Gate number 5.
4 A Where to?
B Sixteen Manchester Road, please.
5 A Here's your key. Room twelve.
B Thank you.
6 A Here we are.
B Oh no! It's closed.
A Look, it says, "Closed on Monday."

b Focus on the words on the right in **a**. Elicit / Explain the meaning of *Gate*, etc. Tell Sts to listen again, but this time to focus on the numbers and days they hear in each conversation.

Play the audio once or twice as necessary, pausing between each conversation to give Sts time to write the numbers or days in the blanks.

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

ANSWERS

1 sandwich shop	**9** dollars and **15** cents
2 language school	Classes on **Tuesday** and **Thursday** mornings
3 airport	Gate number **5**
4 taxi	**16** Manchester Road
5 hotel	Room **12**
6 museum	Closed on **Monday**

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.127* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

c **1.13** Focus on the examples and tell Sts they're going to hear a sentence and they must respond to it.

Play the audio, pausing after each sentence to elicit a response from the whole class.

1.13

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

Repeat the activity, eliciting responses from individual Sts.

d Tell Sts to imagine that they're at a party where they don't know anyone. If possible, get them to stand up.

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

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1B A world of sports

G verb *be* − and ?
V countries, numbers 21–100
P /ə/, consonant sounds /tʃ/, /ʃ/, /dʒ/, word stress

Lesson plan

The context of this lesson is sporting events where fans from many countries gather together. Sts complete their study of the verb *be* and learn how to say where they and other people are from. They start the lesson by learning vocabulary for countries and nationalities, and this language is then practiced in a world quiz. Next, Pronunciation covers the schwa /ə/, a sound that occurs in many English words, and three consonant sounds, which are difficult for many nationalities. The Grammar section, *be* in negative sentences and questions, is then presented through three interviews between a journalist and sports fans from different countries. Sts then practice asking where people are from. There is then a second Vocabulary section where Sts learn numbers 21–100, and a Pronunciation and Listening section that focuses on word stress in numbers and practices numbers through listening and playing *Bingo*.

Video material
Vocabulary – countries
Pronunciation – /ə/
Pronunciation – /tʃ/, /ʃ/, /dʒ/
Vocabulary – numbers 21–100

More materials
For teachers
Photocopiables
Grammar verb *be* − and ? *p.179*
Vocabulary The world *p.268* (instructions *p.263*)
Communicative Nationalities bingo *p.225* (instructions *p.214*)
For students
Workbook 1B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the word *continent* on the board and elicit / teach its meaning. Ask Sts how many continents there are (*seven*) and if they can name them (from largest to smallest: *Asia*, *Africa*, *North America*, *South America*, *Antarctica*, *Europe*, *Australasia*). Answers to this question might differ as some people say there are five continents (counting North and South America as one); some also might not include *Antarctica*. *Australasia* might also be called *Australia* or *Oceania*.

1 VOCABULARY countries

a Books open. Focus on the title of the lesson and check Sts understand the meaning of *world*. Model and drill its pronunciation.

Now focus on the six countries and make sure Sts know what they are.

Tell Sts that they are going to watch six short clips of soccer fans from these countries and they must write a number 1–6 in the boxes.

Play the video once for Sts to watch and complete the task.

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

ANSWERS
1 Brazil **2** Spain **3** Mexico **4** Egypt **5** France **6** Italy

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 Countries** on *p.157*.

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

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

Check answers.

1.14
Countries, 1 Continents
5 Africa, African
7 Antarctica, Antarctic
3 Asia, Asian
6 Australasia, Australasian
2 Europe, European
1 North America, North American
4 South America, South American

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

Finally, focus on the compass points, and model and drill the pronunciation: *north* /nɔrθ/, *east* /ist/, *south* /saʊθ/, *west* /wɛst/.

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

Vocabulary notes

The nationality word is normally the same as the word for the language of the country, e.g., in *Italy* the language is *Italian*, in *Vietnam* the language is *Vietnamese*. However, some countries are different, for example in *Brazil* the language is *Portuguese*, and in some countries like *Switzerland,* there are several official languages (*German*, *French*, *Italian,* and *Romansch*).

Countries sometimes change their names, e.g., *Türkiye* used to be called *Turkey*. If Sts have heard the old form, explain that it is now out of date. Occasionally, two forms of a country name are acceptable, e.g., *The Czech Republic* can also be referred to as *Czechia*.

1.15 Play the audio for Sts to listen and check.

Check answers.

1.15

2 Countries and nationalities

2 England, English
4 Ireland, Irish
1 Spain, Spanish
3 Türkiye, Turkish
7 Germany, German
5 Mexico, Mexican
8 Morocco, Moroccan
6 the United States, American
13 Argentina, Argentinian
17 Australia, Australian
9 Brazil, Brazilian
18 Canada, Canadian
11 Egypt, Egyptian
15 India, Indian
12 Italy, Italian
16 Nigeria, Nigerian
10 Peru, Peruvian
14 Russia, Russian
20 China, Chinese
19 Japan, Japanese
21 Vietnam, Vietnamese
24 the Czech Republic, Czech
22 France, French
23 Thailand, Thai

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.

If your Sts' country is not in the list, teach it with the nationality adjective and elicit which group the adjective belongs to.

Focus on the **Capital letters** box and go through it with the class.

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

Finally, focus on **Activation** and the example. Put Sts in pairs and get them to tell their partner the six countries they chose and which continent they are in.

EXTRA IDEA Put Sts in pairs. **A** says a country, e.g., *Italy*, and **B** says where the country is, e.g., *Italy is in Europe*.

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

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

c Tell Sts they are going to do a countries and nationalities quiz. Before they start, draw their attention to the example speech bubbles. Focus on the expressions *I think…* and *I'm not sure*. Teach / Elicit their meaning using appropriate gestures and drill the pronunciation.

1.16 Put Sts in pairs and focus on 1 in *The World Quiz*. Now tell Sts they are going to hear music from the six countries and they must write the countries for a–f.

Play the audio once for Sts to listen and complete the task.

Check answers.

ANSWERS

1 **a** England **b** Peru **c** Italy **d** Russia **e** India **f** Argentina

1.16
(six short pieces of music)

Set a time limit for Sts to do questions 2–4. Tell them that all the answers to questions 2, 3, and 4 are from the continents and countries in the **Vocabulary Bank**.

Check answers and find out who got the most correct answers.

ANSWERS

2 **a** North America **b** Africa **c** Asia **d** Europe **e** South America
3 **a** Germany **b** Spain **c** Ireland **d** Morocco **e** Japan **f** China
4 **a** Mexican **b** Turkish **c** Nigerian **d** French **e** Canadian **f** Australian **g** Vietnamese

2 PRONUNCIATION /ə/, /tʃ/, /ʃ/, /dʒ/

Pronunciation notes

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

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

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

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

a Focus on the box **The /ə/ sound** and go through it with the class. Model and drill the sound. Before you play the video, you may want to point out that some words, e.g., *American*, can have more than one /ə/ sound in them (it has two). Also show Sts that the stressed syllable has been underlined in the example words.

Play the video for Sts to watch and repeat the picture word (*computer*), then the sound (/ə/), and watch the mouth position. Highlight how the speaker's mouth is barely open as he makes the sound. Then get them to repeat after each individual word.

EXTRA SUPPORT Play the video for Sts to just watch the mouth position and listen to the words. Then play the video again, getting Sts to repeat.

See sound and words in Student Book on *p.10*

b Focus on the **Consonant sounds** box and go through it with the class.

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

Play the first section of the video. Get Sts to watch and repeat the picture word (*chess*), then the sound (/tʃ/) and watch the mouth position, and finally repeat the sentence (*Charles isn't Czech, he's French*). When they have understood what to do, play the rest of the video for Sts to watch and repeat.

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EXTRA SUPPORT Play the video for Sts to just watch the mouth position and listen to the sentences. Then play the video again, getting Sts to repeat after each sound and sentence. Play again if necessary.

See sounds and sentences in Student Book on *p.10*

Put Sts in pairs to practice saying the sentences.

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

c **1.17** Here Sts recycle some of the country and nationality words that they learned in the **Vocabulary Bank**.

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

Play the audio, pausing after each country, and elicit the nationality from the class.

1.17
1 Canada (*ping*) Canadian
2 Türkiye (*ping*) Turkish
3 China (*ping*) Chinese
4 Germany (*ping*) German
5 England (*ping*) English
6 Brazil (*ping*) Brazilian
7 France (*ping*) French
8 Ireland (*ping*) Irish
9 Argentina (*ping*) Argentinian
10 Japan (*ping*) Japanese

Now repeat the activity, eliciting responses from individual Sts. Give further practice of any words your Sts find difficult to pronounce.

3 GRAMMAR verb *be* − and ?

a **1.18** Focus on the instructions, and on the photos and conversations.

Play the audio, pausing after each interview for Sts to write the country or nationality.

Check answers.

ANSWERS
1 Brazil, Brazilian 2 Australia 3 American, Japan

1.18
See interviews in Student Book on *p.11* and answer key

b Give Sts two minutes to read the interviews again and complete the chart. Point out the example (*you aren't*).

Get Sts to compare with a partner, and then check answers by copying the chart onto the board and getting Sts to tell you how to complete it.

ANSWERS

−	I'm not	**you aren't**	it isn't
?	Am I	Are you	Is it

Finally, go through the interviews, eliciting / explaining the meaning of any words or phrases that Sts don't understand. You might want to point out the different use of *sorry* in the last interview. In **1A** Sts saw *Sorry* being used to ask someone to repeat something. Here the interviewer uses it to apologize – to show he feels bad about getting the nationality wrong.

c Tell Sts to go to **Grammar Bank 1B** on *p.132*.

Grammar notes

Remind Sts that in conversations it is more common to use contractions in negatives than the full form.

In the negative, the verb *be* can be contracted in two ways, e.g., *You aren't Italian* (contracting *not*) or *You're not Italian* (contracting *are*). *American English File* at lower levels normally uses the former.

With short answers, explain to Sts that although native speakers often use *Yes, I am* instead of just *Yes*, both ways of answering are perfectly correct. However, answering just *Yes* or *No* can sound abrupt.

Focus on the example sentences and play audio **1.19** for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **1B** on *p.133*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS
a 1 I'm not Irish.
2 They aren't Argentinian.
3 It isn't in South America.
4 You aren't Vietnamese.
b 1 Am I in room 10? Yes, you are.
2 Is it Thai? No, it isn't.
3 Are they students? No, they aren't.
4 Is he from Nigeria? Yes, he is.
5 Are you Jada Bell? No, I'm not.
c 1 's 2 Are 3 'm 4 'm 5 Are 6 'm 7 Is 8 isn't 9 's 10 Are 11 'm

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

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

d **1.20** Focus on the example and tell Sts they will hear ten questions, and each time they must respond with a short answer.

Play the audio, pausing after each question to elicit a response from the whole class.

1.20
1 Is Sydney the capital of Australia? (*ping*) No, it isn't.
2 Is Taylor Swift Canadian? (*ping*) No, she isn't.
3 Is Spider-Man American? (*ping*) Yes, he is.
4 Is Pierre an English name? (*ping*) No,it isn't
5 Is sushi Chinese? (*ping*) No, it isn't.
6 Are McDonald's and Starbucks from France? (*ping*) No, they aren't.
7 Is Lima in Peru? (*ping*) Yes, it is.
8 Are Honda and Suzuki Japanese? (*ping*) Yes, they are.
9 Is Lionel Messi Brazilian? (*ping*) No, he isn't.
10 Is New York the capital of the United States? (*ping*) No, it isn't.

Now repeat the activity, eliciting responses from individual Sts.

EXTRA CHALLENGE Play the audio again and ask Sts for the correct answers where appropriate, e.g., *"Is Sydney the capital of Australia?" "No, it isn't. The capital of Australia is Canberra."*

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

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

Get feedback from a few pairs.

4 SPEAKING

a Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** Where are they from?, **A** on *p.104*, **B** on *p.109*.

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

Sit **A** and **B** face-to-face. **A** asks their questions about person 1 to **B** and writes the information in the chart.

B now asks **A** about person 2, and they then take turns asking and answering.

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

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

b Focus on the instructions and give Sts time to choose a different country from **Vocabulary Bank** Countries on *p.157* and to think of a city there.

Get Sts to ask you the questions first.

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

Get Sts to stand up and ask five other Sts the questions.

Finally, ask a few Sts where they are from.

EXTRA SUPPORT In a multilingual class, get Sts to use their real towns and countries / nationalities.

5 VOCABULARY numbers 21–100

a This video reviews numbers 1–20, which Sts did in **1A**, and pre-teaches some numbers up to 100. Focus on the photo and elicit how to say the numbers (*five*, *sixteen*, and *seventeen*). Tell Sts they are going to watch a video of different sports where numbers are spotlighted. Focus on the photos and check Sts understand the meaning of *spotlighted*.

Play the video. Sts think how to say the spotlighted numbers.

Then play the video again and pause on each spotlighted frame. Check answers by eliciting the numbers. Sts may know the numbers above 20, but tell them to make a guess about how to say them if not. Model and drill the numbers, getting Sts to repeat them.

ANSWERS
(basketball) five, sixteen, seventeen
(soccer) eleven, twenty
(drag racing) thirteen, thirty-six
(football) forty-eight, fifty-two
(baseball) thirty-eight, seventy-nine, sixty-two

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** Days and numbers on *p.156* and get them to do **Part 3**.

Focus on **3 Numbers 21–100** and get Sts to do **a** individually or in pairs.

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

Check answers and write the numbers on the board.

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

1.21
3 Numbers 21–100
twenty-one, thirty, thirty-five, forty, forty-three, fifty, fifty-nine, sixty, sixty-seven, seventy, seventy-two, eighty, eighty-eight, ninety, ninety-four, a hundred / one hundred

EXTRA SUPPORT Play the audio again or say the numbers yourself, pausing after each number for Sts to repeat.

Finally, focus on **Activation**. Sts work individually and choose ten numbers from 21 to 100, which they write on a piece of paper. Put Sts in pairs and get them to dictate their numbers to their partner, who writes them down.

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

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

EXTRA IDEA A numbers game that Sts always enjoy is *Buzz*. You may want to play it now or at any other time when you want to review numbers.
Get Sts to sit or stand in a circle and count out loud. When they come to a number which contains three (e.g., *13*) or a multiple of three (e.g., *three*, *six*, *nine*, etc.), they have to say *"Buzz"* instead of the number.
If a student makes a mistake, either saying the number instead of *"Buzz,"* or simply saying the wrong number, they are "out" and the next player begins again from number one. Continue until there is only one student left, who is the winner, or until the group gets to 30 without making a mistake.
You can also play *Buzz* with seven as the "wild" number, and go up to 50.

c **1.22** Write a simple sum on the board, e.g., 3 +1 = . Elicit how to say it (*three plus one is…*). Then elicit the answer *four*. Tell Sts they are going to hear eight sums and they must write down the answers.

Play the audio and get Sts to write the answers to the sums.

Check answers by eliciting the numbers and writing them on the board.

ANSWERS
1 25 **2** 33 **3** 47 **4** 50 **5** 66 **6** 81 **7** 99 **8** 100

1.22
1 A What's twelve plus thirteen? (*ping*)
B Twenty-five
2 A What's twenty-five plus eight? (*ping*)
B Thirty-three
3 A What's twenty-one plus twenty-six? (*ping*)
B Forty-seven

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4 A What's thirty-five plus fifteen? (*ping*)
B Fifty
5 A What's fifty-two plus fourteen? (*ping*)
B Sixty-six
6 A What's seventy plus eleven? (*ping*)
B Eighty-one
7 A What's eleven plus eighty-eight? (*ping*)
B Ninety-nine
8 A What's ten plus sixty plus thirty? (*ping*)
B A hundred

6 PRONUNCIATION & LISTENING word stress, *-teen* and *-ty* numbers

Pronunciation notes

As Sts have seen in the **Vocabulary Bank**, *13*, *14*, etc. are stressed on the second syllable, and *30*, *40*, etc. are stressed on the first syllable. However, *13 / 30*, *14 / 40*, etc. can sound very similar and are often confused. Native speakers sometimes need to clarify which number they mean, by saying, e.g., *"one three"* or *"three oh"* to make it clear whether they are saying *13* or *30*.

a **1.23** Play the audio and get Sts to repeat the numbers. You could ask *What's the difference between the numbers in a and b?* Elicit ideas, then focus on the **Pronunciation *-teen* and *-ty*** box and go through it with the class. Point out that *13*, *14*, etc. are stressed on the second syllable, and *30*, *40*, etc. are stressed on the first syllable. Sts will practice this difference in the next part of the lesson. Point out that with compound numbers, e.g., *twenty-one*, *thirty-five*, *forty-three*, etc., the main stress is on the second number, e.g., *twenty-one*, *thirty-five*, *forty-three*. You could tell Sts this means that the pairs of numbers can be easily confused and this can be a problem, even for native speakers, particularly in a noisy environment like a restaurant or café.

1.23
See numbers in Student Book on *p.11*

b **1.24** Tell Sts that they will hear seven conversations, and in each conversation they will hear just one number from each pair in **a**.

Play the audio twice and have Sts circle *a* or *b*.

Check answers.

ANSWERS
1 a 30 **2** b 40 **3** a 15 **4** b 16 **5** a 17 **6** b 80 **7** b 90

1.24
(script in Student Book on *p.127*)
1 **Announcer** The six-twelve train to Poughkeepsie, making stops at Harlem, Beacon, New Hamburg, and Poughkeepsie is departing from Track thirty.
A That's our train. Track thirty. Come on.
B OK. Let's go.
2 A Excuse me! How far is it to Austin?
B It's about forty miles.
A Thanks a lot.
3 A Just one more game. Come on!
B Fifteen–love.
A Great serve!
4 A Will all passengers on Delta flight eleven eighty-two to Portland please go to Gate sixteen immediately.
B Gate sixteen. Is that our flight?
C No, it's to Portland, Maine, not Portland, Oregon.
5 A How much is that?
B Two slices of pizza, a salad, and a soda. That's seventeen dollars.
6 A What's your address?
B It's eighty Park Street.
A Sorry?
B Eighty, eight-oh. Park Street.
7 A OK, be quiet, please. Open your books to page ninety.
B What page?
C Page ninety.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.127* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

EXTRA CHALLENGE Ask Sts what each conversation is about.

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

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

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

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

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

1C Open your books.

G possessive adjectives: *my*, *your*, etc.
V classroom language
P /oʊ/, /u/, /ɑr/, the alphabet, sentence stress

Lesson plan

The context for this lesson is the classroom, and signing up for an English course. The lesson starts with a focus on classroom language, which helps Sts understand and respond to common classroom instructions, and ask the teacher in English for information and clarification. There is also a section with common instructions in the online classroom. Sts then learn the pronunciation of the alphabet and practice it with common abbreviations. Next, Sts watch an online interview between a student and teacher at a language school in the US, and learn how to give personal information and practice spelling. This leads into the grammar focus on possessive adjectives. The different elements of the lesson are brought together in the final activities, where Sts do a communication activity where they discover what some actors' and singers' real names are, and a writing focus where they complete an application form for a visa.

Video material

Vocabulary – *Classroom language: in the online classroom*
Pronunciation – /oʊ/, /u/, /ɑr/
Listening – *A new student* (lead-in)
Listening – *A new student* (full video)

More materials

For teachers

Photocopiables

Grammar possessive adjectives: *my*, *your*, etc. *p.180*
Vocabulary Classroom language *p.269* (instructions *p.263*)
Communicative Personal information *p.226* (instructions *p.214*)

For students

Workbook 1C

OPTIONAL LEAD-IN (BOOKS CLOSED) Point to a few things in the classroom (from Vocabulary **a**) and ask Sts what they are. Write the words on the board, and model and drill pronunciation.

1 VOCABULARY classroom language

a Books open. Focus on the picture and get Sts to match the words and pictures. Point out that the first one (*a window*) has been done for them.

b **1.25** Play the audio for Sts to listen and check. Check answers.

1.25

5 a board	2 a picture
7 a chair	6 a screen
8 a computer	9 a table
10 a desk	3 a wall
4 a door	1 a window

Now play it again to drill the pronunciation of the words. Give further practice of any words your Sts find difficult to pronounce.

c Focus on the two small pictures. Model and drill the two questions *What's this?* and *What's that?* Check the answer to the question. Demonstrate the meaning by touching your chair and asking *What's this?* Then point to the window and ask *What's that?*

ANSWER
this is for a singular object near you; *that* is for a singular object far from you.

In pairs or as a whole class, get Sts to point to objects and ask and answer the questions.

d Tell Sts to go to **Vocabulary Bank** Classroom language on *p.158*. **The teacher says** section helps Sts recognize and respond to common instructions used in the classroom. Get Sts to do **a** individually or in pairs.

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

Check answers. Make sure the meaning of each phrase is clear by miming or getting Sts to mime.

1.26
Classroom language

7 Open your books, please.
11 Go to page eighty-four.
13 Do exercise a.
5 Read the text.
1 Look at the board.
12 Close the door.
2 Work in pairs.
10 Answer the questions.
9 Listen and repeat.
6 Stand up.
3 Sit down.
8 Turn off your phone.
4 Please stop talking!

In **You say**, Sts learn phrases they themselves may need to use in class. Get Sts to do **c** individually or in pairs.

Vocabulary notes

You could tell Sts that we use *please* at the beginning or end of a phrase to be polite, e.g., *Please come here.* OR *Come here, please.*

1.27 Now do **d**. Play the audio for Sts to listen and check.

Check answers. Make sure Sts know what all the phrases mean.

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1.27
Classroom language
19 Sorry, can you repeat that, please?
14 Sorry I'm late.
18 I don't understand.
15 Can I have a copy, please?
22 How do you spell it?
17 I don't know.
21 How do you say *gato* in English?
20 Can you help me, please?
16 What page is it?

Either use the audio to drill the pronunciation of the sentences and questions, or model and drill them yourself. Encourage Sts to use the right rhythm.

EXTRA IDEA Get Sts to cover the sentences and questions with a piece of paper, leaving the pictures visible. Sts look at the pictures and try to remember the sentence or question.

Finally, focus on **Activation**. Tell Sts from now on you want them to try to use the phrases from this lesson. It's a good idea to have a poster on the wall with this classroom language for Sts to refer to.

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

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

EXTRA IDEA Tell Sts you are going to give them some instructions and they must act out what they hear. Read each classroom instruction one at a time and get Sts to follow them: Stand up; Sit down; Open your books; Go to page twelve; Look at exercise one b; Close your books; Listen and repeat "Nice to meet you."; Answer the question "Where are you from?"

e Tell Sts they are going to watch *Classroom language: In the online classroom*, a video showing useful online classroom language.

Give Sts time to read the seven sentences.

Play the video for Sts to watch and see how the sentences are used.

Now play the video again and get Sts to repeat 1–7.

Give further practice of any words your Sts find difficult to pronounce, e.g., *camera* /ˈkæmrə/, *mute* /myut/, etc. You might want to tell Sts that *breakout rooms* can also be called *chat rooms*.

See sentences in Student Book on *p.12*

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

2 PRONUNCIATION /oʊ/, /u/, /ɑr/, the alphabet

Pronunciation notes

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

a Focus on the three sound pictures (*phone*, *boot*, *car*).

Now focus on the example words in the columns, e.g., *close* (verb), *go,* and *Mexico*. Elicit / Explain that the pink letters are the same sound as the picture word they're under. Demonstrate for Sts, e.g., say *phone*, *close*, *go*, etc.

Play the first section of the video. Get Sts to watch and repeat the picture word (*phone*), then the sound (/oʊ/) and watch the mouth position, and finally repeat each of the three example words (*close*, *go*, *Mexico*). When they have understood what to do, play the rest of the video for Sts to watch and repeat.

See sounds and words in Student Book on *p.12*

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

b **1.28** Focus on the alphabet. Explain that it's important to know how to say the English alphabet because you often need to spell names, last names, town names, email addresses, passwords, etc. (especially when you're talking on the phone).

Play the audio for Sts to repeat the groups of letters.

1.28
See alphabet in Student Book on *p.12*

c **1.29** Focus on the chart. Explain that the letters are in columns according to the vowel sound of each letter. Elicit the seven picture words and sounds (Sts have seen them all before).

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

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

Play the audio once for Sts to listen and check answers (you may want to copy the complete chart onto the board).

1.29
train /eɪ/ A H J **K**
tree /i/ B **C D** E G P T **V Z**
egg /ɛ/ F L M **N S** X
bike /aɪ/ I Y
phone /oʊ/ **O**
boot /u/ Q **U** W
car /ɑr/ R

Now play the audio again, pausing after each sound for Sts to repeat the group of letters.

d **1.30** Focus on the groups of letters and explain that these letters are often confused. Play the audio for Sts just to listen to the different sounds.

1.30
See letters in Student Book on *p.12*

e **1.31** Tell Sts that now they are going to hear just one letter from each group in **d**. They will hear the letter twice.

Play the audio and tell Sts to circle the letter they hear.

Check answers.

1.31
1 E, E 2 J, J 3 Q, Q 4 C, C 5 B, B 6 M, M
7 V, V 8 Y, Y

f Focus on the phrases and tell Sts that they are all things that we normally refer to just using abbreviations (the **bold** letters). Put Sts in pairs and get them to practice saying the abbreviations. Make sure they understand all the phrases.

Check answers.

EXTRA IDEAS

- Write the following on the board and get Sts to say the abbreviations.
  - ***E**nglish as a **F**oreign **L**anguage*
  - *a **V**irtual **P**rivate **N**etwork*
  - ***D**ate **o**f **B**irth*
  - ***F**requently **A**sked **Q**uestions*
  - ***I**ntelligence **Q**uotient*
- Play ten chances.
  - Think of a word Sts know, preferably of at least eight letters, e.g., *nationality*. Write a dash on the board for each letter of the word and the numbers 1–10 below:
    ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

    1 **6**
    2 **7**
    3 **8**
    4 **9**
    5 **10**
  - Sts call out letters one at a time. If the letter is in the word (e.g., A), fill it in each time it occurs, e.g., ___ A ___ ___ ___ ___ A ___ ___ ___ ___ .
    Only accept correctly pronounced letters. If the letter is not in the word, 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 word before Sts have used up all ten chances.
  - Sts can guess the word at any time, but each guess is punished with "wrong guess" written next to the available number.
  - The student who correctly guesses the word comes to the board and chooses a new word. Sts can also play in pairs / groups, writing on a piece of paper.

3 LISTENING & SPEAKING understanding personal information

a This video shows Micaela, a student who is signing up for English classes, having an online interview with Harry, a teacher at the school.

This activity is a video lead-in. Sts will watch the beginning part (41 seconds) of the full video that is in **b**. Focus on the task and the photo of Harry and Micaela.

Tell Sts they are going to watch the beginning of a video called *A new student*.

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

Check answers. Point out that Harry says *You're on mute*. Elicit what he could also have said (*Please unmute your microphone*).

ANSWERS
Harry is a teacher at a language school. Micaela is a student. Micaela is on mute.

H = Harry, M = Micaela
H Hello? Hello? Can you hear me?
M (Hi, yes, fine. I can hear you.)
H Sorry? You're on mute.
M Is it OK now?
H Yes, fine now! Hello, I'm Harry, from English House Language School.
M Hi, Harry.
H Hi there. OK, can I check your details first?

b Now focus on the language school enrollment form and make sure Sts know the meaning of the word *form*. Go through the different headings on the form and make sure Sts understand them. Explain the difference between *first name* and *last name*, using the names of famous people who you think Sts will know, e.g., *Brad Pitt*, showing that *Brad* is his first name and *Pitt* his last name (or family name). Sts may also not know *age* and *zip code*.

Tell Sts they will now watch the whole interview and they should complete the form with Micaela's information.

Play the video once for Sts just to watch. Then play it again, pausing to give Sts time to fill in the blanks. Play again if necessary.

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

ANSWERS
2 **Vaz**quez **3** 25 **4** Argentina **5** Buenos Aires **6** **Florida** 165 **7** **m.vazquez**@mail.com **8** +**54** 1115 8934 5568

[see extract in **a**]
M Yes, of course.
H What's your first name?
M Micaela.
H How do you spell it?
M M-I-C-A-E-L-A.
H M-I-C-A-E-L-A – is that right?
M Yes, that's right.
H And…what's your last name?
M Vazquez.
H Vazquez. Is that V-A-S-?
M No, it's V-A-Z-Q-U-E-Z.
H V-A-Z-Q-U-E-Z. OK. Uh. How old are you, Micaela?
M I'm twenty-five.
H Where are you from?
M I'm from Argentina.
H Where in Argentina?
M From Buenos Aires.
H What's your address?
M It's Florida one six five.
H Florida's the street name? Number one six five?
M Yes.
H What's your zip code?
M Sorry?
H You know, the zip code.
M Ah yes. It's C- one zero zero five A-A-C.
H C- one zero zero five A-A-C. Great. What's your email address?
M It's M dot vazquez at mail dot com.
H And what's your phone number?
M My cell or my home phone, my landline?

H Both – cell and landline.
M My cell is plus five four – that's for Argentina – then one one, one five, eight nine three four, five five six eight.
H Plus five four, one one, one five, eight nine three four, five five six eight. Great. And your landline?
M Plus five four, one one, six zero two three, five four four two.
H Plus five four, one one, six zero two three, five four four two.
M That's right.
H OK, that's great. So, what do you do, Micaela?
M I'm in college. I'm a medical student…

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.

c **1.32** Now focus on the teacher's questions and give Sts a couple of minutes to read them and think about the missing question words. Highlight that they are the questions they heard Harry ask in the video. Point out that the first one (*What's*) has been done for them.

Play the audio once. Play it again, pausing if necessary.

Check answers and elicit the meaning of *How old are you?* You might also want to tell Sts that we usually shorten *What's your email address?* to *What's your email?*

! The question *How old are you?* and the answer *I'm 25* are with the verb *be*. In your Sts' L1, a different verb may be used, e.g., *have*.

ANSWERS
2 How **3** What's **4** How **5** from **6** What's **7** What's **8** email **9** number

EXTRA CHALLENGE Get Sts to complete the questions before they listen, and then listen and check.

1.32
See questions in Student Book on *p.13* and answer key

d Focus on the **Sentence stress** box and go through it with the class. Remind Sts that getting the rhythm right when they speak will help them understand and be understood.

Play the audio again, pausing after each question for Sts to repeat the questions. Encourage them to copy the rhythm.

EXTRA SUPPORT Play the audio, pausing after each question for Sts to underline the stressed words. Check answers.

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

Then play the audio again for Sts to repeat the questions, copying the rhythm.

e Focus on the **Saying email addresses** box and go through it with the class.

EXTRA CHALLENGE Teach *underscore* (_) and *hyphen* (-), and mention *double* for letters in spelling, e.g., *Ella*.

Put Sts in pairs, **A** and **B**, and get them to sit facing each other. Explain that they're going to role-play the interview they watched on the video, and ask and answer the questions in **c**. **A** is the teacher, and **B** is a new student. **A** is going to interview **B**.

Tell **A** to start the interview: *Hello. What's your first name?*, etc. Remind Sts to write down the answers.

! Tell Sts they can invent their ages, addresses, and phone numbers if they prefer.

EXTRA CHALLENGE Get **B** to listen and answer the questions with their book closed.

Get Sts to change roles.

Get some quick feedback by asking a few Sts about their partners, e.g., *What's his address? What's her email address?*

4 GRAMMAR possessive adjectives

a Focus on the two conversations, and get Sts to fill in the blanks. Point out that the first one (*you*) has been done for them.

Check answers.

ANSWERS
2 I **3** your **4** My

b Tell Sts to go to **Grammar Bank 1C** on *p.132*.

Grammar notes

In some languages the possessive adjective agrees with the following noun, i.e., it can be masculine, feminine, or plural depending on the gender and number of the noun that comes after. In English, nouns don't have gender, so possessive adjectives don't change, and the use of, e.g., *his / her / their* simply depends on whether we are talking about something belonging or related to a male, a female, two or more people, people in general, or when you don't want to specify a gender.

Remind Sts that *your* is used for singular and plural.

Focus on the example sentences and play audio **1.33** for Sts to listen and repeat. Then go through the rules with the class.

Then focus on the ***it's* or *its*?** box and go through it with the class.

Now focus on the exercises for **1C** on *p.133*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS
a **1** Their **2** Her **3** Our **4** its **5** your **6** His **7** My **8** your **9** Her **10** Our
b **1** Her **2** their **3** your **4** she **5** He **6** his **7** your **8** Our **9** My **10** She

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

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

c **1.34** Focus on the examples and tell Sts they are going to hear a sentence, e.g., *I'm Matt*, and they must change it using a possessive adjective and the word *name* (*My name's Matt*).

Play the audio, pausing after each sentence, and elicit a response from the whole class.

1.34

1 I'm Matt. (*ping*) My name's Matt.
2 You're Sally. (*ping*) Your name's Sally.
3 Hi. We're Mike and Mia. (*ping*) Our names are Mike and Mia.
4 He's Ben. (*ping*) His name's Ben.
5 They're Austin and Jack. (*ping*) Their names are Austin and Jack.
6 She's Carla. (*ping*) Her name's Carla.

Now repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT The first time, you could pause the audio and give Sts time to write the transformed sentences. Then repeat, getting Sts to cover what they wrote and do the transformations orally.

d **1.35** Focus on the photos and ask Sts if they know the people. You could tell Sts that John Legend is an American actor and singer, and Billie Eilish is an American singer and songwriter. Make sure they understand the meaning of *real* (= actually true, in this case names, e.g., on their passport or ID).

Ask the question to the class and for each photo, elicit with a show of hands who thinks they are their real names.

Play the audio for Sts to listen and check.

Check answers.

1.35
(script in Student Book on *p.127*)
John Legend isn't his real name. His real name is John Roger Stephens.
Billie Eilish is her real name. Her full name is Billie Eilish Pirate Baird O'Connell.

e Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** What's his / her real name?, **A** on *p.104*, **B** on *p.109*.

Go through the instructions with them carefully. Explain / Elicit the meaning of *actor* (= a man or woman in a movie), and *singer* (= a person whose job is singing). Then drill the question *What's his real name?* or *What's her real name?*

Give Sts a minute to put crosses next to the names they think aren't real. Then sit **A** and **B** face-to-face. **A** asks their questions to **B** and writes the information in the chart. **B** now asks **A** their questions.

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

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

5 WRITING completing a form

This is the first time Sts are sent to the **Writing Bank** at the back of the Student Book. Here 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 task for homework.

Tell Sts to go to **Writing Bank 1** on *p.115*.

a Focus on the application form for a visa. Go through the different sections with Sts. Highlight and check the meaning and pronunciation of:

- *family name*; elicit its synonym *last name*, which Sts saw in **1C**
- *sex*, for example male, female
- *single*, *married*, *divorced*
- *birth*

Get Sts to match 1–3 to headings A–C in the form.

Check answers.

ANSWERS
1 C 2 A 3 B

b Give Sts time to read the visa form in **a** and correct the wrong information in 1–6. You could tell Sts that not all the sentences are incorrect.

Check answers.

ANSWERS
2 Her last name is **Ferreira Campos**.
3 She's **single**.
5 Her landline number is +55 (15) 5555-**1108**.

EXTRA SUPPORT Do the first two as a class.

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

Give Sts time to look at the form in **a** again and find uses 1–7.

Check answers.

ANSWERS
1 first names and family names: **L**orena **F**erreira **C**ampos
2 countries, nationalities: **B**razil, **B**razilian
3 towns and cities: **S**alvador, **S**orocaba
4 street names: **R**ua **D**outor **A**zevedo **S**ampaio 1101

d Focus on the paragraph and get Sts to copy it out, using capital letters where necessary.

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

ANSWERS
My name **O**mar. **I**'m from **C**artagena in **C**olombia, and **I** speak **S**panish, **F**rench, and a little **E**nglish. **M**y teacher is **A**merican. **H**er name's **K**ate. **M**y **E**nglish classes are on **T**uesdays and **T**hursdays.

EXTRA SUPPORT Quickly review how to say the alphabet in English before Sts try to correct the paragraph.

EXTRA IDEA Get Sts to write their own paragraphs on a piece of paper, check for capital letters, and then exchange paragraphs with another student. They read the new paragraph and see if they agree with the capital letters.

e Give Sts a few minutes to complete the form. You could tell Sts that they can invent their answers if they want to.

f Remind Sts to check that they use capital letters correctly.

Go around and check that Sts are completing the form correctly. Then elicit answers from individual Sts for each section.

EXTRA IDEA If you want to give extra practice with personal information questions, get Sts to use the form to interview each other.

EPISODE 1 PICTURES OF YOU

A new city

Practical English checking in
Vocabulary in a hotel

Lesson plan

This is the first in a series of six Practical English lessons (one episode every other File), which 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*. This has a storyline based on two characters, Ben Fischer, a 25-year-old American who goes to London to study for his Master's in Photography, and Izzy Silva, who works as a courier in London. Both Ben and Izzy have a passion for photography. The first part of the video in this lesson sets the scene and introduces the main characters. The second part introduces the functional language, and the final video moves the story on again.

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

The lessons end with a focus on useful Social English phrases that have come up during the episodes.

Pictures of you continues with Season 2 in Level 2 and Season 3 in Level 3.

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

OPTIONAL LEAD-IN If you know your Sts' L1, introduce this lesson by giving the information in the lesson plan.

1 BEN ARRIVES IN LONDON

a ▶ In this part of the video, *Ben arrives in London*, Sts will be introduced to one of the main characters, Ben (Izzy appears briefly at the end of the scene).

Books open. Focus on the photo and tell Sts that the man is called Ben and that he is at Victoria train station in London.

Give Sts time to look at the items in the two lists and make sure they know the meaning of all the words. You may want to tell them that they begin by seeing photos of Ben and photos he has taken, and then they see him arriving in London.

Play the video once.

Then get Sts to put a check mark by the items they saw.

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

ANSWERS
In Ben's photos: Ben, a camera, a plane, a bus
In London: a train station, a girl, a bike, a phone

▶

B = Ben, E = Emma, I = Izzy

B I'm Ben. I'm twenty-five. I'm American. I'm from a small town in California. I'm on my way to London. I'm a Master's student at Tensquare School of Photography. I start this week. This is my first time in England. It's very exciting.
B Hi, Emma.
E Ben! How's London?
B Great!
E Mom and Dad say hi. Where are you?
B I'm near the hotel, I think…
I Hey! Look out! Tourists!

b This task helps Sts understand the conversation in more detail.

Focus on sentences 1–6 and give Sts time to read them, making sure Sts understand all the lexis, e.g., *first*, *second*, *mom*, *sister*. Point out that the first one (*25*) has been done for them.

Play the video again.

Give Sts time to circle the correct word in 2–6, and then get them to compare with a partner.

Check answers.

ANSWERS
2 American **3** California **4** student **5** first **6** sister

Play the video again from 01:06, where Ben is nearly run over by the girl on the bike. Elicit what she says to warn him to get out of the way (*Hey! Look out!*) and when she stops at the intersection (*Tourists!*). Elicit / Point out that Ben looks the wrong way when he crosses the street (because they drive on the right in the US), which is why Izzy says *Tourists!*

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 CHECKING IN

a 1.36 Focus on the symbols. Give Sts, in pairs, a few minutes to match the words and symbols.

Play the audio for Sts to check.

Check answers.

1.36

3 a double room
5 the elevator
4 the first floor
1 reception
2 a single room

Focus on the phonetic script next to each word. Now play the audio again, pausing after each word for Sts to repeat.

b Tell Sts to cover the words, look at the symbols, and say the words. They could either test themselves or a partner.

c In this part of the video, *Checking in*, Sts will see Ben checking into his hotel and meeting Izzy (the bike courier who nearly hit him in the street).

Give Sts time to read questions 1–2.

Focus on the photo at the bottom of the column and elicit / explain where Ben is (*at a hotel*) and who he is talking to (*the receptionist*). Now focus on the heading, *Checking in*, and elicit / teach its meaning.

Play the video for Sts to watch.

Then give Sts time to answer the two questions.

Check answers.

ANSWERS
1 four **2** 12

Elicit / Teach what Izzy's job is (*She is a bike courier, someone who delivers packages and letters by bike*). You could do this in Sts' L1.

Point out that when Ben and Izzy bump into each other in the hotel lobby, they both say *Sorry*. Highlight that in the UK and US, it is common for both people to apologize in this situation.

B = Ben, I = Izzy, R = receptionist

B & I Sorry!
R Good morning.
B Hi. I have a reservation for four nights. My name is Ben Fischer.
R Can you spell your surname, please?
B Yeah, it's F-I-S-C-H-E-R.
R Can I have your passport, please?
B Just a moment. Here you go.
R Thank you. Can you sign here, Mr. Fischer?
B Sure.
R Thank you. Here's your key. It's room twelve, on the second floor. The lift is over there.
B The lift? Oh, the elevator.
R Yes. Would you like a map of London?
B Yes, please.
R Here you are. Enjoy your stay, Mr. Fischer.
B Thank you.

d Now focus on the conversation in the chart. Ask Sts *Who says the **You hear** sentences?* and elicit that it is the receptionist. Then ask *Who says the **You say** sentences?* and elicit that here it is Ben. These phrases will be very useful for Sts if they need to check into a hotel using English.

Point out the **American English and British English** box. You could say in Sts' L1 that while American and British people speak the same language, there are some small differences in vocabulary, e.g., apartment (American English), flat (British English), and spelling, e.g., color (American English) – colour (British English). They will see more of these differences in **2B**.

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

Then play the video again, and get Sts to fill in the blanks. Play again if necessary.

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

ANSWERS
1 morning **2** spell **3** passport **4** key **5** lift **6** map

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

e Focus on the **You say** phrases and tell Sts they're going to watch the conversation again. They should repeat the phrases when the video pauses. Encourage Sts to copy the rhythm and intonation. You might want to point out to Sts that as the speaker is Ben, he has a light American accent.

Play the video.

Same as previous video with repeat pauses

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

Now focus on the **Requests and offers** box and explain what a *request* is (= asking for sth) and an *offer* (= say you will do sth for somebody). Then go through the information with the class. Highlight that *Can I have…?* is one of the most common ways to ask for something in English (much more common than *Can you give me…?*). Highlight that *Would you like…?* is a common way to offer somebody something (= *Do you want…?*) and the normal answer is *Yes, please. / No, thanks*. Give examples as necessary, and model and drill pronunciation, paying special attention to *Would* /wʊd/.

f Focus on the **Greetings** box and go through it with the class. You could also teach *Goodnight* at this stage, emphasizing that it is used only when saying goodbye to somebody at night or when you go to bed. It cannot be used as a greeting (= to say hello to somebody). A typical mistake is to use *Goodnight* instead of *Good evening*. Ask Sts which greeting they would use now if they met someone.

You might want to point out that Ben's reply, *Hi*, is less formal than *Good morning*.

Now focus on role-play 1. **A** is the receptionist. They read the **You hear** part with the new information. Point out that they need to change *It's room 12, on the second floor* to *It's room 14, on the second floor*.

B should quickly read the **You say** phrases again before starting. Remind Sts **B** that they should use their own first name and last name.

A starts. Monitor and help.

EXTRA CHALLENGE Ask Sts **B** to close their books, and write their role-play instructions on the board.

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Now focus on role-play 2. Sts should change roles in their pairs. Point out the different hotel room number.

EXTRA CHALLENGE Ask Sts **A** to close their books, and write their role-play instructions on the board.

When they have finished, you could get a few pairs to perform in front of the class.

3 IN THE PARK

a In this last scene, *In the park*, Sts will see Ben follow Izzy into the street where she tries out his camera. They talk and later she takes him to her favorite park nearby.

Focus on the photos and give Sts time to think in which order they might happen.

Now play the video for Sts to watch and have Sts number the photos in order.

Check answers.

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

I = Izzy, B = Ben
I Hey, Mr. Fischer.
B Hi.
I Is that the new Sony?
B What? Oh…yeah, it is.
I Cool. This is a great camera!
B Um…
I Can I take a photo?
B Uh…Sure…
I Not here. Outside. Come on!
B Is my bag OK here?. Thank you. Wait…wait!
I I love this camera. You're American, right?
B Yeah, I am. But my dad's from Mexico.
I Where are you from in the US?
B I'm from California. From a very small town.
I What do you think of London?
B It's nice. I like it.
I Are you on holiday?
B No. I'm a student.
I Where?
B At the Tensquare School of Photography. I start on Thursday.
I Tired?
B I'm very tired.
I Come with me. Come on. Let's go. This is my favorite park.
B It's…perfect! Thank you.
I You're welcome. Sorry. Work. Time to go. Bye, Mr. Fischer.
B Ben…My name's Ben…Wait, what's your name?

b Give Sts time to read sentences 1–6 and see if they can remember who said them.

Play the video again, so Sts can watch and complete the task.

Get Sts to compare with a partner, and then check answers. When Ben says he is a student at Tensquare School, some Sts may notice that Izzy reacts to the name. The reason for this will become apparent as the story develops.

ANSWERS
1 I **2** B **3** I **4** B **5** I **6** 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. Highlight that they are all from the video.

Now give Sts time to match a phrase in **A** with 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 Sure. **2** Yes, I am. **3** It's nice. I like it.
4 No, I'm a student. **5** You're welcome.

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?

This regular exercise gives Sts a chance to give their opinion on what is happening or going to happen in *Pictures of you*. In File 1, Sts have very limited English, but they can use what they know to say something about Ben and Izzy.

Put Sts in pairs and get them to tell their partner what they think of items in the list. You could demonstrate the activity first.

Elicit some feedback from the class.

2A Your desk and you

G singular and plural nouns
V things, *in*, *on*, *under*
P final *-s* and *-es*

Lesson plan

Four different styles of desks provide the context for the presentation of both vocabulary and grammar in the lesson. Sts begin by looking at pictures of the four desks and the objects on them, and then go on to learn more words for everyday things. The grammar focus is on singular and plural nouns, and Sts then focus on the pronunciation of the final *-s* or *-es* in plural nouns. There is a second vocabulary focus, where Sts learn how to use *in*, *on,* and *under*, after which all the language from the lesson is practiced in Speaking and Listening.

Video material

Pronunciation – final *-s* and *-es*

Grammar – singular and plural nouns

More materials

For teachers

Photocopiables

Grammar singular and plural nouns *p.181*
Vocabulary Things *p.270* (instructions *p.263*)
Communicative Mystery objects *p.227* (instructions *p.215*)

For students

Workbook 2A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Make sure you have five of the things taught in **Vocabulary Bank Things** (*p.159*) in your bag, e.g., a phone, a change purse or wallet, etc. Pre-teach some of the vocabulary from the lesson, first with the bag itself, by asking Sts *What's this?* and eliciting *It's a bag / purse*, and continuing with the things in your bag.
Write the words for the things on the board, and model and drill pronunciation.

1 VOCABULARY things

a Books open. Focus on the pictures on *p.16* and make sure Sts understand the four adjectives, *neat* (= with everything in the right place), *messy*, *techie* (= a person who is expert in or enthusiastic about technology, especially computers), and *personalized* (= full of personal things, e.g., photos). Model and drill the pronunciation of the four words, e.g., *techie* /'teki/.

Now focus on the question and make sure Sts understand its meaning.

Elicit a few answers from the class. You could tell the class which desk is like yours.

b Focus on the instructions and put Sts in pairs. Many of the things in the pictures are review of classroom language, but there are a few new ones that some Sts might know, which will be in the **Vocabulary Bank** Things.

Set a time limit, and when time is up, elicit Sts' answers and write them on the board.

See which pair got the most words.

ANSWERS
1 a pen **2** a computer **3** a phone **4** a book **5** a chair
6 glasses **7** a printer **8** a tablet **9** a laptop **10** a lamp
11 a picture **12** a photo

c Tell Sts to go to **Vocabulary Bank** Things on *p.159* and get them to do **a** individually or in pairs.

Vocabulary notes

You may want to highlight that:

- an *ID card* is the abbreviation of an *identity card*.
- When they first became popular, we used to talk about cell phones to distinguish them from landlines, and the same is true of smartphones – we used the term to distinguish them from ordinary cell phones. Nowadays, we tend to simply talk about *phones*, unless we want to highlight what kind of phones they are, e.g., on a form where we may need to distinguish between a cell number and a landline.
- a *change purse* has a place for coins, whereas a wallet doesn't.

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

Check answers.

2.1
Things

16 a bag
33 a calendar
26 a change purse
10 a charger
13 a coin
22 a credit card
25 a dictionary
24 earphones
2 a file / a binder
4 glasses
23 headphones
14 an ID card
12 a key
31 a lamp
3 a laptop
18 a magazine
30 a mask
15 a newspaper
32 a notebook
28 a pen
17 a pencil
1 a (cell) phone
9 a photo
21 a piece of paper
6 a planner
20 scissors
5 sunglasses
27 a tablet
29 a ticket
8 a tissue
11 an umbrella
7 a wallet
19 a watch

Then 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 the **Plural nouns** box and go through it with the class.

Now focus on **Activation**. Model and drill the two questions, *What is it?* (for singular objects) and *What are they?* (for plural objects). Stress that *What are they?* is only for the five plural objects, *earphones*, *glasses*, *headphones*, *scissors,* and *sunglasses*. Demonstrate by holding up an object, e.g., a pen, and ask *What is it?* to elicit *It's a pen*. Then do the same with a pair of glasses or scissors, etc.

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In pairs, get Sts to cover the words with a piece of paper, look at the photos, and ask the appropriate question.

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

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

d Focus on the first desk (the neat desk). Ask the class if they can now name all the things on the desk, including some of the other (unnumbered) things. Elicit answers and then repeat with the other three desks.

POSSIBLE ANSWERS
The neat desk: a file, glasses
The messy desk: a planner, a notebook, a (cell) phone, pens, pencils, pieces of paper, scissors
The techie desk: a charger, headphones, a watch, pieces of paper
The personalized desk: a bag / purse, a laptop, a pencil, a (cell) phone, a piece of paper

2 GRAMMAR & PRONUNCIATION singular and plural nouns, final *-s* and *-es*

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

Point out that the first one (*an umbrella*) has been done for them.

Check answers.

ANSWERS
(two) umbrellas a watch a dictionary

Now ask Sts if they can guess why we use *an* (not *a*) before *umbrella*.

ANSWER
Because it begins with a vowel sound, not a consonant sound.

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

Grammar notes

Singular nouns

We usually use singular nouns for things with *a / an* (the indefinite article).

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

Plural nouns

The system in English of making regular nouns plural is very straightforward; we simply add an *s*.

es (/ɪz/) is added to some nouns when it would be impossible to pronounce the word by adding just an *s*, e.g., *watches*. A very small number of English words have an irregular plural form, e.g., *child – children*.

Focus on the example sentences and play audio **2.2** for Sts to listen and repeat. Then go through the rules with the class.

Focus on the information box about ***the*** and go through it with the class.

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

Then go through the rules for regular and irregular plurals with the class.

Highlight particularly the pronunciation of *-es* (/ɪz/) in *watches* and *boxes*.

Now focus on the exercises for **2A** on *p.135*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences in **b**.

ANSWERS
a **1** **a** window, windows **2** **a** key, keys **3** **an** ID card, ID cards **4** **a** country, countries **5** **a** watch, watches **6** **an** exercise, exercises **7** **a** person, people **8** **an** email, emails **9** **a** box, boxes **10** **a** woman, women
b **1** They're children. **2** It's a change purse. **3** They're men. **4** It's an umbrella. **5** They're sunglasses. **6** They're scissors. **7** It's a charger. **8** They're dictionaries. **9** It's a coin. **10** It's an egg.

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

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

Pronunciation notes

When plural nouns end in *s*, the *s* is pronounced either as /s/ or as /z/ depending on the previous sound. The difference is small and difficult for Sts at this level to hear or produce (they will tend to pronounce all endings as /s/), and you simply want to point it out. You may want to explain to Sts that it is helpful to be accurate, as sometimes the difference can produce misunderstanding, e.g., *eyes* /aɪz/ and *ice* /aɪs/. The full rules are:

1 *-s* is pronounced /s/ after these unvoiced* sounds: /k/, /p/, /f/, /t/, e.g., *books*, *maps*, *cats*.

2 *-s* is pronounced /z/ after all other (voiced*) endings, e.g., *phones*, *keys*, *photos*. This is by far the biggest group.

*Voiced and unvoiced consonants

Voiced consonant sounds are made by vibrating the vocal chords, e.g., /b/, /l/, /m/, /v/, etc. Unvoiced consonant sounds are made without vibration in the throat, e.g., /p/, /k/, /t/, /s/, etc.

The diagrams in the video with consonant sounds show where the sound is coming from.

You can demonstrate this to Sts by getting them to hold their hands against their throats. For voiced sounds, they should feel a vibration in their throat, but not for unvoiced sounds.

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

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

Play the video and get Sts to watch and repeat the sounds and words.

See sounds and words in Student Book on *p.17*

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

d **2.3** Focus on the **Final *-s* or *-es*** box and go through it with the class.

Now ask Sts to circle the words in 1–8 where *-es* is pronounced /ɪz/.

Get them to compare their answers with a partner.

Play the audio for Sts to listen and check.

Check answers.

ANSWERS
1 classes **4** boxes **5** pieces **7** pages

2.3
See words in Student Book on *p.17*

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

e In this video, Sts will play a version of Kim's Game, i.e., a memory game. Tell Sts they are going to see 12 numbered objects, some singular and some plural. When they have seen all 12 objects, they will disappear, and Sts have to try to remember what they were.

Make sure Sts don't write as they watch. Play the video and pause it as indicated on the screen when all the objects have disappeared (01:24). Put Sts into pairs or groups and set a time limit for them to write down all the objects they can remember in the correct order. When time is up, play the rest of the video to reveal the objects, pausing before each one is revealed to ask Sts what they think they are going to see. At the end, find out who remembered the most objects, and whether any pairs got both the objects and the order right.

ANSWERS
1 a mask **2** a charger **3** tissues **4** coins **5** sunglasses **6** keys **7** an umbrella **8** earphones **9** notebooks **10** pieces of paper **11** a watch **12** bank cards

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

EXTRA IDEA You could play the memory game in class. Put a number of objects somewhere all Sts can see them or stick 12 photos of objects to the board. Give Sts 30 seconds to memorize the objects. Then remove one of the objects and move the others around, or remove all the photos from the board and put 11 back up. Sts have to name the missing object.

3 VOCABULARY & SPEAKING *in, on, under*

a Tell Sts to look at the photos and complete the sentences with *in*, *on*, or *under*.

Check answers.

ANSWERS
1 on **2** in **3** under

EXTRA SUPPORT Give more practice by putting your pen in different places, e.g., under a book, on the table, etc., and asking Sts *Where's the pen?*

b Put Sts in pairs, **A** and **B**, and tell them to go to **Communication *in*, *on*, *under***, **A** on *p.104*, **B** on *p.109*.

Go through the instructions with Sts carefully, and focus on the example question (*Where's the charger?*). Elicit the question for a plural object, e.g., headphones (*Where are the headphones?*). Tell Sts they have to ask these questions for the objects in their list, and then they must draw the object in the correct place in the picture. Elicit / Explain the meaning of *draw*.

Sit **A** and **B** face-to-face if possible. **A** asks their first question about the charger to **B** and draws the item in picture 1. When **A** has finished asking about all their objects, Sts change roles and **B** now asks **A** about the file. When they have finished, get them to compare pictures. Finally, elicit some sentences from the class about the objects in both pictures.

ANSWERS
Picture 1
The charger is in the bag.
The glasses are on the book.
The keys are under the desk.
The laptop is on the chair.
The scissors are on the book.
The umbrella is under the chair.
The wallet is on the desk.
Picture 2
The file is under the desk.
The headphones are in the bag.
The magazine is under the bag.
The phone is on the chair.
The photo is on the desk.
The tissues are in the bag.
The watch is on the book.

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

4 LISTENING listening for detail

a **2.4** Focus on the task. Elicit / Explain that *a study* is another term for a room in a house where you work / study, read, or write. Make sure Sts understand that the first time they listen, they just need to number the places in the left-hand column that the three speakers talk about.

Play the audio for Sts to listen and complete the task.

Check answers.

ANSWERS
3 in her bag **1** on his desk **2** in her study

2.4
(script in Student Book on *p.127*)
1 On my desk I have my computer. I have some pens and pieces of paper. I have a lamp, and a photo of my family. Oh, and a phone. It's very neat.
2 In my study I have a desk, a table, and two chairs. I have a lot of books and a big dictionary on the desk – it isn't very neat! And I have a map of the world on the wall.
3 I have a lot of things in my bag. I have my phone. I have the charger for my phone. I have my sunglasses, tissues, and a mask. And I have my house keys and my change purse.

b Play the audio again, and this time, tell Sts to write the things each person has. Play the audio again if necessary.

Check answers.

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ANSWERS
Speaker 1: a computer, pens, pieces of paper, a lamp, a photo, a phone
Speaker 2: a desk, a table, two chairs, books, a dictionary, a map
Speaker 3: a phone, a charger, sunglasses, tissues, a mask, keys, a change purse

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.127* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

c In pairs, Sts tell each other what they have in their bags, on their desk, or where they work or study.

EXTRA SUPPORT You could get Sts to write what they have first.

Get some feedback on what things Sts have, and who has a neat desk or study.

EXTRA IDEA Put Sts in pairs, **A** and **B**. Tell them they are going to play *What is it?* **A** closes their eyes. **B** gives **A** things and asks *What is it? What are they?*

2B Made in the USA

G adjectives
V colors, adjectives, modifiers: *very / really*
P long and short vowel sounds

Lesson plan

In this lesson, iconic aspects of the US are used to introduce common adjectives and their grammatical position with nouns, and Sts learn to give simple descriptions of things. They begin with a vocabulary focus on common adjectives. The grammar of adjectives is presented through a quiz about American icons, which includes common adjective / noun phrases such as *The White House* and *New York*, which should be familiar to Sts in English or in their own language. After the grammar practice, Sts go on to a pronunciation focus on long and short vowel sounds, which also serves to recycle the adjectives. Sts then do a picture-difference activity, before reading an article about the differences between American and British English.

Video material

Grammar – adjectives

Pronunciation – long and short vowel sounds

More materials

For teachers

Photocopiables

Grammar adjectives *p.182*
Vocabulary Opposites crossword *p.271* (instructions *p.263*)
Communicative Can you name…? *p.228* (instructions *p.215*)

For students

Workbook 2B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *the US* on the board and ask Sts to tell you things that they think are typically American, e.g., *Hollywood movies*, *hamburgers*, etc. Write their suggestions on the board.

1 VOCABULARY colors, adjectives

a Books open. Focus on the question. Sts need to add the missing vowels. If necessary, refer Sts to the image of the US flag on *p.19*.

Get Sts to compare with a partner, and then write the answer on the board.

ANSWER
r**e**d, wh**i**te, bl**ue**

EXTRA SUPPORT Before Sts start, elicit the five vowels. Then to get Sts to review the alphabet, elicit the missing letters or ask a student to spell the whole word.

b 2.5 Individually or in pairs, Sts complete the colors.

Play the audio for Sts to listen and check.

Check answers by eliciting the missing letters and writing them on the board. Model and drill pronunciation. Highlight especially the pronunciation of *orange* /ˈɒrɪndʒ/.

2.5
black yellow gray orange brown pink green purple silver gold

EXTRA IDEA Tell Sts they are going to watch the Vocabulary, Countries video from **1B** again with the soccer fans. Tell them for clips 1–3 they must write down the colors on the fans' T-shirts and for clips 4–6, the colors of the flags. This could be done individually or in teams as a competition. Play the video (with or without sound) for Sts to watch and write down the colors. Check answers.

ANSWERS
1 yellow and green
2 red, blue, and yellow with white and orange numbers
3 green with white numbers
4 red, white, and black
5 blue, white, and red
6 green, white, and red

c Focus on the instructions, and model and drill the two questions.

Put Sts in pairs and get them to ask each other about things in the classroom.

EXTRA SUPPORT Give more practice with colors, getting Sts to ask each other about different flags in **Vocabulary Bank Countries and nationalities** (*p.157*), e.g., *What color is the Spanish flag?*, etc.

d Tell Sts to go to **Vocabulary Bank** Adjectives on *p.160*.

Vocabulary notes

Three of the adjectives here have two meanings: *old* (opposites *young* or *new*), *right* (opposites *wrong* or *left*), and *short* (opposites *tall* or *long*). Make sure Sts are clear about the different meanings and their opposites.

Focus on the pictures and tell Sts they have to match the numbered pictures to the pairs of adjectives. Get Sts to do **a** individually or in pairs.

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

Check answers.

2.6
Adjectives

19	beautiful	ugly	11	long	short
2	big	small	14	old	new
7	cheap	expensive	16	old	young
4	clean	dirty	15	rich	poor
5	easy	difficult	13	right	left
1	fast	slow	12	right	wrong
6	full	empty	3	safe	dangerous
9	good	bad	8	the same	different
18	high	low	10	strong	weak
17	hot	cold	21	tall	short
20	light	dark			

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Then 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.

Focus on the instructions for **c**. Put Sts in pairs and get them to test each other. **A** (book open) says an adjective, e.g., *full*, and **B** (book closed) answers *empty*. They then change roles.

Focus on the **Modifiers: *very* / *really*** box and go through it with the class.

Get Sts to do **Activation**, checking that they know the names and places before they start.

Check answers.

POSSIBLE ANSWERS
Mount Kilimanjaro is very high and cold.
A blue whale is very long, big, and strong.
The *Mona Lisa* is beautiful, old, and very small.
The Pyramids are really old and very big.
Africa is very big and really hot.

Finally, focus on the **Opinion adjectives** box and go through it with the class. Model and drill the adjectives.

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

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

2 GRAMMAR adjectives

a Focus on the photos in *American Icons* and the **Adjectives** and **Nouns** in the circles. Then focus on the example (*American football*) and make sure Sts know what they have to do.

Put Sts in pairs and set a time limit, e.g., two or three minutes, for Sts to label the photos.

Check answers.

ANSWERS
2 blue jeans **3** fast food **4** White House
5 French fries **6** yellow taxis **7** New York

b Focus on the instructions and give Sts time to circle the correct word or phrase in 1 and 2.

Check answers. Elicit / Explain that adjectives go before a noun, and adjectives don't change before a plural noun.

ANSWERS
1 French fries **2** yellow

c Tell Sts to go to **Grammar Bank 2B** on *p.134*.

Grammar notes

The grammar of adjectives in English is simple.

There is only one possible form, which never changes, so an *s* is never added when the adjective is with a plural noun, e.g., *different sentences* NOT ~~*differents sentences*~~.

When an adjective is with a noun in a phrase, there is only one possible position: before the noun, e.g., *a new car*, *a big house*.

However, Sts sometimes get confused because when the adjective goes with a noun, the order is, e.g., *a fast car*, but if it is in a question with *be*, it goes after the subject, e.g., *Is your car fast?*

Focus on the example sentences and play audio **2.7** for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **2B** on *p.135*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS
a **1** It's a very big house.
2 Is Louis French?
3 It's an expensive watch.
4 Is it an easy exercise?
5 Is your girlfriend Vietnamese?
6 These questions are very difficult.
7 Are they cheap tickets?
8 My new glasses are very good.
b **1** It's a very hot day.
2 Is your teacher Australian?
3 That car isn't very fast.
4 It's a bad idea.
5 Are you good students?
6 English is very easy.
7 My brother is really strong.
8 This is a slow train.

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

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

EXTRA IDEA Get Sts to close their books and try to remember the phrases in *American Icons*. You could do this as a whole-class activity or get Sts to do it in pairs. If Sts worked in pairs, check answers.

d In this video, Sts will watch a series of nine clips and make nine adjective + noun phrases. The video starts with a numbered grid showing all the clips. Then each clip 1–9 enlarges to fill the screen. Finally, the numbered grid appears at the end.

Focus on the instructions and the example (*tall trees*). Tell Sts they should write down a noun + adjective for each clip.

Play the video once. Sts write their answers. They 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 example. Continue eliciting answers for clips 2–9. At the end, find out who got the most correct answers.

POSSIBLE ANSWERS
2 a cute / dirty dog **3** an empty bus **4** fast cars **5** a cold drink **6** a light / white room **7** a long train, tall mountains **8** old coins **9** a messy desk

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

3 PRONUNCIATION long and short vowel sounds

Pronunciation notes

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

a Play the video and get Sts to watch and repeat the sounds and words.

See words and sounds in Student Book on *p.19*

Elicit that /i/, /ɑ/, /ɔ/, and /u/ are long sounds.

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

b **2.8** Focus on the instructions. Tell Sts they are going to hear two adjectives for each sound, and they must write them in the chart.

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

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

Check answers.

2.8
fish /ɪ/ rich, big
tree /i/ easy, cheap
clock /ɑ/ hot, calm
saw /ɔ/ small, tall
bull /ʊ/ full, good
boot /u/ blue, new

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

c Focus on the two groups of words and the example, and explain the activity. Make sure Sts understand that the vowel sound should be the same in the adjective and the noun. Remind Sts to use the article *a* with singular nouns.

Put Sts in pairs and give them time to write the phrases.

EXTRA IDEA You could make **c** into a race with a time limit of, for example, three minutes.

d **2.9** Play the audio for Sts to listen and check.

Check answers and find out if any pairs have made nine correct phrases.

2.9
a big city cheap jeans a good book hot chocolate
a long song new boots

Then play the audio again to drill the pronunciation of the phrases.

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

EXTRA IDEA You could dictate a few more rhyming phrases to the class, e.g., *a gray day*, *an old photo*, *a black cat*, etc.

4 SPEAKING

a Focus on the instructions, and then give Sts time to think of eight things they have.

EXTRA SUPPORT You could get Sts to write the eight things they have.

Put Sts in pairs and get them to tell each other about their eight things.

Get some feedback from individual Sts.

EXTRA IDEA Before getting feedback, ask Sts if they can remember the eight things their partner has. Get Sts to tell each other *You have…*

b Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** The same or different?, **A** on *p.105*, **B** on *p.110*.

Go through the instructions with them carefully.

Sit **A** and **B** face-to-face. **A** describes the odd pictures and **B** describes the even pictures. **A** starts by describing picture 1, and **B** must say if their picture is the same or different. Then **B** describes picture 2, and **A** responds.

When Sts have found the eight pictures where there are differences, tell them to compare pictures to see if they have correctly identified them.

ANSWERS
The same: Pictures 2, 6, 8, 12
Different: Pictures 1, 3, 4, 5, 7, 9, 10, 11

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

5 READING identifying paragraph topics

a Focus on the title of the article and elicit what it is about (the differences between the two languages).

Give Sts time to read the article and complete the headings. Point out that the first one (*Vocabulary*) has been done for them.

Get Sts to compare with a partner.

b **2.10** Play the audio for Sts to listen to the article and check answers to **a**.

Check answers.

ANSWERS
2 Spelling **3** Grammar **4** Pronunciation

2.10
See article in Student Book on *p.19* and answer key

EXTRA CHALLENGE You could ask the class what nationality they think the speaker is. With a show of hands find out who thinks the speaker is British (The speaker is British).

c Tell Sts to cover the article and answer questions 1–4.

Check answers.

ANSWERS
1 zip code, vacation, elevator
2 color, center
3 on the weekend
4 No, they're very different.

EXTRA SUPPORT Get Sts to uncover the article and read it again to check their answers, and then check answers as a class.

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

d Do this as a whole-class activity. Other common British words include *film*, *zip*, *flat*, etc.

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2C Don't worry. Be happy!

G imperatives, *let's*
V feelings
P linking

Lesson plan

In this lesson, Sts begin by learning adjectives to describe states and feelings, e.g., *hungry*, *happy*. They then listen to a series of conversations between a couple with a baby, who are in a car going on vacation. One of the women becomes increasingly irritated, and the baby gets tired, hungry, etc., as the trip goes on. This serves as a context to present more imperatives (Sts have already learned some in **Classroom language**) and phrases to make suggestions beginning with *Let's…* Following this is a pronunciation focus on connected speech, which is aimed at helping Sts understand native speakers. There is then a Speaking activity with Sts role-playing different situations and asking each other what's wrong. After that, Sts watch a documentary about safe car trips, and the lesson ends with Sts writing messages, notes, and notices.

Video material
Listening – *Have a safe trip!*

More materials
For teachers
Photocopiables
Grammar imperatives, *let's p.183*
Communicative Dominoes *p.229* (instructions *p.215*)
For students
Workbook 2C

OPTIONAL LEAD-IN (BOOKS CLOSED) Mime being hot and cold, and elicit *I'm hot* and *I'm cold*, and write them on the board. Model and drill pronunciation.

1 VOCABULARY feelings

a Books open. Give Sts a time limit to match the adjectives and pictures. Point out that the first one (*bored*) has been done for them.

b 2.11 Play the audio for Sts to listen and check.

Check answers.

2.11

5 I'm angry.	8 I'm hungry.
1 I'm bored.	2 I'm sad.
3 I'm cold.	10 I'm stressed.
6 I'm frightened.	12 I'm thirsty.
11 I'm happy.	7 I'm tired.
4 I'm hot.	9 I'm worried.

When Sts have finished checking their answers, focus on the **Collocation** box and go through it with the class.

Vocabulary notes
In English, feelings are expressed using the verb *be* and an adjective. In some other languages, they are expressed using the verb *have* + a noun, and this causes Sts to make mistakes like *I have hot*, etc. For this reason, it is important to highlight the structure here as well as the adjectives themselves.

Play the audio again, pausing after each phrase for Sts to listen and repeat. Model and drill any phrases that are difficult for your Sts to pronounce, e.g., *I'm thirsty.* Make sure Sts can hear and pronounce the difference between *angry* /'æŋgri/ and *hungry* /'hʌŋgri/. You could tell them about the new portmanteau word *hangry,* which means "angry because you are hungry"!

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

T *Number 5*

Sts *They're angry.*

c Focus on the instructions and the example sentences.

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

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

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

2 LISTENING & READING inferring mood, following a story

a Set the scene by going through the instructions and telling Sts to cover the conversations on *p.21* and only look at the pictures on *p.20*.

In pairs, Sts tell each other how they think the people feel in each picture.

Elicit ideas about how everybody in the story feels at different stages, but don't tell Sts if they are right or not.

b 2.12 Focus on the sentences with blanks and give Sts time to read them. Elicit / Explain that the missing words are all adjectives for feelings. Point out that the first one (*stressed*) has been done for them.

Now play the audio for Sts to listen and look at the pictures. The sound effects should help them understand the story.

Give Sts time to fill in the blanks.

2.12
See story in Student Book on *p.21*

c Focus on the story on *p.21* and play the audio again for Sts to read and listen at the same time. Tell them to check their answers as they listen.

Check answers.

ANSWERS
Picture 2: thirsty, hungry
Picture 3: hot, cold, worried
Picture 4: tired

Go through the story and deal with any new vocabulary. Model and drill the pronunciation of any tricky words.

d **2.13** Focus on the instructions and play the audio for Sts to listen to the end of the story. Play the audio again if necessary.

Check whether it is a happy ending by getting a show of hands.

ANSWER
Yes. A police officer stops them because one of the back lights of their car isn't on, but the police officer is nice to them because of Alfie and they go to their hotel.

2.13
(script in Student Book on *p.127*)

L = Lisa, M = Mel, P = police officer
L The Highland Hotel's twenty miles from here.
M Fine. No problem. Let's go there.
L Yes. Alfie's asleep now.
M Great.
L Mel! Look! A police car!
M OK, OK.
P Good evening. Turn off the engine, please. Thank you. Can I see your driver's license? Thank you.
M What's the problem, officer?
P One of your back lights isn't on.
M Oh. I'm very sorry, officer. We're on our way to the Highland Hotel. We're very close to it now. And we have a baby.
P Ah, what a beautiful baby! What's his name?
L Alfie.
P Oh, sorry! OK…go to your hotel. But please drive very slowly. And fix your light. There's a garage near the hotel.
M Yes – thank you, officer.
P Goodbye. Goodbye, Alfie!
M Good job, Alfie.

EXTRA IDEA You could ask Sts if they're more similar to Mel or Lisa on car trips.

3 GRAMMAR imperatives, *let's*

a Tell Sts to look at the highlighted phrases in the story and to complete the chart. Point out that the first one (*Turn*) has been done for them.

Check answers.

ANSWERS

Imperatives	Suggestions
+	+
Turn left.	**Let's** stop at a café.
Be careful!	Let's **go** there.
Look for a hotel.	−
−	Let's **not** stop.
Don't turn right!	
Don't drive fast!	
Don't worry.	

b Tell Sts to go to **Grammar Bank 2C** on *p.134*.

Grammar notes

Imperatives

Emphasize the simplicity of imperatives in English. There are only two forms, e.g., *Stop. / Don't stop.*

Emphasize too that an imperative can sound abrupt in English if you are asking somebody to do something, e.g., *Close the door (please). I'm cold.* Here it would be much more normal to use a polite request with *Can…*, e.g., *Can you close the door, please?*

Let's (= *Let us*) + base form is used to make suggestions that include the speaker.

A positive suggestion is made by using *Let's* + base form, e.g., *Let's go to the movies.*

A negative is made with *Let's not*, e.g., *Let's not eat here.*

Focus on the example sentences and play audio **2.14** for Sts to listen and repeat. Then go through the rules with the class.

Then focus on the ***Can you…?*** box and go through it with the class.

Now focus on the exercises for **2C** on *p.135*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS
a **1** Read **2** don't speak **3** Go **4** Don't watch **5** Have **6** Be **7** Take **8** Don't be
b **1** Let's go **2** Let's turn off **3** Let's do **4** Let's not take **5** Let's stop **6** Let's not go, Let's watch

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

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

c Tell Sts to look at the eight signs and to write an affirmative + or negative − sentence for each, using the verb phrases from the list. Point out that the first two have been done for them.

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

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

d Get Sts to cover the list of phrases and look at the signs.

In pairs, Sts tell each other the phrases.

Get some feedback from the class, by calling out a number and getting Sts to tell you the meaning.

EXTRA CHALLENGE Ask Sts where they might see these signs, e.g., *Don't smoke here* in a gas station, *Turn off your phone* in the classroom, *Don't take photos* in a museum, etc.

EXTRA IDEA Tell Sts that in the *Classroom language* video in **1C** all the phrases Harry uses are imperatives. Play the video again with the sound off. Pause at the end of each section and elicit the phrases from the Sts.

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4 PRONUNCIATION linking

a 2.15 Focus on the **Connected speech** box and go through it with the class. Explain that in English, when people speak fast, they don't pronounce each word separately. They tend to run them together, which can make it difficult for Sts to hear what has been said.

Tell Sts they will hear six short sentences and they must write them down.

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

Check answers by writing the sentences on the board.

2.15

1 Turn off your phone.
2 Let's eat at the café.
3 Take a book with you.
4 Let's open the windows.
5 Let's stop at a hotel.
6 Don't open the door.

b Individually or in pairs, Sts practice saying the six sentences. Encourage them to try to say them fast and link the words like on the audio.

5 SPEAKING

Put Sts in pairs, **A** and **B**, and tell them to go to **Communication What's the matter?**, **A** on *p.105*, **B** on *p.110*.

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

Demonstrate the activity with a strong student.

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

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

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

EXTRA SUPPORT Write the eight adjectives (*bored*, *cold*, etc.) on the board to remind Sts how to start.

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

6 LISTENING using visual clues to understand advice

a Tell Sts they are going to watch a documentary about car trips. Make sure they know the meaning of the title, *Have a safe trip!*, and a *tip* (= a small piece of advice).

In pairs, Sts think of three tips for a long car trip.

EXTRA SUPPORT To help Sts, pre-teach the verbs *plan*, *check*, and *take*. Write them on the board.

Elicit some feedback from various pairs.

Play the video for Sts to watch and see if their tips are mentioned.

Elicit from the class which of their tips were mentioned.

Here are ten top tips to make your car trip safe.
Tip one: Plan your trip. Look at a map and plan where to stop on the way.
Tip two: Check your car. Is it ready for a long trip? Do it yourself or take it to a garage.
Tip three: Listen to traffic information on the radio, or check on the internet, before you start your trip.
Tip four: Take a map with you in the car, or have a map app on your phone – GPS isn't always right.
Tip five: Take bottles of water. People are often thirsty on long car trips.
Tip six: If you have children in the car, take books, games, and tablets with you. Then the children can watch videos or read. When children are quiet, the driver is less distracted.
Tip seven: Check that all the passengers in the car have their seat belts on.
Tip eight: Check that you have gas. Don't wait until your gas tank is nearly empty before you look for a gas station.
Tip nine: After driving for two hours, stop for fifteen minutes. Have a snack, and get some fresh air. If you're very tired, have a coffee or a drink with caffeine.
Finally, tip ten. This is very, very important. Don't use your phone. Calling and texting are very dangerous because you don't concentrate on the road.
Have a safe trip!

b Give Sts time to read tips 1–10 and point out that the first one (*Plan*) has been done for them. Elicit / Explain any words they may not know, e.g., *seat belt*.

Play the video again. To help Sts, you could pause the video after each tip to give them time to complete them.

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

ANSWERS
2 car **3** traffic **4** map **5** water **6** tablets **7** Check **8** gas **9** stop **10** phone

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.

c Do this as a whole-class activity.

7 WRITING messages, notes, and notices

Tell Sts to go to **Writing Bank 2** on *p.116*.

a Focus on the three short texts. Get Sts to match texts A–C to places 1–3 shown in the pictures below the texts.

Check answers.

ANSWERS
1 C **2** A **3** B

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

b Get Sts to read the short texts in **a** again and decide who each one is for.

Check answers.

ANSWERS
1 C **2** B **3** A

c Focus on the **Imperatives in short texts** box and go through it with the class. Tell them to highlight use 2 if it is different from their L1.

Individually or in pairs, Sts find three examples of imperatives in the texts, and match them to uses 1 and 2 in the box.

Check answers.

ANSWERS
A *Come to our book sale!* Use 2
B *Please make salad for lunch.* Use 1
C *Don't tell Sam!* Use 1

d Individually or in pairs, Sts cross out the extra word in sentences 1–4, then write the sentence again beginning with a capital letter. Point out the example.

Check answers.

ANSWERS
1 ~~To visit~~ Visit my website.
2 ~~You don't~~ Don't use my computer.
3 Please ~~to~~ make fajitas.
4 Please don't ~~to~~ worry.

EXTRA IDEA Remind Sts that the video *A salsa class* they watched in **1A** starts with an ad for the salsa class. Elicit any information Sts can remember. If they can't remember anything, elicit and write on the board what should be in the ad, e.g., what the class is, where it takes place, how much it costs, etc. Then play the video for Sts to see the ad at the beginning. Pause the video for Sts to check if their information is in the ad.

e Go through the instructions and make sure Sts understand what they have to do. Check Sts understand *band* (= a small group of musicians who play popular music together).

Make sure Sts are making notes and not writing full sentences.

f Go through the instructions with the class.

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

g Remind Sts to check their texts for mistakes, e.g., with capital letters or spelling, and the use of imperatives.

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1&2 Review and Check

There are two pages of review and consolidation 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 *p.174–75*. 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 **Sound Bank** videos showing the mouth position for each sound. If you don't want to use these in class, tell Sts to look at them at home and to practice making the sounds and saying the words.

The second page presents Sts with a series of skills-based challenges. Although this is Level 1, the activities are generally designed to match typical exam-type tasks where possible. 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 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. 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 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

GRAMMAR

ANSWERS

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

VOCABULARY

ANSWERS

a **1** from **2** to **3** in **4** at **5** off
b **1** Read **2** Work **3** Share **4** Turn on **5** Answer
c **1** file (the others are numbers)
2 Chinese (the others are countries)
3 France (the others are nationalities / languages)
4 Nigeria (the others are continents)
5 sixteen (the others are multiples of ten)
6 Germany (the others are days of the week)
7 change purse (the others are always used in the plural)
8 school (the others are part of a classroom)
9 wallet (the others are things you read)
10 happy (the others are negative adjectives)
d **1** bad **2** easy **3** clean **4** low **5** right

PRONUNCIATION

ANSWERS

c **1** tree **2** cat **3** jazz **4** fish **5** shower
d **1** address* **2** Germany **3** expensive **4** sunglasses
5 thirteen

*The verb *address* is stressed on the second syllable. The noun can be heard with stress on the first or the second syllable.

CAN YOU understand this text?

ANSWERS

a b
b **A** 2 **B** 5 **C** 4 **D** 1 **E** 3

CAN YOU understand these people?

ANSWERS

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

1 Mallini

I = interviewer, M = Mallini

I What's your name?
M Mallini.
I How do you spell it?
M M-A-L-L-I-N-I.

2 Olga

I = interviewer, O = Olga

I Where are you from?
O Originally I'm from Russia.
I And where in Russia?
O Moscow.

3 Lena

I = interviewer, L = Lena

I What's your name?
L My name's Lena.
I How do you spell it?
L L-E-N-A.
I Where are you from?
L I'm from Toronto, Canada.
I Where's that?
L It's an hour's flight away from New York.

4 Jake

I = interviewer, J = Jake

I Are you tidy or untidy?
J I'm very tidy.
I What's on your desk?
J On my desk I have all of my pencils and my computer.

3A America: for better or for worse

G simple present + and −
V verb phrases: *cook dinner*, etc.
P third person *-s*

Lesson plan

Different aspects of life in the US provide the context for Sts to meet the simple present for the first time. They begin by learning a group of common verb phrases, and then, in a short text where eight people from the US say what they like about their country, they see how the verb forms change for affirmative and negative forms and in the third person singular (question forms are presented separately in **3B**). Sts then practice the pronunciation of the third person (verb + *-s* or *-es*), as well as the vocabulary and grammar, talking about themselves and a partner. The lesson ends with Reading and Speaking. Sts read a text in which people from other countries who live in the US say what they find strange about it, and Sts compare what they think about their country.

More materials

For teachers

Photocopiables

Grammar simple present + and − *p.184*
Vocabulary Verb phrases *p.272* (instructions *p.264*)
Communicative I work… He works… *p.230* (instructions *p.215*)

For students

Workbook 3A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *eat drive read* on the board. Ask Sts for words that can go after these verbs. Elicit ideas from the class and write them on the board.

1 VOCABULARY verb phrases

a **3.1** Books open. Give Sts time to look at the verb phrases.

Tell them they are going to hear a sound effect for each verb phrase and they must listen and number them.

Play the audio for Sts to listen and complete the task.

Play it again, pausing after each sound effect to check the answer. Model and drill the pronunciation of the phrases.

ANSWERS

1 speak German	2 drink water	3 watch TV
4 play the guitar	5 like animals	

3.1
(sound effects)

b Tell Sts to go to **Vocabulary Bank** Verb phrases on *p.161* and get them to do **a** individually or in pairs. Many of these verbs may already be familiar to them.

Vocabulary notes

You could point out that *have* can be used for possessions, but also with both food and drink (*have a sandwich*, *have a coffee*) and is more common when we talk about specific meals, e.g., *have breakfast / lunch*. *Eat*, e.g., *eat fast food*, can only be used for food.

You might also want to make sure Sts are clear about the meaning of *take* (*an umbrella*). Give a clear example like *Take an umbrella with you. It's raining.* Sts may think that this verb means *carry* (e.g., *Can you carry my bag for me? It's very heavy.*).

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

Check answers.

3.2
Verb phrases

19	cook dinner	22	need a new passport
14	do housework	15	play the guitar
24	do homework	12	play tennis
20	do yoga	7	read a book
17	drink water	16	say sorry
23	drive a car	5	speak German
18	eat vegetables	4	study history
9	go to the movies	13	take an umbrella
3	have a garden	1	want a coffee
8	like animals	10	watch TV
11	listen to music	21	wear glasses
6	live in an apartment	2	work in an office

Either use the audio to drill the pronunciation of the phrases or model and drill them yourself. Give further practice of words and phrases your Sts find difficult to pronounce.

Finally, focus on **Activation**. Get Sts to cover the verbs and use the photos to test themselves or their partner.

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

EXTRA PRACTICE OPTION Use the **3A Vocabulary** photocopiable activity.

c **3.3** Focus on the example and tell Sts they will hear the second part of some verb phrases, and they must say the whole verb phrase.

Play the audio, pausing after each one, and elicit a response from the whole class.

3.3

1 TV (*ping*) watch TV
2 the guitar (*ping*) play the guitar
3 water (*ping*) drink water
4 to music (*ping*) listen to music
5 glasses (*ping*) wear glasses
6 a garden (*ping*) have a garden
7 vegetables (*ping*) eat vegetables
8 to the movies (*ping*) go to the movies
9 history (*ping*) study history
10 yoga (*ping*) do yoga

Now repeat the activity, eliciting responses from individual Sts.

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EXTRA CHALLENGE In pairs, Sts do a similar activity to the listening. **A** (book open) says the second part of a verb phrase from the **Vocabulary Bank**, e.g., *dinner*, and **B** (book closed) has to guess the whole phrase, e.g., *cook dinner*.

2 GRAMMAR simple present + and −

a Ask Sts *What do you think of when you hear the words "United States"?* to elicit some ideas and write them on the board.

Focus on the instructions and the words / phrases in the list, and help Sts with vocabulary if necessary, e.g., *freeways, freedom*. Elicit / Explain what *weather* means. Point out that the first one (*multiculturalism*) has been done for them.

Give Sts time to read the article and complete the task.

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

Check answers.

ANSWERS
2 language **3** coffee **4** freedom **5** sports **6** freeways
7 weather **8** food

3.4
See article in Student Book on *p.24* and answer key

Finally, deal with any new vocabulary. Model and drill pronunciation.

EXTRA CHALLENGE Tell Sts to cover the article and, in pairs, try to remember what each person likes.

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

Check answers.

ANSWERS
1 The letter *-s* is added because they are third person singular (*he, she, it*).
2 I don't have, it doesn't rain
We use *don't* to make negatives with *I, you, we,* and *they*.
We use *doesn't* to make negatives with *he, she,* and *it*.

EXTRA SUPPORT If you have a monolingual class, don't be afraid of using your Sts' L1 to talk about the grammar here. At this level, it is unrealistic to expect Sts to talk about grammar in English.

d Tell Sts to go to **Grammar Bank 3A** on *p.136*.

Grammar notes

Emphasize to Sts the relative simplicity of the simple present. There is only one different verb ending in the simple present (third person singular verbs add an *-s* or *-es*). All other forms are the same as the base form. For this reason, the use of the pronoun (*I, you*, etc.) is not optional as it is in many languages. It is essential, as it identifies which person is being referred to.

In the negative, highlight the use of *don't* and *doesn't*, which are put before the base form. These contracted forms (of *do not* and *does not*) are almost always used in spoken English and in informal writing.

Highlight that *goes* /gəʊz/ and *does* /dʌz/ both end with *-oes*, but are pronounced differently.

Focus on the example sentences and play audio 3.5 for Sts to listen and repeat. Then go through the rules with the class.

Focus on the **Be careful with some *he / she / it* forms** box and go through it with the class.

Now focus on the exercises for **3A** on *p.137*. Sts do the exercises individually or in pairs.

Check answers. Get Sts to read the sentences out loud and help them with the rhythm of + and − sentences, e.g., *We live in an apartment. We don't study French.*

ANSWERS
a **1** She goes to the movies.
2 He lives in a house.
3 They have two children.
4 I don't like cold weather.
5 The supermarket closes at 9:00.
6 My sister doesn't study French.
7 I do housework.
8 My son wants a guitar.
9 My friend doesn't work on Saturdays.
10 Our classes finish at 5:00.
b **1** doesn't work **2** reads **3** speak **4** don't play **5** wears **6** listen **7** don't eat **8** has

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

EXTRA PRACTICE OPTION Use the **3A Grammar** photocopiable activity.

3 PRONUNCIATION third person *-s*

Pronunciation notes

The pronunciation rules for third person singular *-s* and *-es* endings are exactly the same as those for plural nouns (see **2A**).

As with the plurals, if Sts want to know when the final *s* is pronounced /s/ and when it is pronounced /z/, explain that it is pronounced /s/ after verbs ending with these unvoiced sounds: /k/, /p/, /f/, /t/, e.g., *works, stops, laughs, sits*. After all other voiced endings, the *s* is pronounced /z/. See the **Voiced and unvoiced consonants** box on *p.41* in this book.

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

Tell Sts the final *s* is pronounced /ɪz/, after the following letters: *-ce, -ch, -ge, -se, -sh, -ss,* and *-x*, e.g., *watch – watches*.

a Focus on the **Final *-s* or *-es*** box and go through it with the class. Then, in pairs or as a class, Sts answer the question.

Check answers. Model and drill the three words.

ANSWERS
books /bʊks/
keys /kiz/
watches /wɒtʃɪz/

b 3.6 Play the audio for Sts just to listen to the three sounds and sentences.

3.6
See sounds and sentences in Student Book on *p.25*

Now play the audio again for Sts to listen and repeat. If Sts are having difficulties producing the /s/ and /z/ endings, tell them that the difference is small and reassure them that it will come with practice. The most important thing at this stage is to make the /ɪz/ sound in the right place, e.g., *watches*, and not to make it in the wrong place, e.g., *lives* /lɪvz/ (NOT ~~/lɪvɪz/~~).

Play the audio again if necessary.

Give Sts time to practice saying the sentences in pairs.

c **3.7** Focus on the instructions and the example, and tell Sts they must listen to the first sentence and then change it using the new subject given, e.g., *he*, *she*, *it*.

Play the audio, pausing after each sentence, and elicit a response from the whole class.

3.7

1 I live in an apartment. She (*ping*) She lives in an apartment.
2 I need a new passport. He (*ping*) He needs a new passport.
3 They work in an office. She (*ping*) She works in an office.
4 We wear glasses. He (*ping*) He wears glasses.
5 They finish at eight o'clock. It (*ping*) It finishes at eight o'clock.
6 I want a coffee. She (*ping*) She wants a coffee.
7 They have two children. He (*ping*) He has two children.
8 We do homework. She (*ping*) She does homework.
9 They study French. He (*ping*) He studies French.
10 They go shopping. She (*ping*) She goes shopping.

Now repeat the activity, eliciting responses from individual Sts.

d Focus on the instructions and the two example sentences. Highlight the use of *don't* to make a negative in the second sentence. Then tell Sts to go to the **Vocabulary Bank Verb phrases** on *p.161* and demonstrate the activity by making true sentences about yourself.

Give Sts time to think about their six sentences.

EXTRA SUPPORT You could get Sts to write the six sentences.

In pairs, Sts tell each other their sentences. Tell Sts to put a check for *yes* or a cross for *no* next to the pictures that apply to their partner, so that they don't forget the information.

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

e Get Sts to change partners. Sts now tell their new partner about their first partner, using the third person singular.

EXTRA SUPPORT Write the example from *p.25* of the Student Book on the board to help Sts: *Eva plays tennis. She doesn't like dogs…*

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

4 READING identifying attitude

a Focus on the title and explain / elicit the meaning of *strange* (= unusual). Model and drill pronunciation.

Now focus on the instructions and make sure Sts understand the meaning of *positive* and *negative*, and what they have to do. Encourage them to use the photos to help them with new vocabulary.

Give Sts time to read the article and complete the task.

Check answers. Elicit any words that helped them identify whether the comment was positive or negative.

ANSWERS
1 ✗ 2 ✓✗ 3 ✗ 4 ✓ 5 ✗ 6 ✗

b Tell Sts they are going to read the article again and must complete definitions 1–6 with a word or phrase from each paragraph.

Give Sts time to read the article again and complete the task.

Then get them to compare with a partner, and check answers. Highlight that *don't get it* is a very informal colloquial expression.

ANSWERS
1 switch 2 don't care much about 3 checkout 4 huge
5 don't get it 6 weird

Ask Sts if they have been to the US and if so, find out if they agree with anything they read in the article.

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

c Put Sts in pairs or small groups to discuss the situation in their country.

Get feedback from various pairs / groups.

5 SPEAKING

a Focus on the instructions and go through the **Useful words** box, making sure Sts understand the meaning of *why?* and *because* /bɪˈkʌz/. Model and drill the pronunciation.

Now read the questions and elicit / explain the meaning of *foreigner* (= a person who comes from a different country), and model and drill pronunciation /ˈfɔrənər/.

Read the example and give Sts time to think about their answers.

EXTRA SUPPORT You could get Sts to write their sentences.

b Put Sts in pairs and get them to compare their answers. Monitor and help, encouraging Sts to pay attention to the use of *because*.

Get some feedback from individual Sts.

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3B Goodbye to the office?

G simple present ?
V jobs
P /ər/

Lesson plan

The topic of this lesson is jobs and work, with a focus on working from home. Sts begin by reading an interview with Ollie, a young man who works from home, where he talks about the pros and cons. The interview presents questions in the simple present in both second and third person singular, (*Do you…? Does he…?*). Then Sts learn the vocabulary for common jobs and how to say what they do, and practice the vocabulary with a video activity. There is a pronunciation focus on the /ər/ sound. Sts then listen to a quiz show where two teams compete. First, the three members of one team separately introduce a guest as someone they know, and each say that he has a different job. Then the other team question the guest to find out who was telling the truth. Sts then practice by asking each other simple present questions about imaginary jobs, and the lesson finishes with Sts asking questions in the third person singular to guess someone's job.

Video material
Vocabulary – jobs
Pronunciation – /ər/

More materials
For teachers
Photocopiables
Grammar simple present +, −, and ? *p.185*
Vocabulary Jobs *p.273* (instructions *p.264*)
Communicative Simple present questionnaire *p.231* (instructions *p.216*)
For students
Workbook 3B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the following sentences on the board. Make them true for you.
1 I'm a teacher.
2 I work in (the name of your school).
3 I work (…) hours a day.
4 I like my job a lot.
Elicit the difference between *job* and *work* (*job* is a noun; *work* is a verb) and focus on the use of *a* before *teacher*.

1 GRAMMAR simple present ?

a Books open. Focus on the photo of Ollie and Andrew, and the title of the interview.
Now tell Sts to read the interview quickly to find the answer to the question.
Check the answer.

ANSWER
Working from home

b Tell Sts they are going to read the interview again, and this time they need to complete it with the questions the interviewer asks.
Focus on the example (*What do you do, Ollie?*) and elicit / explain that this question is the same as *What's your job?*
Give Sts time to read the questions from the list, the interview, and then complete 2–5.

c 3.8 Play the audio for Sts to listen and check.
Check answers.

ANSWERS
2 What does he do?
3 Where in the house do you work?
4 Do you work long hours?
5 Does he work long hours?

3.8
See interview in Student Book on *p.26* and answer key

d Get Sts to cover the interview and just look at the five questions in **b**. In pairs or as a whole-class activity, get Sts to say how Ollie answers them.
Deal with any new vocabulary in the interview. Model and drill pronunciation.

e Do this as a whole-class activity.

f Focus on the instructions and give Sts time to check who the questions in **b** are about.
Check answers.

ANSWERS
1 What do you do, Ollie?, Do you work long hours?
2 What does he do?, Does he work long hours?
3 Where in the house do you work?

Now ask *What's different when the question is a) to Ollie about himself and b) to Ollie about Andrew?*

ANSWER
To Ollie about himself: *Do you…?* To Ollie about Andrew: *Does he…?*

g Tell Sts to go to **Grammar Bank 3B** on *p.136*.

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

Focus on the example sentences and play audio 3.9 for Sts to listen and repeat. Then go through the rules with the class.
Focus on the ***do* and *does*** box and go through it with the class.
Now focus on the exercises for **3B** on *p.137*. Sts do the exercises individually or in pairs.
Check answers, getting Sts to read the full sentences.

ANSWERS

a **1** Do **2** Do **3** Does **4** Does **5** Do **6** Does **7** Does **8** Does **9** Do **10** Does

b

1 Does he like	**6** Do you want
2 Does she speak	**7** Does he drive
3 Do you eat	**8** Does she drink
4 Do they cook	**9** Do you have
5 Does she live	**10** Do you listen

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

EXTRA PRACTICE OPTION Use the **3B Grammar** photocopiable activity.

2 VOCABULARY jobs

a Focus on the jobs in the list and point out to Sts that they have seen most of these jobs before.

Individually or in pairs, Sts complete sentences 1–5 with a job from the list.

Check answers and write the words on the board.

ANSWERS

1 actor **2** teacher **3** server **4** receptionist **5** administrator

Model and drill the pronunciation, and underline the stress.

b Tell Sts to go to **Vocabulary Bank Jobs** on *p.162* and get them to do **a** individually or in pairs.

Vocabulary notes

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

You might want to point out that all the jobs here are gender-neutral, because nowadays people tend to use these more. However, *waitress* is still often used for a woman. You could tell Sts that *police officer* is now used instead of *policeman* and *policewoman*, and that *actor* used to be for men only, and *actress* for women.

Focus on the ***a* / *an* + jobs** box and go through it with the class.

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

Check answers.

3.10

Jobs

28 an accountant	**12** a lawyer
26 an actor	**1** a manager
2 an administrator	**16** a model
14 an architect	**18** a musician
7 a chef	**5** a nurse
27 a cleaner	**21** a pilot
6 a construction worker	**23** a police officer
4 a dentist	**24** a receptionist
17 a doctor	**15** a salesperson
8 an engineer	**20** a server
11 a factory worker	**13** a soccer player
22 a flight attendant	**9** a soldier
30 a guide	**29** a taxi driver
19 a hair stylist	**25** a teacher
10 a journalist	**3** a vet

Either use the audio to drill the pronunciation of the phrases, or model and drill them yourself. Point out that in compound nouns (e.g., *factory worker*, *flight attendant*), the main stress is on the first word. Give further practice of any words and phrases your Sts find difficult to pronounce.

3.11 Focus on the flow chart in **c** and go through the possible answers to the question *What do you do?* Play the audio for Sts to listen and repeat the sentences.

3.11

See flow chart in Student Book on *p.162*

Play again if necessary.

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

Then give Sts time to decide how to say what they do in English. Monitor and help with any jobs they don't know how to express. Don't ask Sts at this stage what they do, as they will be asking each other in **d** in the main lesson.

Now focus on **Activation**. In pairs, get Sts to cover the words with a piece of paper, look at the photos, and try to remember the jobs. They could test each other – **A** says a number, and **B** says the job.

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

EXTRA PRACTICE OPTION Use the **3B Vocabulary** photocopiable activity.

c In this video, Sts will see nine photos of different jobs where only the person's hands are spotlighted. They guess the job and then the whole photo is revealed.

Focus on the photo and tell Sts to guess just from the hands what they think the person's job is, but don't tell them whether they are right or not. Tell them they are going to see nine different sets of hands and they have to guess the nine jobs. When they have seen all nine images, they will disappear, and Sts can confer.

Put Sts in pairs and tell them to write down what they think the jobs are as they watch.

Play the video and pause it as indicated on the screen (when all the squares are blank) at 01:15.

Give Sts time to discuss what they think the jobs are in their pairs.

When time is up, play the rest of the video to reveal the jobs, pausing before each one is revealed to elicit answers from Sts. At the end, find out who guessed the most jobs correctly.

ANSWERS

1 an architect **2** a construction worker **3** a chef **4** a server **5** a hair stylist **6** a journalist **7** a nurse / doctor **8** a salesperson **9** a vet

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

d Focus on the two questions and give Sts time to decide how to say in English what their family and friends do.

Get Sts to stand up and ask at least three other Sts the two questions.

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

Get feedback from as many Sts as possible.

EXTRA SUPPORT Elicit the two questions that Sts need to ask (*What do you do? What do your parents / friends do?*) and write them on the board to help Sts.

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3 PRONUNCIATION /ər/

Pronunciation notes

You may want to tell Sts that the most common *wor-* words that have the **/ər/** sound, and that Sts often mispronounce, are *work*, *word,* and *world*.

a Focus on the new sound picture, *bird*. Play the video and get Sts to watch and repeat the sounds and words.

See sounds and words in Student Book on *p.27*

Finally, focus on the **/ər/** box and go through it with the class.

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

b **3.12** Play the audio for Sts just to listen to the six sentences.

3.12
See sentences in Student Book on *p.27*

Now play the audio again, pausing after each sentence for Sts to repeat.

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

Get a few Sts to say them aloud to the class.

4 LISTENING understanding specific information

a **3.13** Focus on the photo and tell Sts they're going to listen to a quiz show called *What's My Job?* In the show, there are two teams of three people and a mystery guest. Each member of Team A introduces the guest and says what job the guest does (they all say a different job), but only one of them is telling the truth. Then the three people in Team B ask questions to try to find out who in Team A is telling the truth about the guest. In the photo, Sts can see the three contestants in Team A, and this week's guest, Mike.

Focus on the chart. Go through it and elicit / explain *specialty* (= something that somebody is good at).

Tell Sts that they will hear the three contestants say who Mike is and they must fill in the blanks in row 1 of the chart.

Play the audio for Sts to listen and fill in the first three blanks. Play the audio again if necessary, pausing after each speaker, and then check answers.

ANSWERS

1 Nadine says Mike is a **hair stylist**; Tyler says Mike is a **dentist**; James says Mike is a **chef**.

3.13
(script in Student Book on *p.127*)

H = host, N = Nadine, T = Tyler, J = James

Part 1

H Hello, everybody, and welcome to today's *What's My Job?* On team A, we have Nadine, Tyler, and James.
N, T, J Hello.
H And on the B team, Alice, George, and Charlie.
A, G, C Hello.
H Team A, you start. Today's mystery guest is Mike. You each say who Mike is and what he does, but only one story is true. Team B, you need to decide who Mike really is. Remember, you have one minute to ask Team A questions, and then thirty seconds to ask Mike questions. Are we ready?
N, T, J Yes! Ready!
H So, let's welcome Mike. Team A. Nadine, please introduce him.
N Mike's my hair stylist. We like to chat a lot.
H And Tyler, please introduce Mike…
T Mike's my dentist. He's a very good dentist.
H And finally, James, please introduce Mike…
J Mike's the chef at my local restaurant. I often have lunch or dinner there.
H OK, Team B. You have one minute to ask Team A questions.

b **3.14** Focus on the instructions and tell Sts to now focus on rows 2 and 3 in the chart in **a**.

Play the audio for Sts to listen and fill in the blanks in rows 2 and 3.

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

ANSWERS

2 Mike works in **a salon** (Good Hair Day). Mike works in **an office** (downtown, near the shopping mall). Mike works in **a restaurant** (The Red Lion).
3 She doesn't think Mike **has children**. Mike and Tyler aren't **friends**. Mike's specialty is **spaghetti carbonara**.

3.14
(script in Student Book on *p.127*)

H = host, G = George, N = Nadine, C = Charlie, A = Alice, J = James, T = Tyler

Part 2

H OK, Team B. You have one minute to ask Team A questions.
G Hmm… let's start with Nadine. Mike's your hair stylist, right?
N Yes, we're very good friends.
G What's the name of his salon?
N Uh, it's called uh…Good Hair Day.
C Is Mike married?
N Uh, yes, he is.
A Does he have children?
N Uh, yes, uh, no, he doesn't. I don't think he has children.
A OK, so now Tyler. You say Mike's your dentist. Where is his office?
T It's, uh, downtown, near the shopping mall.
C Are you and Mike friends?
T Well, no, not really friends. It's difficult to be friends with your dentist – it's impossible to have a conversation!
G Is he expensive?
T What do you think? He's a dentist!
G OK, James now. You say Mike's a chef in a restaurant. What's the name of the restaurant?
J The Red Lion. It's a great restaurant.
C What food does Mike cook?
J Uh, great French food! French onion soup, steak frites, things like that. And he makes good crepes.
A What's his specialty?
J Uh, spaghetti carbonara.
H OK, team. Your time's up.

Now ask the class what they think Mike does. Elicit some ideas, but don't tell Sts if they are right or not.

c **3.15** Tell Sts that they will now hear the contestants on the other team asking Mike questions. They must complete the questions they hear and write his answers with a check mark for *yes* and a cross for *no*.

Go through questions 1–6 and elicit / explain the meaning of any words Sts don't know.

Play the audio for Sts to listen, fill in the blanks, and put a check mark or a cross. Play the audio again if necessary, pausing after each question, and then check answers.

Now ask the class if they have changed their minds about what Mike does. Elicit some ideas, but don't tell Sts if they are right or not.

ANSWERS

1 **Do** you **wear** a uniform or special clothes? ✓
2 **Do** you **have** special qualifications? ✓
3 **Do** you **work** on a team? ✗
4 **Do** you **work** inside? ✓
5 **Do** you **work** on the weekend? ✗
6 **Do** you **like** your job? ✓

3.15
(script in Student Book on *p.127*)

H = host, A = Alice, M = Mike, G = George, C = Charlie
Part 3

H OK, Team B, now you have thirty seconds to ask Mike questions. But remember, Mike can only answer *Yes* or *No*.
A Hello, Mike. Do you wear a uniform or special clothes?
M Yes, I do. Not a uniform, but special clothes.
G Do you have special qualifications?
M Yes, I do.
C Do you work on a team?
M No. But sometimes other people help me.
H Remember Mike, you can only answer *yes* or *no*.
M Oh, yes. Sorry.
A Do you work inside?
M Yes, I do.
G Do you work on the weekend?
M No, I don't.
C Do you like your job?
M Yes, I love it. But people don't always like me!
H Thank you, Mike. So, Team B, is Mike a hair stylist, a dentist, or a chef? You have one minute.

EXTRA SUPPORT Play the audio twice. The first time Sts fill in the blanks in the questions. Then play it again for them to listen and put a check for *yes* or a cross for *no* as his answer.

d **3.16** Finally, play the end of the show. Pause after they ask *Mike, what do you do?* and ask Sts what they think, before letting them hear his job.

Ask the class with a show of hands who guessed correctly.

ANSWER
Mike is a dentist.

3.16
(script in Student Book on *pp.127–128*)
Part 4

A I think he's Nadine's hair stylist. He works inside, other people help him…
G But he doesn't work on weekends. Hair stylists work on Saturdays…
A Not all hair stylists.
C He isn't a chef, I'm sure. Restaurants are full on weekends. And James says he cooks French food, but his specialty is spaghetti carbonara. That's Italian! I think he's a hair stylist, too.
G But Nadine says they are friends, and then she says, "I don't think he has children." She doesn't know. I think that's strange. I think he's Tyler's dentist. He has special qualifications, and remember, "People don't always like me." Nobody likes dentists.
A We need to agree.
H Your time's up, Team B. So what's Mike's job?
A We think he's a hair stylist.
H Mike, what do you do?
M I'm Tyler's dentist.
H Yes, Mike is Tyler's dentist. He says nobody likes dentists, but we like you, Mike! Thank you very much, everyone!

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.

5 SPEAKING

Tell Sts they are now going to play a similar game in groups of three, where they have to guess one person's job. Put Sts in groups of three, **A**, **B**, and **C**, and tell them to go to **Communication** What's my job?, on *p.114*.

Focus on the instructions for **a** and tell Sts to go to **Vocabulary Bank** Jobs on *p.162* and each choose a job.

When they are ready, go through the questions in **b** to make sure Sts understand them. Tell them they have to ask each person ten questions and then guess the job. Make sure they understand *take turns*. Get Sts to make notes of the answers to help them guess the jobs.

Set a time limit, and tell **B** and **C** to each ask **A** five questions. When time is up, focus on **c**, and tell Sts to guess **A**'s job.

Focus on **d** and get Sts to change roles. Now, they guess **B**'s job, and finally they guess **C**'s job.

Find out how many jobs Sts guessed correctly in each group.

Focus on **e** and tell Sts to go to **Vocabulary Bank** Jobs on *p.162* again, and this time, think of someone they know who has one of the jobs. In the same groups, one student begins by telling the others that they are thinking about a person. Then Sts take turns asking questions from the chart in the third person singular to find out what this person's job is. You could demonstrate the activity by getting Sts to ask you the questions first. Get Sts to make notes of their partners' answers to help them guess the jobs when time is up. Get some feedback from various groups.

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3C Are you a "dog person"?

G word order in questions
V question words
P sentence stress

Lesson plan

This lesson starts with a listening in which two people, Becca and Dave, meet for the first time while walking dogs in a park. This situation provides a context for asking questions to try to get to know somebody. Dave invites Becca to go to a café, and Sts listen to see how the relationship develops. Then they go on to look at the grammar of word order in questions, especially those beginning with question words. There is then a vocabulary and pronunciation stage, where Sts review and expand their knowledge of question words, and then they practice the rhythm of questions. Sts have a Speaking activity where they practice asking each other a variety of questions, and the lesson ends with writing as they learn to write a personal profile.

More materials

For teachers

Photocopiables
Grammar word order in questions *p.186*
Communicative Famous people *p.232*
(instructions *p.216*)

For students

Workbook 3C

OPTIONAL LEAD-IN (BOOKS CLOSED) Ask the class who has a dog (either their own or a family pet). Then ask Sts who have a dog what kind of dog it is and who usually takes it for a walk.

1 LISTENING identifying who's who, understanding specific information

a 3.17 Books open. Focus on the lesson title and elicit what a "dog person" is (= a person who really likes dogs, usually more than cats). Focus on the photo and the instructions. Give Sts time to read the four names and make sure they understand what they have to do.

Play the audio for Sts to listen and match the names to the people and dogs.

Check answers.

ANSWERS
1 Becca 2 Barry 3 Dolly 4 Dave

Now ask Sts for more information about the dogs, i.e., the breed and how old they are.

ANSWERS
Barry is a Labrador; he's two years old.
Dolly is a fox terrier; she's two years old.

3.17
(script in Student Book on *p.128*)

B = Becca, D = Dave

B He's beautiful. Is he a fox terrier? Sorry, he or she?
D She. Yes, she's a fox terrier. Her name's Dolly. And your dog?
B He's a Labrador.
D What's his name?
B Barry. Barry, come here!
D Dolly. Here. Stop it.
B I think Barry likes her.
D Yes! Sorry, I'm Dave. What's your name?
B Becca. Hi.
D Nice to meet you, Becca! How old is Barry?
B Uh…He's, uh, two. And Dolly?
D Uh…The same. Hey, Dolly! Come back!

b 3.18 Focus on the instructions and establish that Becca and Dave go to a café. Tell Sts to cover the conversation with a piece of paper and listen to find out what happens in the end.

Play the audio for Sts to listen and complete the task.

Check the answer.

ANSWER
Dave invites Becca to lunch.

3.18
See conversation in Student Book on *p.28* and answer key in **c**

c Tell Sts to uncover the conversation and give them a few minutes to read it.

EXTRA CHALLENGE Tell Sts, in pairs, to try to guess the missing words before they listen.

Play the audio again for Sts to complete the questions (or check their guesses). Point out that the first one (*like*) has been done for them. Play again if necessary.

Check answers.

ANSWERS
2 What…want 3 Where…live 4 What…do 5 work
6 What 7 want

d 3.19 Focus on the **Showing interest** box and go through it with the class. You might want to tell Sts that *intonation* means the rise and fall of the voice in speaking.

Tell Sts they are going to hear three sentences from Becca and Dave's conversation, and they must only repeat each phrase that shows interest.

Play the audio, pausing after the second speaker in each exchange, for Sts to listen and repeat the phrases.

3.19
1 B I'm a journalist.
D Really? How interesting!
2 D Do you work for a newspaper?
B No, for TV. What about you?
3 D I'm on vacation now.
B Me too.

Now repeat the activity, eliciting responses from individual Sts.

Tell Sts that they will be using these phrases later, in the Speaking activity.

e Put Sts in pairs and get them to read the conversation in **c**. If there's time, get them to change roles.

f 3.20 In this listening, Sts find out what happens when Becca has lunch with Dave.

Focus on the photo and the instructions, and make sure Sts understand the meaning of *success* (= sth that achieved a good result).

Play the audio.

Elicit from the class whether the lunch was a success.

g 3.20 Focus on the instructions and give Sts some time to read the seven sentences.

Play the audio.

Check the answer to **f** (the lunch was a success) and then give Sts time to complete the task. Play the audio again if necessary.

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

ANSWERS
1 is **2** likes **3** isn't **4** doesn't like **5** likes **6** like **7** ice cream

3.20
B Hi, Dave.
D Hi, Becca. Hi, Barry! So nice to see you both again!
B What a cute restaurant. I really like it. And look at all the dogs.
D I know, right! It has good food, too...for people and for dogs!
B Mmm. Sit Barry. Good boy. Uh, where's Dolly?
D She isn't here. Uh, Becca, I need to tell you something. Dolly isn't my dog. She's my friend's dog. I sometimes help and take her for a walk.
B You don't have a dog?
D No. Uh…I don't like dogs very much. And my apartment's so small. I'm so sorry. I know you love dogs.
B Phew! Don't worry! Barry isn't my dog either! He's my sister's dog. I like dogs, but…in fact…I have two cats. How do you feel about cats?
D I love cats – in fact, I prefer cats to dogs! Let's sit down and order lunch.
B Great! So, what's good here?
D The spaghetti carbonara is fantastic – and so is the homemade chocolate ice cream!
B Yum! All for me this time!

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.

h Focus on the question. Do this as a whole-class activity and elicit opinions. Say what you are, too.

2 GRAMMAR word order in questions

a Focus on the instructions and tell Sts to put the words in the correct order to make questions.

b 3.21 Play the audio for Sts to listen and check.

Check answers.

3.21
1 How old is Barry?
2 What's his name?
3 Do you like it?
4 How do you feel about cats?

c Tell Sts to go to **Grammar Bank 3C** on *p.136*.

Grammar notes

Word order in English is less flexible than in many other languages, and this is especially true of questions. Sts often have problems remembering the position of the auxiliaries *do* and *does* in simple present questions.

The acronyms **ASI** (auxiliary, subject, infinitive) and **QuASI** (question word, auxiliary, subject, infinitive) will help your Sts remember to use the correct word order in questions. Use the acronyms as a quick way of reminding them if they make mistakes.

Focus on the example sentences and play audio 3.22 and 3.23 for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **3C** on *p.137*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS
a **1** How many languages do you speak?
2 Is your job interesting?
3 What color is his car?
4 Where does your brother work?
5 Do you work with computers?
6 What kind of websites do you like?
7 What does he do on the weekend?
8 Are you stressed in your job?
9 Where does your sister live?
10 How do you say that in English?
b **1** does…do **2** does she work **3** Does…like **4** does…do **5** Is he **6** Does…do **7** do you do

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

EXTRA PRACTICE OPTION Use the **3C Grammar** photocopiable activity.

3 VOCABULARY & PRONUNCIATION question words, sentence stress

a Focus on the question words and phrases, and questions 1–8. Point out that the first one (*What*) has been done for them.

Give Sts time to complete the questions.

b 3.24 Play the audio for Sts to listen and check.

Check answers.

ANSWERS
2 How many **3** Which **4** Where **5** When **6** What kind of **7** Who **8** Why

3.24
See questions in Student Book on *p.29* and answer key

Now either put Sts in pairs to answer questions 1–3 or do it as a whole-class activity.

If Sts worked in pairs, check answers.

ANSWERS
1 /h/
2 /w/
3 We use *What…?* when there's a large number of possibilities. We use *Which…?* when there's a small number, often two.

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Pronunciation notes

Sts have already seen how, within a word, one syllable is stressed more strongly than the others. They also need to be aware that within a sentence, some words are stressed more strongly than others. Stressed words are usually "information" words, i.e., nouns, adjectives, and verbs.

Unstressed words are usually shorter words, such as pronouns, articles, prepositions, and auxiliary verbs.

This mixture of stressed and unstressed words is what gives English its rhythm.

c **3.25** Tell Sts that in sentences we stress the important words and that the words in **bold** in the four questions are important words and are stressed.

Play the audio for Sts just to listen to the four questions.

3.25
See questions in Student Book on *p.29*

Now play the audio again for Sts to listen and repeat, copying the rhythm.

d Now put Sts in pairs, **A** and **B**. **A** asks the questions in **3a** and **B** gives their own answers. Point out that in the fourth question they might need to change *work* to *study*. You could tell the **B**s to close their books, and get the **A**s to ask the questions in a different order.

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

Get some feedback from the class.

4 SPEAKING

a Focus on the instructions with the class. Then focus on the prompts. Elicit that in the first, second, and third group they need to add *do you* between the question word or phrase and the verb, and in the fourth group, they need to add *is* / *'s* after *Who* or *What*.

Then elicit the questions from the first and second groups, e.g., *Where do you live? Where do you work / study? What kind of movies do you like?*, etc.

b Focus on the instructions. You could model the example conversation with a strong student. Remind Sts of the ways of showing interest that they saw earlier in the lesson, e.g., *How interesting!*

Put Sts in pairs, **A** and **B**, preferably with a student they don't usually work with. Sts interview each other.

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

Get some feedback from the class.

EXTRA CHALLENGE Encourage the Sts who are asking the questions to ask extra questions if they can, e.g.,
A *What car do you have?*
B *I have a Honda.*
A *Really? What color is it? / Do you like it?*, etc. (extra questions)
Round off the activity by asking various pairs what they have in common.

5 WRITING a personal profile

Tell Sts to go to **Writing Bank 3** on *p.117*.

a Focus on Fatima's profile and give Sts time to read it.

Go through the different sections with Sts. Highlight and check the meaning and pronunciation of:

– *occupation* (= what they do, e.g., their job)

– *interests* (= hobbies)

Point out the abbreviation *e.g.* /i ˈdʒi/; you could tell Sts that it is from Latin for *exempli gratia* and means *for example*.

Ask Sts if they have similar interests to Fatima.

b Tell Sts to read the profile again and answer questions 1–4.

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

ANSWERS
1 Fatima lives in Los Angeles.
2 She speaks a little Urdu because her father is from Pakistan.
3 She likes foreign language movies. (She loves South Korean movies).
4 She goes to the gym in her free time.

c Focus on the ***and, but, or*** box and go through it with the class.

Give Sts time to find one more example of *and*, *but,* and *or* in Fatima's profile.

Check answers. You may want to point out to Sts that *or* is also used to introduce another possibility, e.g., *Let's have a coffee or a cold drink*.

ANSWERS
I like dance music **and** jazz.
I don't watch a lot of TV, **but** I like reality shows.
I don't watch basketball **or** other sports.

d Focus on sentences 1–6 and give Sts time to complete them.

Check answers.

ANSWERS
1 and **2** but **3** or **4** and **5** or **6** but

e Focus on the instructions and give Sts time to plan their profile, using the questions. Make sure they write notes and not complete sentences.

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

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

EPISODE 2 PICTURES OF YOU

First weeks in the city

Practical English buying a coffee
Vocabulary telling the time

Lesson plan

In this lesson, Sts learn to tell the time and how to buy a drink and food in a coffee shop. The *Pictures of you* story continues with Episode 2, *First weeks in the city*. After a recap of what happened in Episode 1, we see Ben moving into a rented apartment and beginning his photography course at Tensquare School. He has been working hard and he falls asleep in class. His teacher, Andre, sends him to the local café to have a coffee and wake up. There he is served by Carla, the barista. Ben is very surprised to see Izzy come into the café. She lives in the area and is a friend of Carla's. Ben and Izzy chat and when Izzy leaves, she invites a tongue-tied Ben for a date and gives him her phone number.

Video material

Pictures of you Episode 2

More materials

For teachers

Photocopiables
Vocabulary Practical English 2 Time *p.274* (instructions *p.264*)

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*. Make sure Sts understand the meaning of *previously* (= before, in the last episode). Stop the video at 00:38. You could also elicit some of the language Sts learned for checking into a hotel.

1 TENSQUARE SCHOOL

a Books open. Focus on the clock and the question. Elicit / Teach the answer *It's nine o'clock* and write it on the board. Point out that in English you can say *It's nine o'clock* or simply *It's nine*. There is no difference in terms of meaning or exactness between them. You may want to point out that *o'clock* was originally *of the clock*.

b Tell Sts to go to **Vocabulary Bank** Time on *p.165* and get them to do **Part 1**.

Focus on **1 Telling the time** and get Sts to do **a** individually or in pairs.

3.26 Now focus on **b**. Play the audio for Sts to listen and check.

Check answers.

3.26
Time, 1 Telling the time

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

Vocabulary notes

Highlight:

- that from 12 o'clock to half past (the right-hand side of the clock), all the times are expressed with *after*, and that from half past to 12 o'clock (the left-hand side) all the times are expressed with *to*.
- the pronunciation of *half* /hæf/ (highlighting the silent *l*) and *quarter* /ˈkwɔrtər/.

EXTRA SUPPORT Play the audio again and get Sts to repeat the times.

Now focus on the **Time** box and go through it with the class.

Finally, focus on the instructions for **Activation**. Get Sts to cover the phrases with a piece of paper and, in pairs, point at the clocks and ask and say the times.

Tell Sts to go back to the main lesson.

EXTRA PRACTICE OPTION Use the **Practical English 2** photocopiable activity.

c Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** What's the time?, **A** on *p.105*, **B** on *p.110*.

Sit **A** and **B** face-to-face if possible. Go through the instructions with them carefully, and drill the question *What's the time?* (or *What time is it?*).

At the end of the activity, get Sts to compare their clocks to make sure they have drawn the correct times.

Finally, elicit the time on some of the clocks from the class.

Tell Sts to go back to the main lesson.

d ▶ In this part of the video, *Tensquare School*, Sts will see Ben rushing to class as he is late and then what his teacher thinks of his photos.

Focus on the lesson title, *First weeks in the city*, and then on the heading, *Tensquare School*, and ask Sts who goes to Tensquare School (*Ben*) and what kind of school it is (*photography*).

Focus on the photo and ask who they think the man talking to Ben is. Tell Sts that he is Ben's teacher and his name is Andre.

Give Sts time to read questions 1–3.

Now play the video for them to watch.

Then give Sts time to answer the questions.

Check answers.

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ANSWERS
1 Because Ben is (half an hour) late.
2 9 o'clock
3 9:30 a.m.

A = Andre, B = Ben
A Good afternoon, Ben.
B Sorry I'm late.
A The class starts at nine o'clock. It's half past nine.
B I'm really sorry.
A Sleeping in class.
B I…Sorry, Andre. I'm really tired.
A Can I see some of your work? These are really…great, Ben. Yeah, I like these.
B Oh. Thank you.
A These are good, too. But these…are nothing special. Look, I know it's difficult, but I don't want good photos. I want great photos.
B OK, Andre.
A My job is to teach you how to take great photos. More photos like these. I don't want photos like these.
B OK. Sure, Andre. Thanks.
A Go and have a coffee and wake up.

e Give Sts time to read the five sentences, making sure they understand all the lexis.

Play the video again.

Now give Sts time to number the sentences in the order in which they happened.

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

ANSWERS
4 Andre says to the class that he wants great photos.
1 Ben is late for class.
5 Andre says, "Go and have a coffee."
3 Andre likes some of Ben's photos.
2 Ben is asleep in class.

EXTRA CHALLENGE After Sts number the sentences and compare answers with a partner, instead of checking answers, play the video again for them to watch and check.

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 BUYING A COFFEE

a Focus on the photo and elicit where Ben is (*in a coffee shop*). Places selling coffee were traditionally called *cafés*, but are often called *coffee shops*. Highlight that *café* is a French word, which is why the pronunciation in English is /kæ'feɪ/.

Do the question as a whole-class activity. Model and drill pronunciation as necessary, e.g., *croissant* /kwɑ'sɑnt/ or /krə'sɑnt/. You may want to point out that many coffee shops in the UK and US use the Italian words for different types of coffee, e.g., *latte* /'lɑteɪ/, *cappuccino* /kæpə'tʃinoʊ/, etc. Explain that *regular* means normal size, and that *large* is another word for *big*. Elicit / Explain that oat milk is nondairy.

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

EXTRA IDEA You could get Sts to practice in pairs like this:
A *How much is a single espresso?*
B *Two (pounds) eighty. How much is a regular cappuccino?*, etc.

b In this part of the video, *Buying a coffee*, Sts will see Ben talking to the barista. Ben knows Carla's name, so he is clearly a regular customer.

Focus on the question and then play the video.

Now give Sts time to write down what Ben orders from the menu.

Get Sts to compare with a partner, and then check answers. You may want to point out that he has the double espresso first to wake up.

ANSWER
A double espresso, a brownie, and a large latte (with oat milk)

C = Carla, B = Ben
C Can I help you?
B Hi, Carla.
C Hey, Ben. What would you like?
B Can I have an espresso, please?
C Single or double?
B Double. And a brownie, please.
C OK. Anything else?
B Can I have a latte, please? With oat milk.
C Regular or large?
B Large.
C To have here or take away?
B To take away.
C OK.
B How much is that?
C That's twelve pounds forty-five, please. Thank you. Do you want a receipt?
B No. Thank you.

c Focus on the conversation in the chart. Elicit who says the **You hear** phrases (the barista) and tell Sts that *barista* (/bə'ristə/ or /bə'rɪstə/) is an imported Italian word. Now elicit who says the **You say** phrases (the customer, or here Ben). These phrases will be useful for Sts if they need to order food or a drink in English.

Give Sts a minute to read through the conversation and to think about what the missing words might be. Then play the video again, and get Sts to fill in the blanks.

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

ANSWERS
1 help 2 Single 3 Regular 4 here 5 want

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

Highlight that to ask for a (total) price we can say either *How much is it?* or *How much is that?* Highlight also the useful phrase *Do you need a receipt?* and elicit that a *receipt* /rɪ'sit/ is a piece of paper showing what you paid for something. Point out that the *p* is not pronounced in *receipt*.

d Now focus on the **You say** phrases and tell Sts they're going to watch the conversation again. They should repeat the phrases when the video pauses. Encourage them to copy the rhythm and intonation.

Play the video.

Same as previous video with repeat pauses

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

e In their pairs, Sts now role-play a new conversation. Tell Sts to read their instructions, and help them understand exactly what they have to do.

A is the barista and **B** the customer. Elicit that **A** begins with *Can I help you?* and **B** orders from the menu.

When they have finished, they change roles.

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

3 A SURPRISE MEETING

a In this part of the video, *A surprise meeting*, Sts will see Izzy walking into the coffee shop and talking to Ben (she remembers his name from hearing it in the hotel). She also talks to Carla, and Ben discovers that they are friends. As she leaves, Izzy asks Ben if he wants to go out with her. Sts will see that Izzy knows Tensquare School and Ben's teacher, Andre, although she doesn't say why.

Give Sts time to read the five topics and then play the video for Sts to watch.

Now give Sts time to put a check mark next to the topics Izzy and Ben talk about.

Play the video again if necessary.

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

ANSWERS

Sts should check: Izzy's job; Ben's school; Ben's teacher, Andre; the coffee shop

I = Izzy, B = Ben, C = Carla

I Morning, Mr. Fischer.
B Hi…I…Hi…Hello. Good morning.
I Is this your local coffee shop?
B Yeah. My school is really near here.
I Oh, yes, Tensquare School.
B Yeah. Do you know it?
I Yeah, I do.
C What would you like, Izzy? Your usual?
B Izzy.
I Yes, please. How are you, Carla?
C I'm good. And you?
I I'm OK.
C How's the job?
I Good! It's long hours, but I like it.
B Uh…are you two friends?
I Yeah. I come here a lot. I live very near here.
B Really?
I Yeah. How's the course?
B Good, but…it's really hard work. I don't like the teacher very much.
I Andre…
B Do you know him?
I Yeah. He's…difficult. Nice to see you again, Mr. Fischer.
B Izzy? Um…Oh, sorry. Uh, I…um…Do you…
I Do you want to go out sometime?
B Me?
I You.
B Yeah.
I OK. Here's my number. Call me.
C Have a biscuit.

b Give Sts time to read sentences 1–6 and see if they can remember who they are about. Remind Sts that Carla is the barista.

Play the video again.

Now give Sts time to complete the sentences with the names.

Get Sts to compare with a partner, and then check answers. Elicit / Explain the meaning of *to go out* (= spend time with somebody and possibly have a romantic relationship).

ANSWERS

1 Ben, Izzy (or Izzy, Ben)
2 Izzy
3 Izzy, Carla (or Carla, Izzy)
4 Izzy
5 Ben, Izzy (or Izzy, Ben)
6 Izzy, Ben

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** with 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 Yes, please. 2 Good! It's long hours, but I like it.
3 Yes. I come here a lot. 4 Really? 5 Me? Yes.

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 people in the first question. Elicit ideas for Izzy as an example, e.g., *Izzy works in London. I like her because she's strong.*

Elicit some feedback from various pairs.

You could teach *I think so. / I don't think so.*

Finally, elicit some feedback from the class.

4A Who's that in the photo?

G possessive *'s*, *Whose…?*
V family
P /ʌ/, the letter *o*

Lesson plan

The main context for this lesson is photos of people in the public eye who have been photographed with a member of their family or partner who is not well-known. This provides a natural context for presenting the grammar of the possessive *'s* (e.g., *Who's she? She's Jennifer Lopez's sister.*) and the question word *Whose…?* Sts then learn the vocabulary of family members, which leads into a focus on the /ʌ/ sound, and the most common pronunciations of the letter *o*. The lesson ends with Sts watching a drama of a woman showing her friend photos of members of her family, which Sts then do themselves.

Video material

Pronunciation – /ʌ/
Listening – *Tanya's photos* (extracts)
Listening – *Tanya's photos* (full video)

More materials

For teachers

Photocopiables
Grammar possessive *'s*, *Whose…? p.187*
Vocabulary The family *p.275* (instructions *p.264*)
Communicative Everyday objects *p.233* (instructions *p.216*)

For students

Workbook 4A

OPTIONAL LEAD-IN (BOOKS CLOSED) Draw a simple family tree on the board, preferably of your family, or a well-known family, showing two generations: mother / father + children, e.g.,



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

1 GRAMMAR possessive *'s*, *Whose…?*

a Books open. Ask Sts *Do you read magazines like* People *or* Entertainment Weekly*? What kind of people are in them?* (Famous people and their families).

Focus on the title of the article and the photo. Ask the question to the class, but don't confirm any ideas yet. Then ask if they think it's good or bad to have a famous person in the family and elicit opinions.

b Give Sts time to read the article and see if they still think their guess in **a** is correct or if they have changed their minds.

Check answers. You could ask Sts how they guessed while reading the article. You could also ask Sts *Do you think they like having a famous sister?* Also find out if Sts know any information about Jennifer Lopez. She is an American actor, dancer, and singer born in 1969.

ANSWERS
Their sister is the actress Jennifer Lopez (J.Lo).

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

c Focus on the instructions and do the question as a whole-class activity.

ANSWER
It means *of* = Leslie and Lynda are the sisters of Jennifer Lopez.

d Focus on the instructions. Tell Sts to think about the other person's age and appearance. If you didn't do the **Optional lead-in**, make sure that Sts know the meaning of the basic family words in the **a** and **b** options. These words were taught in Starter Level and some have also come up in earlier Files of Level 1.

Now focus on the photos and give Sts time, in pairs, to read sentences 1–5 and choose *a* or *b* for each one.

Remind them of the expressions *I think…* and *Maybe…*

e **4.1** Play the audio for Sts to listen and check.

Check answers. Ask Sts if they know the people.

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

4.1
See sentences in Student Book on *p.32* and answer key

! Note that we also use the terms *husband* and *wife* for couples in same-sex marriages, i.e., a man can have a husband and a woman can have a wife.

f Tell Sts to go to **Grammar Bank 4A** on *p.138*.

Grammar notes

Level 1 Sts tend not to have too many problems with the possessive *'s* being used in English with things / places, e.g., *Harry's book*, and with people, e.g., *Jane's brother*. However, they may be less clear about not using it in phrases like *The end of the movie* or in compound noun phrases like *bus stop* (if this is an *of* construction in their L1).

Names that end in *s*

James's or *James'*? After names ending in *s*, you can add either *'s* or just an apostrophe. We teach the first form because it is more common and follows the basic rule. The pronunciation is /ɪz/, e.g., /dʒeɪmzɪz/.

Focus on the example sentences and play audio **4.2** for Sts to listen and repeat. Then go through the rules with the class.

Focus on the **'s** and ***Whose* / *Who's*** box and go through it with the class.

Now focus on the exercises for **4A** on *p.139*. Sts do the exercises individually or in pairs. With **a**, go through the instructions with Sts first to make sure they understand exactly what they have to do.

Check answers. For **a**, ask Sts for the answers, and then write the sentences on the board so Sts can see where they have to put the apostrophes. Elicit each time whether the *'s* is the contraction of *is* or the possessive *'s*.

ANSWERS

a **1** They're Amal's magazines.
2 It's Amal's watch.
3 It's Liam's bike.
4 They're Liam's glasses.
5 It's Liam's bag.

b **1** my mother's birthday
2 her grandparents' house
3 the end of the day
4 my cousin's friends
5 The door of the classroom
6 the students' desks

c **1** Whose **2** Whose **3** Who's **4** Who's **5** Whose **6** Who's

Tell Sts to go back to the main lesson **4A**.

EXTRA PRACTICE OPTION Use the **4A Grammar** photocopiable activity.

g Ask Sts to cover the photos in **d** and focus on the things A–E from the photos. Model and drill their pronunciation. Check that Sts understand that they belong to the famous people in **d**.

Focus on the speech bubbles. Give Sts, in pairs, a few minutes to practice asking and answering the questions.

Check answers.

ANSWERS

B Whose rings are they? They're Rihanna's rings.
C Whose earring is it? It's Miley Cyrus's earring.
D Whose glasses are they? They're Elton John's glasses.
E Whose dress is it? It's Reese Witherspoon's dress.

EXTRA IDEA Try to find some photos of famous people's relatives who your Sts will know. You could find these on the internet or in celebrity magazines. Ask who the people are.

2 VOCABULARY family

a Tell Sts to go to **Vocabulary Bank The family** on *p.163*.

Vocabulary notes

Highlight that in English, unlike in some other languages, we don't use the masculine word in the plural to refer to masculine and feminine family members, i.e., *brothers* only refers to males. For this reason, we normally ask, e.g., *Do you have any brothers or sisters?*

Focus on the instructions for **a** and the first family tree. Make sure that Sts realize that they have to number the people in relation to Richard.

Ask Sts *Who is Gary?* and elicit *He's Richard's father*. Then show them where to find the word *father* and point out that number 1 is in the box next to *Gary*.

Give Sts, in pairs, five minutes to write the numbers on the family trees.

! Tell Sts they will need to use one of the words (*cousin*) twice.

Don't check answers at this stage.

Focus on **b**. Give Sts time to fill in blanks 1–5. Don't check answers at this stage.

4.3 Now do **c**. Play the audio for Sts to listen and check answers to **a** and **b**.

Check answers.

4.3
The family

a
7 John is Richard's grandfather.
8 Jennifer is Richard's grandmother.
2 Carol is Richard's mother.
1 Gary is Richard's father.
9 Sue is Richard's aunt.
10 Nick is Richard's uncle.
4 Kate is Richard's sister.
3 Steven is Richard's brother.
13 Hugh is Richard's cousin.
13 Sarah is Richard's cousin.
14 Emma is Richard's wife.
5 Chloe is Richard's daughter.
6 Jake is Richard's son.
12 Ruby is Richard's niece.
11 Oliver is Richard's nephew.

b
1 my father and my mother: my **parents**
2 my wife's mother and father: my **parents-in-law**
3 my grandfather and my grandmother: my **grandparents**
4 my son and my daughter: my **children**
5 a husband and wife: a **couple**

Then 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, e.g., *cousin*, *daughter*, *niece*, and *nephew*.

EXTRA SUPPORT You might want to get Sts just to repeat the family words.

Focus on the **More family words** box and go through it with the class. You may also want to teach *half-brother* / *-sister* (someone who has the same mother as you but a different father, or the same father but a different mother).

Focus on **Activation**. Demonstrate by asking individual Sts, e.g., *Who's Jennifer?* (*She's Richard's grandmother.*). Then get Sts to continue in pairs, covering the words in **a** and **b**.

Tell Sts to go back to the main lesson **4A**.

EXTRA PRACTICE OPTION Use the **4A Vocabulary** photocopiable activity.

b Focus on the questions and point out that the first one (*grandmother*) has been done for them.

Give Sts two minutes to answer them in pairs.

Check answers.

ANSWERS

2 uncle **3** niece **4** cousin **5** brother-in-law **6** nephew

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3 PRONUNCIATION /ʌ/, the letter *o*

Pronunciation notes

The /ʌ/ sound

The most common spelling of this short sound is *u* between consonants, e.g., *up*, *husband*, *sun*, etc. However, *o* also makes this sound as in the family words *mother*, *brother*, etc., and also (less often) *ou*, e.g., *young*, *couple*.

The letter *o*

Following on from the /ʌ/ sound, this exercise focuses on the two most common pronunciations of the letter *o*, /ɑ/ (e.g., *clock*) and /oʊ/ (e.g., *phone*), and two less common ones, /ʌ/ (e.g., *up*) and /u/ (e.g., *boot*).

Highlight that *clock* and *up* are short sounds, *boot* is a long sound, and *phone* is a diphthong. For these sounds, you may want to help Sts by using the videos showing mouth positions, or by demonstrating the positions yourself.

a ▶ Play the video for Sts to watch and repeat the sound and words.

▶
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 Focus on the box entitled **The letter *o*** and go through it with the class. This exercise focuses on the two most common pronunciations of the letter *o*, /ɑ/ (e.g., *not*) and /oʊ/ (e.g., *photo*), and two less common ones, /ʌ/ (e.g., *mother*) and /u/ (e.g., *two*).

Focus on the sound pictures and elicit the four words and sounds, e.g., *clock* /ɑ/, *phone* /oʊ/, etc. Point out the four examples.

Give Sts two or three minutes to put the other 11 words into the correct columns according to the pronunciation of the pink *o*. Encourage Sts to say the words out loud to themselves to help decide where to put them.

! Two of the words, i.e., *doctor* and *London*, have a second *o* in them, which is not pink. This is the schwa sound.

EXTRA SUPPORT To help Sts, you could tell them how many words go into each column (excluding the example): /ɑ/ has four, /oʊ/ has three, /ʌ/ has three, and /u/ has one.

c **4.4** Get Sts to compare with a partner.

Play the audio for Sts to listen and check.

Elicit the answers and write them on the board.

4.4
clock /ɑ/ doctor, hot, job, model, stop
phone /oʊ/ don't, go, home, no
up /ʌ/ come, London, money, one
boot /u/ do, who

Play the audio again, pausing after each word or column for Sts to listen and repeat.

d Model the example conversations with a strong student or two.

Get Sts to practice the conversations in pairs.

Then get a few pairs to read out loud for the class.

4 LISTENING & SPEAKING using visual clues to understand relationships between people

a ▶ In this video, Tanya, who is German, is showing a friend photos of her family on her phone.

Focus on the instructions, the names, and the photos.

Play the video *Tanya's photos* (extracts) once or twice for Sts to label the photos.

Check answers.

ANSWERS
1 Lena **2** Stefan, Leon **3** Nadya, Alex

▶

A = Alisha, T = Tanya
A Who's that?
T That's my sister, Lena. And this is my brother Stefan with my nephew, Leon.
A Is that another sister?
T No, that's my cousin, Nadya, and her husband Alex.

b ▶ Focus on the instructions and give Sts time to read sentences 1–12. Play the full video *Tanya's photos* for Sts to watch.

Then give Sts time to write the names in the sentences. You may want to pause the video after each photo has been described and get Sts to write the names in three stages.

Then play the video again without pausing for Sts to check their answers.

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

ANSWERS
1 S **2** L **3** L **4** N **5** S **6** N **7** L **8** L **9** N **10** S **11** N **12** S

▶
A Who's that?
T That's my sister, Lena.
A How old is she?
T She's thirty, look at the cake!
A Oh yeah! Nice cake! Does she also live in the UK?
T Yes, she does. She lives in London too, quite near me. It's great because the rest of my family are all in Germany.
A What does she do?
T She's a journalist.
A Oh right. Is she married?
T She has a partner, Sam. He's English. He works for an IT company. And this is my brother Stefan with my nephew, Leon.
A Ahh! How old is he?
T Leon? About one. They live in Berlin – I don't see them very often, unfortunately. Stefan is a great dad!
A So, what does he do?
T He's a chef.
A Is that another sister?
T No, that's my cousin, Nadya, and her husband Alex.
A She looks very like Lena!
T Yes, maybe in that photo!
A So what does Nadya do?
T She's a teacher. And Alex is a police officer.
A They look very young! How old are they?
T She's twenty-four, and he's twenty-six, I think. They live in Frankfurt. We're very good friends.
A Nice pics!

T Thanks. Can I see some photos of your family?
A Yes, sure. So this is my…Sorry, Tanya, I need to go. I have a meeting at half past one.
T OK.
A Bye.
T See you later.

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.

c Focus on the instructions and either do the questions as a whole-class activity or put Sts in pairs.

Check answers.

ANSWERS
The first sentence is about Lena, the second Nadya.
look like = be physically similar to

d Focus on the instructions and the examples. If Sts have their phones or tablets with them, ask them to show each other photos of friends or people in their family. They must ask each other three questions about each person. If not, they could write the names of some of their relatives and friends on a piece of paper. They exchange pieces of paper, and then **A** asks **B** three questions about each person.

They then change roles.

EXTRA SUPPORT Demonstrate by bringing in some photos of your family / friends. If possible, blow them up or project them onto the board, and then elicit questions from Sts.

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4B Eat, sleep, repeat.

G prepositions: time, place, and movement
V daily routine
P linking

Lesson plan

This lesson is based on the daily routine of two real people with busy lives, one professional and one student (Marjan Jahangiri is a professor of cardiac surgery in London, and her son, Darius, is in college). Sts begin by learning verb phrases to talk about daily routines. There is then a pronunciation focus on linking, which will help Sts understand spoken English. Sts then read about Marjan's day and listen to an interview with her son, and decide whose day they think is more tiring. This is followed by a grammar focus on prepositions of time and place, which are commonly used when we describe a typical day. The lesson ends with a Speaking activity where Sts ask each other about their typical weekdays, and they then write a description of their favorite day of the week.

Video material

Vocabulary – daily routine
Vocabulary – daily routine (no sound)

! This lesson also reviews telling the time. This was taught at the beginning of **Practical English Episode 2** on Student Book *p.30*. If you did not do this lesson, we suggest you do this section first after the Reading (**3b**), or instead of the **Optional lead-in**.

More materials

For teachers

Photocopiables

Grammar prepositions: time, place, and movement *p.188*
Vocabulary A day in the life of a fitness instructor *p.276* (instructions *p.264*)
Communicative Prepositions questionnaire *p.234* (instructions *p.216*)

For students

Workbook 4B

OPTIONAL LEAD-IN (BOOKS CLOSED) Review telling the time. Draw a clock on the board and then draw different hands and ask Sts *What time is it?*
Ask Sts *What time does this class start?* and elicit the answer *It starts at (X)*. Highlight that we use the preposition *at* when we say what time something happens.

1 VOCABULARY daily routine

a Here Sts see an animated version of the daily routine pictures in the **Vocabulary Bank**.

Books open. Focus on the heading *daily routine* and tell Sts that it means the normal order and way in which you regularly do things every day.

Now focus on the instructions and make sure Sts understand the question.

Play the video once the whole way through.

Elicit opinions. You could tell the class whose day is more like yours, too.

This is Stressed Sally. She's an administrator in a busy office. She works long hours. This is Sally's daily routine.
Sally wakes up at seven o'clock. She takes a shower. She gets dressed. She puts on make-up. She has a coffee. Sally goes to work by bus. She gets to work at eight twenty-five. She starts work at eight thirty. She has lunch at work. She finishes work at six thirty. Sally goes shopping. She gets home late. She does the housework. She has pizza for dinner. She checks emails. Sally goes to bed.
This is Relaxed Robbie. He's a gardener. He works for people in their gardens. This is Robbie's daily routine.
Robbie gets up at eight o'clock. He shaves. He takes the dog for a walk. He has breakfast. Robbie walks to work. He goes home early. He goes to his Italian class. He sees friends. Robbie makes dinner. He relaxes on the sofa. He takes a bath. He sleeps for eight hours.

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** Daily routine on *p.164*.

Vocabulary notes

Make sure Sts know the difference between *go to work* (= leave the house), *get to work* (= arrive at work), *go home* (= leave school / work and go to your house), and *get home* (= arrive home).

Focus on the names *Stressed Sally* and *Relaxed Robbie*. Ask Sts if they can remember the meaning of *stressed*, and to guess from the pictures what *relaxed* means. Model and drill pronunciation (/strest/ and /rɪ'lækst/). Then get Sts to do **a** individually or in pairs.

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

Check answers.

4.5
Daily routine

Stressed Sally	Relaxed Robbie
2 take a shower	23 go to Italian classes
5 have a coffee	17 get up at eight o'clock
13 do the housework	20 have breakfast
8 start work at eight thirty	18 shave
10 finish work at six thirty	22 go home early
3 get dressed	21 walk to work
1 wake up at seven o'clock	26 relax
9 have lunch at work	19 take the dog for a walk
11 go shopping	28 sleep for eight hours
16 go to bed	25 make dinner
14 have pizza for dinner	27 take a bath
12 get home late	24 see friends
6 go to work by bus	
4 put on make-up	
15 check emails	
7 get to work	

Then either use the audio to drill the pronunciation of each verb / phrase, or model and drill them yourself.

Give further practice of any words or phrases your Sts find difficult to pronounce.

Focus on the ***have*** box and go through it with the class. Finally, focus on **Activation** and get Sts to test themselves or each other.

Tell Sts to go back to the main lesson **4B**.

c Tell Sts they are going to watch the video again but without the sound. For each picture, they must say the daily activity that Sally and Robbie do in a whole sentence.

Play the video, pausing on each picture if necessary, and elicit the sentence from the class or individual Sts.

EXTRA PRACTICE OPTION Use the **4B Vocabulary** photocopiable activity.

d Focus on the task and example. Demonstrate it yourself by using phrases to tell the class your typical morning.

Then put Sts in pairs and get them to do the same.

Get feedback from some pairs to find out if they do things in the same order.

EXTRA SUPPORT Let Sts look at the phrases on *p.164*.

2 PRONUNCIATION linking

a **4.6** Focus on the **Linked speech** box and remind Sts about linking in spoken English (they saw it in **2C**).

Tell Sts they are going to hear five sentences, each read at natural speed. Point out that for each sentence they can see how many words there are.

Tell them the first time you play the audio they should just listen. Play the audio once.

Now play it again, pausing for Sts to write the five sentences. Play again if necessary.

Get Sts to compare with a partner, and then check answers by eliciting the sentences and writing them on the board.

4.6

1 He wakes up at eight.
2 She works in an office.
3 She has a coffee at eleven.
4 He has a lot of homework.
5 She has an interesting day.

b **4.7** This exercise practices sentence stress and rhythm. Focus on the sentences and tell Sts that the words in **bold** are the words that are stressed.

Play the audio, pausing after each sentence for Sts to listen and repeat, copying the rhythm.

4.7

See sentences in Student Book on *p.34*

In pairs, Sts practice the sentences, paying attention to linking and rhythm.

Get a few Sts to read some of the sentences aloud.

3 READING & LISTENING inferring feelings, understanding daily habits

a Focus on the title of the article, *Busy Lives: Mother…and Son*, and the photos. Read the introduction about Marjan together and make sure Sts understand it all. Tell Sts they will now read about a typical (working) day in Marjan's life and then listen to an interview with Darius about a day in his life as a student. Model and drill Marjan's name /mɑrdʒæn/.

Focus on the adjectives in the list and make sure Sts can remember what they mean.

Go through the **Glossary** and model and drill the pronunciation of the words and phrases, and make sure Sts understand their meaning.

Set a time limit and tell Sts that all they have to do is find out how they think Marjan feels at the end of the day.

When the time limit is up, get feedback.

SUGGESTED ANSWER

Marjan probably feels (very) tired, but happy.

b Tell Sts they need to read the article again and say when Marjan does the things in 1–9. Point out that the first one (*two a day and sometimes during the night*) has been done for them.

Tell Sts to read the article again, then cover it and answer 1–9 orally.

Check answers. If your Sts have not yet done **Vocabulary Bank Time Part 1** on *p.165*, use digital time to check answers (nine-thirty, etc.) and then focus on telling the time (see below).

ANSWERS

2 between 9:30 and 11:30 p.m., at the hair stylist twice a week
3 when he's home from university
4 at 7:00 a.m.
5 between 6:00 and 6:30 a.m.
6 twice a week
7 every day, late at night
8 every day
9 between 9:30 and 11:30 p.m.

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

! The time is taught in **Practical English 2** *p.30*. If your Sts have not done this lesson, you should do the **Vocabulary Bank Time Part 1** on *p.165* at this point.

EXTRA IDEA Write the following phrases from the article on the board and elicit the verbs:
away / at home
research
to the hair stylist
a break / a meeting
the piano
on the phone
time with someone

ANSWERS

be away / at home
do research
go to the hair stylist
have a break / a meeting
play the piano
speak on the phone
spend time with someone

c **4.8** Focus on the photo of Darius and read the instructions. Point out the **Glossary** and go through it with the class. Model and drill the pronunciation of the words, especially *choir* /ˈkwaɪər/.

Give Sts time to read questions 1–7.

Play the audio once for Sts just to listen. Then play it again for Sts to answer the questions, pausing if necessary to give them time to write. Play again if necessary.

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

ANSWERS

1 to exercise
2 Lectures are for everybody who studies the same subject; tutorials are small face-to-face classes.
3 in his room or in the university library
4 He goes out with friends, he watches a movie, he studies.
5 He's terrible at cooking.
6 at about 11:00
7 Clean his room

4.8
(script in Student Book on *p.128*)

I = interviewer, D = Darius

I What time do you get up in the morning?
D I usually get up at about seven. That way I have time to exercise or go for a run, or even play squash before breakfast.
I What do you have for breakfast?
D Cereal and milk, and toast with honey or jam.
I Do you have classes every day?
D I have lectures in the morning every day except Friday. Lectures are classes for everybody who studies politics. Some of those are online. Then I also have tutorials on Thursday afternoon and Friday morning. Tutorials are small face-to-face classes.
I And what do you do when you don't have lectures or tutorials? Is that free time?
D No, I study! I have exams soon. I work in my room or I go to the university library.
I Where do you have lunch?
D I usually have lunch at the university at about one o'clock, but sometimes I just have a sandwich in a café in town.
I Do you go out in the evening during the week?
D Well, music is my main hobby. I'm in the university choir and I sing every evening from six to seven. I also play percussion in the university orchestra. After choir, I sometimes go out with friends, or we watch a movie, especially on weekends. But I often need to study in the evenings, too.
I Where do you have dinner?
D Sometimes I go to a restaurant with my friends, but usually I eat at the university. The food is actually pretty good. A lot of my friends cook, but I'm terrible at cooking.
I What time do you go to bed?
D At about eleven. I'm usually so tired I go to sleep right away. It's my last year, so all I really do these days is study, eat, and sleep.
I Do your parents come and visit you?
D My mother comes about once or twice a term. But I prefer to go home and see her there because I'm very messy, so when she comes to visit, I need to spend the whole day cleaning my room!

d Finally, do this as a whole-class activity, making sure Sts know the meaning of the phrase *have something in common* (= to be like somebody in a certain way or to have the same interests as somebody).

Elicit some feedback.

ANSWERS

Marjan and Darius both have long days and work hard. They both like what they do.
Marjan is probably more tired. She has less time to relax and has more responsibility.

EXTRA IDEA Ask the class if they think busy people are usually happy. Encourage them to try to say why (even if they make mistakes).

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.128* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

4 GRAMMAR prepositions: time, place, and movement

a Focus on the instructions and give Sts time to complete the sentences about Darius's day with a preposition.

b **4.9** Play the audio for Sts to listen and check.

Check answers.

ANSWERS

1 at 2 in 3 on 4 at 5 to

4.9
See sentences in Student Book on *p.35* and answer key

c Tell Sts to go to **Grammar Bank 4B** on *p.138*.

Grammar notes

There are three main prepositions of time: *in*, *on*, *at*.

There are simple rules for *in* and *on*. The rules for *at* require a little bit more effort to remember because these include exceptions such as *at night*.

Under prepositions of place and movement, Sts focus on *at, in,* and *to*. The main aim is for Sts to be clear that *at* and *in* are used for position whereas *to* is used for movement. Sts also learn that *in / at* are often alternatives when talking about place, e.g., *I was in a restaurant / at a restaurant last night*. Sometimes there is a subtle difference between the two prepositions in this context, but it is not necessary to explain this at this level.

Focus on the example sentences and play audio **4.10** and **4.11** for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **4B** on *p.139*. Sts do the exercises individually or in pairs.

EXTRA SUPPORT You may want to focus on the rules for prepositions of time, and then do **a**, followed by the rules for prepositions of place and **b**.

Check answers, getting Sts to read the full sentences for **b**.

ANSWERS

a 1 in 2 on 3 in 4 at 5 at 6 on 7 on 8 in 9 in
b 1 at 2 to 3 in 4 at 5 to 6 in 7 in 8 at 9 in 10 at

Tell Sts to go back to the main lesson **4B**.

EXTRA PRACTICE OPTION Use the **4B Grammar** photocopiable activity.

d **4.12** Tell Sts they are going to hear some time phrases and they must repeat the time phrase with a preposition.

Focus on the example.

Play the audio, pausing after each time phrase for Sts to listen and repeat with the correct preposition.

4.12

1 the weekend (*ping*) on the weekend
2 the morning (*ping*) in the morning
3 seven o'clock (*ping*) at seven o'clock
4 Sunday (*ping*) on Sunday
5 night (*ping*) at night
6 the evening (*ping*) in the evening
7 midnight (*ping*) at midnight
8 the summer (*ping*) in the summer
9 Tuesday morning (*ping*) on Tuesday morning
10 December (*ping*) in December

Now repeat the activity, eliciting responses from individual Sts.

5 SPEAKING

a Tell Sts that they are going to talk about a typical weekday (Monday to Friday).

Focus on the questions and elicit that Sts need to add *do you* each time there is a /.

Demonstrate the activity by getting Sts to ask you two or three questions. Remind Sts of the typical rhythm of questions, and encourage them not to stress *do you*, e.g., *What time do you get up?*

b Put Sts in pairs and tell them they are going to interview their partner. Monitor and help, especially correcting any mistakes with the time and prepositions.

In their pairs, Sts decide what they have in common.

Get feedback from various pairs.

6 WRITING an article

Tell Sts to go to **Writing Bank 4** on *p.118*.

The aim here is to give Sts practice describing habitual actions. Sts learn to recognize and use common connectors and common sequencers.

Focus on the title and elicit the meaning and pronunciation of *favorite* (= liked more than others of the same kind).

Now focus on **a** and give Sts time to read the article and answer the question.

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

ANSWER
Javier feels tired but happy at the end of his favorite day.

EXTRA IDEA Ask a few Sts *Is Javier's Saturday like yours?*

Now do **b** and make sure Sts understand what they have to do.

Check answers.

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

Now do **c** and give Sts time to look at the highlighted words in the article. You could tell them to check with a partner that they know the meaning of the highlighted words.

Then focus on the **Time words** box and go through it with the class. Highlight that:

- *after* and *before* are prepositions and opposites. They are used with a noun or a verb phrase: *I always have a cup of coffee after lunch.*
- *then* is used with a verb phrase. It can go at the beginning or in the middle of a sentence: *I have a bath. Then I go to bed. I have a bath and then I go to bed.*
- *after that* is an alternative to *then*. However, highlight that you can't use *after* to connect two clauses, e.g., NOT ~~*I get up, and after I have breakfast*~~.

Now give Sts time to choose the correct time words in sentences 1–6.

Check answers.

ANSWERS
1 before **2** Then **3** from, to **4** during **5** until **6** after

For **d**, tell Sts to complete the six sentences.

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

ANSWERS
1 after **2** then **3** then **4** after **5** after **6** then

Focus on the task in **e** and the instructions. Elicit / Explain that the article has four paragraphs and each one describes one main idea. Give Sts a few minutes to make some notes for each paragraph.

In **f**, Sts write their article. They can do this in class if there is time or for homework. Monitor and help Sts, encouraging them to use the highlighted words from the article.

In **g**, Sts spend a few minutes checking their article and the use of the time words.

EXTRA IDEA Get Sts to exchange articles. They read each other's articles and try to find something in common. Elicit some feedback from various pairs.

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4C Blue Zones

G position of adverbs, expressions of frequency
V months, adverbs, and expressions of frequency
P the letter *h*

Lesson plan

The topic of this lesson is lifestyle choices that may determine whether you have a longer or shorter life. Sts begin by learning the vocabulary for months and adverbs and expressions of frequency. A study carried out recently that investigates why teenagers around the world may not live as long as their parents provides the context for Sts to learn the word order for adverbs and expressions of frequency. Pronunciation focuses on the letter *h*. In the second half of the lesson, Sts read about the so-called "Blue Zones," five places in the world that have a very high proportion of centenarians, and about the lifestyles in two of them, which they compare to their own country. The lesson ends with a documentary about a third one, Okinawa, in Japan.

Video material

Pronunciation – the letter *h*

Listening – *The island of Okinawa*

More materials

For teachers

Photocopiables

Grammar position of adverbs, expressions of frequency *p.189*

Communicative How often? board game *p.235* (instructions *p.217*)

For students

Workbook 4C

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board *How can I live to be 100?* Invite suggestions from the class and write them on the board, e.g., *Don't smoke*, *Exercise every day*, etc.

1 VOCABULARY months, adverbs, and expressions of frequency

a 4.13 Books open. Focus on the months. In pairs, Sts complete the words.

Play the audio for Sts to listen and check.

Elicit the months onto the board.

4.13

January February March April May June July August September October November December

b Play the audio again for Sts to listen and repeat. Give further practice of any months your Sts find difficult to pronounce.

Now ask the class which five months are stressed on the second syllable.

ANSWERS

July, September, October, November, December

c Tell the class the month of your birthday and write on the board *My birthday is in…*

Now tell Sts in turn to say their birthday month in the same way, and find out which month has the most birthdays. Make sure they only say the month and not the date.

EXTRA IDEA Get Sts to do this as a mingle and ask each other *When's your birthday?* Find out if any Sts found someone born in the same month as them.

d Tell Sts to go to **Vocabulary Bank Time** on *p.165* and get them to do **Parts 2** and **3**.

Vocabulary notes

Highlight that *once* and *twice* are irregular forms. For all other numbers, we use a number + *times*, e.g., *five times*, *ten times*.

Focus on **2 Expressions of frequency** and get Sts to do **a** individually or in pairs. Make sure Sts are clear about the meaning and pronunciation of *How often…?* (which is used when you want to ask someone about the frequency with which they do an activity) and *every*. Point out that the first one (*day*) has been done for them.

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

Check answers.

4.14

2 Expressions of frequency

1 every day 2 every week 3 every month 4 every year
5 once a week 6 twice a week 7 three times a week
8 four times a year

Now either use the audio to drill the pronunciation of the phrases or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Focus on the instructions for **Activation**. Get Sts to cover the left-hand column with a piece of paper, leaving the rest visible to see if they can remember the expressions.

Focus on **3 Adverbs of frequency** and get Sts to do **a** individually or in pairs.

Vocabulary notes

If Sts don't have an exact equivalent in their L1, you may want to point out that these words don't have an exact meaning in terms of frequency – the meaning depends on the activity, e.g., in *I often have fruit for breakfast*, *often* could mean three times a week, whereas in *I often travel abroad for work*, *often* may mean once a month.

4.15 Now do **b**. Point out that the first one (*b*) has been done for them. Play the audio for Sts to listen and check.

Check answers.

ANSWERS

2 a **3** c **4** f **5** e **6** d

4.15
See sentences in Student Book on *p.165* and answer key

Then 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 the meaning of the six highlighted adverbs.

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

4.16 Focus on **c** and play the audio for Sts to listen and repeat the adverbs. Give further practice of any adverbs your Sts find difficult to pronounce.

4.16
See highlighted adverbs of frequency in Student Book on *p.165*

Finally, focus on the instructions for **Activation**. Get Sts to cover sentences 1–6 with a piece of paper, leaving a–f visible to see if they can remember the sentences and especially the adverb of frequency.

Tell Sts to go back to the main lesson **4C**.

2 GRAMMAR
position of adverbs, expressions of frequency

a Focus on the photo. Ask Sts how old they think the girl is, and elicit the meaning of *teenagers* (= young people between the ages of 13 and 19).

Focus on the text. Read the title and introduction together, and make sure Sts understand the phrase *unhealthy lifestyles*. Elicit the opposite of *unhealthy*.

Set a time limit for Sts to read the rest of the text.

Ask the class if they think teenagers are similar in their country and elicit opinions.

b Get Sts to read the text again, focusing on the position of the highlighted words, which all express frequency. They then circle the correct word in rules 1 and 2.

Check answers.

ANSWERS
1 **before** a main verb, **after** the verb *be* 2 **end**

c Tell Sts to go to **Grammar Bank 4C** on *p.138*.

Grammar notes
The normal position for adverbs of frequency is before the main verb, but after *be*. However, *sometimes* and *usually* can be used at the beginning of a sentence or clause for emphasis, e.g., *Sometimes I wake up really early…*

Similarly, the normal position for expressions of frequency is at the end of a sentence or verb phrase, but they are sometimes placed at the beginning for emphasis, e.g., *Every day I check my emails first thing in the morning.*

Focus on the example sentences and play audio **4.17** for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **4C** on *p.139*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS
a 1 I always walk to work.
2 Do you usually wear glasses?
3 I'm hardly ever bored.
4 She sometimes does housework.
5 We hardly ever go to the movies.
6 Why are you always late?
7 My partner is never stressed.
8 Does it often rain in December?
b 1 I am never late for class.
2 We hardly ever eat fast food.
3 What time do you usually finish work?
4 My parents don't often have pizza for dinner.
5 My brother is always hungry at lunchtime.
6 We don't always do our homework.
7 Do you usually see friends on weekends?
8 Our teacher is hardly ever angry.

Tell Sts to go back to the main lesson **4C**.

EXTRA PRACTICE OPTION Use the **4C Grammar** photocopiable activity.

d Tell Sts that they will now find out if they are going to live a short or long life by answering a questionnaire. Tell them to go to **Communication Short life, long life?** on *p.114*.

Go through the instructions with Sts carefully. Put them in pairs. Give Sts **A** time to interview Sts **B** and to circle their partner's answers.

Now the pairs change roles, and Sts **B** interview Sts **A** and circle their answers.

When they have finished, they should calculate their partner's score and tell them the result.

Get feedback from the class, finding out who is going to live the longest.

Tell Sts to go back to the main lesson **4C**.

3 PRONUNCIATION the letter *h*

Pronunciation notes
How difficult this sound is will depend on your Sts' L1, so you should spend more or less time here accordingly.

The main problem with the letter *h* is that in many languages it is silent at the beginning of a word. Highlight that in English it is almost always pronounced like the /h/ in *hotel* and *How*. There are very few exceptions. The only one that is relevant at this level is *hour*, but don't focus on this until after Sts have done **b**.

a Focus on the sound picture (*house*) and sound /h/.

Play the video and get Sts to watch and repeat the sound and words.

See sound and words in Student Book on *p.36*

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

b **4.18** In pairs, Sts read the sentences aloud and try to find in which word the letter *h* is not pronounced.

Play the audio for Sts to listen and check.

Check the answer.

ANSWER
In the word *hour* the *h* is not pronounced.

4.18
See sentences in Student Book on *p.36*

Now, in their pairs, Sts practice saying the sentences.

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c Focus on the task and make sure Sts understand all the lexis in the verb phrases.

Demonstrate the activity first by making true sentences about yourself.

Sts should write true sentences about themselves, using the verb phrases and an adverb or expression of frequency.

EXTRA SUPPORT Elicit adverbs and expressions of frequency and write them on the board for Sts to refer to.

They then say their sentences to a partner.

Get feedback, asking two or three pairs if they were similar or different.

4 READING & SPEAKING inferring information

a Focus on the photos and the title. Elicit / Explain the meaning of *secret* (= something you do not or must not tell other people).

Get Sts to read the text or read it aloud. Ask Sts to predict anything that they think the places might have in common. Elicit possible answers (e.g., their lifestyle, the weather, etc.). You might want to pre-teach *diet* (here meaning *daily food*).

Do the questions as a whole-class activity.

ANSWERS
The "Blue Zones" are five places where many people live for a long time. Gregoris is 100 and María is 97.

If you think your Sts might be interested, you could tell them that "Blue Zones" were first identified in 2004 by *National Geographic* and a team of longevity researchers.

EXTRA IDEA If you have a world map in the class, get Sts to find the five "Blue Zones."

b Put Sts in pairs, **A** and **B**, and tell them to go to **Communication**, **A Ikaria** on *p.106*, **B Nicoya** on *p.111*.

Go through the instructions carefully. Make sure Sts understand the word(s) in the **Glossary**. You may want to point out that *beans* also refers to the green vegetable.

Sit **A** and **B** face-to-face if possible. When they have finished reading their articles and have answered the questions, Sts **B** start by describing life in Nicoya to Sts **A**.

Tell them to try to use their own words.

When Sts **B** have finished, they change roles.

Sts then decide what the two places have in common.

Check answers. You could ask Sts if they would like to live in either Ikaria or Nicoya.

ANSWERS
People in both places spend a lot of time outside. They are very active; they walk everywhere. They eat beans. They don't eat much meat.

Tell Sts to go back to the main lesson **4C**.

c Tell Sts to work with a partner and write words or phrases they can remember from their articles that relate to the two categories. Point out the two examples.

Check answers.

ANSWERS
Food and drink: potatoes, green vegetables, fish, sugar, herbal tea, red wine, rice, sweet potatoes, egg, cheese, meat, fruit (*marañón*), orange, water
Physical exercise: exercise, work in their gardens, go to the gym, walk everywhere, ride horses

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

5 LISTENING using visual clues to understand lifestyle choices

a ▶ Now tell Sts they are going to watch a documentary about a third Blue Zone, the island of Okinawa in Japan.

Focus on the task and give Sts time to read all the verb phrases. Elicit / Explain any new vocabulary, e.g., *meditate*.

Play the video for Sts to watch and put a check mark next to all the things they see people in Okinawa do.

Check answers.

ANSWERS
We don't see people ride horses or drink wine in the video (although people in Nicoya and Ikaria do these things).

▶
Okinawa is an island about four hundred miles south of Japan. It is a beautiful island, with wonderful beaches and clear blue water. It also has more centenarians – people who are a hundred years old or more – than anywhere else in the world. What's more, they seem to age more slowly than other people. According to scientists, people there who are actually seventy often have the bodies of fifty-year-olds. Many of them are very healthy all through their lives.
What's their secret? Most people think it's because of their healthy lifestyle. They don't have big meals – they have a cultural habit called *hara hachi bu*, which means they always stop eating before they're full. They usually just have fish and vegetables, especially sweet potatoes, and they eat a lot of seaweed, which is one of the healthiest foods that there is.
But diet isn't the only reason why they live so long. The Okinawans are very active, and they often work in their gardens until they're eighty or more. Many of them also do tai chi or martial arts, every day. They have a good social life. They visit friends or family, and a lot of them belong to community centers. Some play the traditional Okinawan guitar, an instrument similar to a banjo.
The old people of Okinawa are very positive and happy with their lives. They aren't stressed, because they're never in a hurry. Their spiritual lives are important to them, especially the women, and many of them meditate every day.
In Okinawa, people say you're a child until you are fifty-five. And when you reach ninety-seven, your local town holds a special ceremony called *kajimaya* to celebrate the fact that now it's time to be young again, to be free of all responsibilities and to simply enjoy life.

b Now give Sts time to read sentences 1–6. Play the video again for Sts to choose the correct option.

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

ANSWERS
1 south **2** 50 **3** stop eating before you're full **4** 80
5 never **6** 97

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.

c In pairs or small groups, Sts discuss the questions.

Check the answer to the first question.

ANSWER
A healthy diet, a lot of exercise, a good social life

Elicit some answers to the other questions from the class.

EXTRA CHALLENGE Put Sts in pairs to answer the questions and then get feedback from various pairs.

3&4 Review and Check

For instructions on how to use these pages, see *p.51*.

Video material

Can you understand these people? 3&4

More materials

For teachers

Oxford English Hub
Quick Test 4
File 4 Test

GRAMMAR

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

VOCABULARY

ANSWERS
a **1** On **2** at **3** up **4** in **5** to
b **1** get **2** take **3** have **4** do **5** go **6** play **7** listen **8** see **9** read **10** wear
c **1** niece (the others are male relatives)
2 husband (the others are female relatives)
3 factory (the others are jobs)
4 early (the others are adverbs of frequency)
5 Monday (the others are months)
d **1** Where **2** What **3** Who **4** How many **5** Why

PRONUNCIATION

ANSWERS
c **1** br**o**ther /ʌ/ **2** ne**ph**ew /f/ **3** lunch /tʃ/ **4** **wh**ich /w/ **5** w**or**k /ər/
d **1** be<u>cause</u> **2** <u>den</u>tist **3** unem<u>ployed</u> **4** mu<u>si</u>cian **5** <u>grand</u>mother

CAN YOU understand this text?

ANSWERS
a unusual, exciting
b **2** breakfast **3** tea **4** gym **5** studio **6** evening **7** dinner **8** finishes **9** sleep **10** life

CAN YOU understand these people?

ANSWERS
1 37 **2** 13 **3** 7:30 **4** gym **5** people

1 Talitha
I = interviewer, T = Talitha
I What do you do?
T I work in Marketing.
I How many hours a week do you work?
T I work for thirty-seven hours a week.

2 Joelle
I = interviewer, J = Joelle
I Do you have a big family?
J No, I have a small family. One sister and parents.
I How old is your sister?
J My sister is thirteen.

3 Sophie
I = interviewer, S = Sophie
I What time do you get up in the morning?
S Usually around half past seven.
I What about at weekends?
S Much later. Probably half past nine, ten o'clock.

4 Jake
I = interviewer, J = Jake
I How often do you play sports or exercise? What do you do?
J I do sports about twice a week…going to the gym. And I walk one hour to school.

5 Tom
I = interviewer, T = Tom
I What do you like about New York?
T New York? The variety. The people. Change.
I What don't you like?
T What don't I like? No, not much.

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5A Sing me a song.

G *can / can't*
V verb phrases: *buy a pizza*, etc.
P sentence stress

Lesson plan

This lesson is based on TV talent shows like *The Voice*, where amateur singers compete in the hope of winning and becoming famous. The lesson starts with the introduction of more verb phrases. Then a listening tells the story of Amy, a contestant waiting for her first audition (based on a real participant's blog). Sts then watch her audition along with two other contestants and find out what the judges think of them. Amy's experience introduces Sts to sentences with *can*. *Can* is a very versatile verb in English and is used to express ability, possibility, permission, and to make requests. Sts will have met *can* for requests and permission in **Practical English 1**, and should already be familiar with the verb. The use of *can* for ability, presented here, along with the other uses may be expressed by a different verb in your Sts' L1. In the second half of the lesson, special attention is given to the pronunciation of *can* and *can't* when stressed and unstressed. Sts then practice orally with a questionnaire.

Video material

Listening – *The auditions*
Listening – *The judges*

More materials

For teachers

Photocopiables

Grammar *can / can't* p.190
Vocabulary More verb phrases *p.277* (instructions *p.265*)
Communicative What can you do? *p.236* (instructions *p.217*)

For students

Workbook 5A

OPTIONAL LEAD-IN (BOOKS CLOSED)

Review the uses of *can* that Sts have already met. Write on the board:

What do you say beginning with can *if...?*
1 you want a photocopy
2 you're in a café and you want a Coke
3 you want another person to sign something
4 you want another person to open the window

Give Sts a few minutes to discuss in pairs. Check answers.

ANSWERS
1 Can I have a photocopy, please?
2 Can I have a Coke, please?
3 Can you sign this, please?
4 Can you open the window, please?

Elicit / Explain that we often use *Can I have…?* to ask for something and *Can you…?* to ask another person to do something. Tell Sts that in this lesson they will learn other uses of *can*.

1 VOCABULARY verb phrases

a Books open. Ask Sts to match the verbs in red to the words / phrases in orange.

Check answers.

ANSWERS
play the guitar, do yoga, go to the movies, watch TV, have a coffee, listen to music

b Tell Sts to go to **Vocabulary Bank** More verb phrases on *p.166* and get them to do **a** individually or in pairs. Many of these verbs may already be familiar to them.

Vocabulary notes

Highlight that it is more useful to remember complete phrases, e.g., *meet a friend* (instead of just *meet*).

Sts sometimes confuse *forget* and *leave* when talking about something they didn't bring with them. You may want to explain that with *leave* we always say the place where we left something, but usually not with *forget*, e.g., *Don't forget your bag. Don't leave your bag in class.*

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

Check answers.

5.1
More verb phrases

13 buy a pizza
9 call a taxi
1 dance the tango
11 draw a picture
2 find a parking space
6 forget somebody's name
21 give somebody flowers
19 hear a noise
8 help somebody
3 leave your bag on a train
22 look for your keys
18 meet a friend
15 paint a picture
5 remember somebody's name
17 run a race
7 see a movie
24 send a message
12 sing a song
25 swim in the ocean
16 take a photo
10 talk to a friend
14 tell somebody a secret
20 try to open a door
23 use an app
4 wait for a bus

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

Focus on **Activation**. Get Sts to cover the verbs and use the photos to test themselves or their partner. Encourage them to say the complete phrase, i.e., verb + collocate.

Tell Sts to go back to the main lesson **5A**.

EXTRA PRACTICE OPTION Use the **5A Vocabulary** photocopiable activity.

2 LISTENING focusing on practical information

a Do this as a whole-class activity. You could also tell Sts if you watch this kind of program and why (not).

b **5.2** Focus on the photo of Amy and go through the instructions with Sts. Elicit / Explain the meaning of *audition* (= a short performance by an actor, a singer, etc., so that somebody can decide if they are suitable to appear in a play, a concert, etc.).

You might want to pre-teach some vocabulary, e.g., *nervous* and *It's your turn* (= the time when you can or should do something).

Now tell Sts to read questions 1–9.

Play the audio for Sts to listen and answer the questions. If necessary, play the audio again, pausing after each question has been answered, and elicit the answer from the class.

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

ANSWERS
1 She needs ID.
2 Her bag
3 She waits with Amy in the waiting area.
4 Three
5 Good luck, Amy! You can do it!
6 She leaves it with her friend.
7 *One Day*
8 It isn't on.
9 Oh no! I can't remember the first line.

5.2
(script in Student Book on *p.128*)

A = Amy, S = security guard, O1 = organizer 1, O2 = organizer 2, F = friend, J = judge

A Twelve thirty. In a long line outside the Conference Center.
S Can I see your ID, please?
A Here's my passport.
S Thanks. "Amy Jones." And I need to check your bag, please. OK, come in. Next, please!
A Twelve forty-five. In the waiting area with three hundred fifty other singers!
O1 OK, Amy, sit here and wait until we call your name.
A Thanks.
O1 Are you here for the audition, too?
F No, I'm not. I'm Amy's friend. Can I wait with her?
O1 Yeah, sure.
F Thanks.
A Let's sit here. I'm so nervous…
O1 Matteo Ricci, Jada Jackson, Tony Cash, come with me, please. This way.
A Good luck!
A Four o'clock. Three hours later! My turn at last!
O2 Amy Jones, Naomi Williams, Dan Elliot? Can you come with me, please? It's your turn now.
A Oh my goodness! It's my turn.
F Good luck, Amy! You can do it!
A Excuse me. Can my friend come with me?
O2 No, she can't. She can wait there. And you can't take your bag into the audition. Leave it with your friend.
A OK.
A Four fifteen. In the audition, with two judges. Really nervous!
J Amy…Jones? What's your song?
A *One Day*.
J We can't hear you. Is the microphone on?
A Sorry. Sorry. Can you hear me now?
J Yes, that's fine.
A My song's *One Day*.
J Can you start, please?
A Oh no! I can't remember the first line.
J Take your time.
A I'm OK now!

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.128* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

c Tell Sts they are going to watch the auditions and see Amy and the two other contestants sing. They will then vote for who they want to win a place in the show.

Play the video *The auditions* and pause it after each singer has finished.

Ask Sts in pairs to give each singer a score out of ten.

Amy *Extract of audition song 1*
Dan *Extract of audition song 2*
Naomi *Extract of audition song 3*

Now ask Sts to vote (with a show of hands) for their favorite. Write the scores on the board.

d In this video, Sts see the judges comment on each of the auditions.

Focus on the title of the video, *The judges*, and make sure Sts understand the meaning and know how to pronounce it.

Now focus on the questions and play the video.

Elicit what the judges said about each person and write it on the board.

Check answers and see how many Sts agreed with the judges. Then elicit how the three contestants feel.

ANSWERS
The judges think Amy is very good, Dan is terrible (he can't sing), and Naomi has a good voice, but doesn't have feeling.
Amy feels very happy. Naomi feels sad. Dan feels angry.

J1 = judge 1, J2 = judge 2, A = Amy

J1 Dan, Amy, and Naomi, come and stand here. OK, Amy. Very nervous in the beginning! But in the end, very good!
J2 Yes, a great performance. Well done.
J1 Dan. In a word…"terrible!"
J2 Dan, I'm sorry. You're good-looking, you move well, but you can't sing!
J1 Naomi. Uh…you're OK. You have a nice voice.
J2 Naomi, you have a good voice, but I can't hear the feeling.
J1 OK. Dan and Naomi, thank you very much, but no, thank you. Amy, congratulations! See you on the show next week.
A Fantastic! That's great. Thank you! Thank you!

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 GRAMMAR *can / can't*

a Tell Sts to look at four sentences taken from Amy's story.

Get them to match each one to the meaning of *can* and then to compare answers in pairs.

Check answers.

ANSWERS
1 c 2 d 3 a 4 b

b Tell Sts to go to **Grammar Bank 5A** on *p.140*.

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Grammar notes

Can is the first modal verb that Sts are introduced to.

Modal verbs, unlike normal verbs, do not add *s* in third person singular (*he / she can*, NOT ~~*he / she cans*~~).

Questions are made by inverting the verb and subject, not with *do / does*, e.g., *Can you come?* NOT ~~*Do you can come?*~~

Negatives are formed by adding *n't* (*not*), not by adding *don't / doesn't*, e.g., *I can't swim* NOT ~~*I don't can swim*~~.

The normal form of a second verb after a modal verb is the base form. This can be hard to remember. Adding *to* after *can* is a common error.

Although other languages may have an equivalent verb to *can* (= be possible / permitted), they probably do not use this same verb to also talk about ability (*I can sing*, *I can play the piano*) and would express this with an equivalent of *know how to*.

Focus on the example sentences and play audio **5.3** for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **5A** on *p.141*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

a **1** can speak **2** Can…help **3** can't see **4** Can…close **5** Can…repeat **6** can't park **7** can't swim **8** Can…use

b **1** She can meet me after work. **2** Can you open the door, please? **3** My boyfriend can't drive. **4** Can I use your scissors? **5** You can't take photos here.

Tell Sts to go back to the main lesson **5A**.

EXTRA PRACTICE OPTION Use the **5A Grammar** photocopiable activity.

4 PRONUNCIATION sentence stress

Pronunciation notes

There are two main pronunciation problems related to *can / can't*:

Can is usually unstressed (/kən/) in affirmative sentences like *I can sing*. Your Sts may find this difficult to hear and to say. If they stress *can*, the listener may think they are saying a negative sentence.

The negative *can't* is always stressed. Not stressing it can cause a communication problem (the listener may understand *can*, not *can't*). The pronunciation of this word varies among different groups of native English speakers.

The standard pronunciation is /kænt/, but there are regional variations. The important thing for Sts is to make sure that they stress /kænt/ strongly.

a **5.4** Focus on the conversations, which give examples of affirmative, negative, and question forms of *can / can't*. Remind Sts that the **bold** words in the conversations are stressed, and the underlining shows stress within a word.

Play the audio for Sts to listen to the three conversations.

5.4
See conversations in Student Book on *p.41*

Now play the audio again, pausing after each sentence for Sts to try to copy the rhythm.

! If your own pronunciation of *can / can't* is different from what is on the audio, you may want to model the conversations yourself.

Get Sts to practice the conversations in pairs. Encourage them to stress the bigger, bold words more strongly and say the other words more quickly and lightly.

b **5.5** This exercise gives Sts practice in distinguishing between affirmative and negative *can* statements.

Focus on the instructions. Play the audio for Sts to hear the sentences. Elicit that *can* is unstressed and has a short sound, but *can't* is stressed and has a long sound.

5.5
See sentences in Student Book on *p.41*

c **5.6** Focus on the instructions. Play the audio at least twice.

Get Sts to compare with a partner and then check answers by playing the audio again, stopping after each sentence and asking Sts if it's affirmative or negative.

ANSWERS

1 b **2** a **3** a **4** b **5** b **6** a

5.6

1 I can't sing.
2 She can dance very well.
3 He can cook.
4 I can't come to the meeting.
5 You can't park here.
6 I can drive.

EXTRA CHALLENGE As a follow-up, get Sts, in pairs, to write four *can* sentences each (two affirmative and two negative, in jumbled order). They take turns saying their sentences to each other as clearly as possible and decide if their partner has said an affirmative or negative sentence, e.g.,
A *I can't cook.* **B** *Negative.*

5 SPEAKING

a Focus on the instructions and make sure Sts understand what they have to do. Point out what the numbers 1, 2, and 3 represent.

Focus on the title and elicit / explain the meaning of *talent* (= a natural ability to do something very well) and mention the collocation *talent show*.

Read the introduction together and explain any vocabulary Sts might not know.

Put Sts in pairs and get them to interview each other. Remind them to mark their partner's answers in the questionnaire, not their own.

b Now tell Sts to look at the answers their partner gave them and say what their talent is. Sts tell each other of any competitions or TV shows they can enter.

c Put Sts in new pairs and tell them to look at their questionnaires and tell their new partner what they found out from their first partner.

Get some feedback from various pairs.

5B What a noise!

G present continuous: *be* + verb + *-ing*
V noise: verbs and verb phrases
P /ŋ/

Lesson plan

The first part of this lesson is based on an online forum about noisy family members and neighbors. Sts begin by learning new verbs and verb phrases and talk about noise problems in their families or with their neighbors. Then the present continuous (used for what is happening now or for temporary actions / situations) is presented through conversations between family members and noisy neighbors. Pronunciation focuses on the /ŋ/ sound, used in all present continuous endings, and Sts then do a "spot the differences" Speaking activity, where they practice the new grammar. The lesson ends with Sts listening to six conversations and guessing what the people are doing.

Video material
Grammar – present continuous
Pronunciation – /ŋ/

More materials
For teachers
Photocopiables
Grammar present continuous: *be* + verb + *-ing p.191*
Communicative Guess what I'm doing! *p.237*
(instructions *p.217*)
For students
Workbook 5B

OPTIONAL LEAD-IN (BOOKS CLOSED) Do something that makes a noise, e.g., put some music on very loudly, bang the desk, etc., and elicit / teach the word *noise*. Then elicit / teach the verb we use with *noise*, *make a noise*, and the adjective *noisy*.
Now elicit / teach the word *neighbors* (= people who live in the apartments / houses near you). Model and drill pronunciation /'neɪbərz/. Then give Sts in pairs a few moments to think of three things noisy neighbors do. Get feedback and write Sts' ideas on the board.

1 VOCABULARY & SPEAKING noise: verbs and verb phrases

a Books open. Focus on the instructions and, if you didn't do the **Optional lead-in**, focus on the lesson title, *What a noise!*, and elicit / teach the meaning and also the words *noisy* and *neighbors*. Model and drill pronunciation.

Now focus on the message board and give Sts a few minutes to read the kinds of noises that family members and noisy neighbors make.

Get them to try to guess the meaning of the new verbs and verb phrases.

b 5.7 Tell Sts they will hear nine sounds, each representing one of the problems, and they must write 1–9 as they hear them. Play the audio once the whole way through.

5.7
(sound effects of noisy neighbors / family)

Then play the audio again, pausing after each sound effect to elicit the answer. Make sure Sts understand the meaning of the new verbs and verb phrases. Model and drill pronunciation.

ANSWERS
3 The baby in the apartment upstairs cries all the time.
8 My sister practices the piano for hours.
2 The neighbors' dog barks all day – and all night!
4 The people next door often have noisy parties until 3.00 a.m.
1 The couple next door argues a lot.
9 The people in the apartment next door have the TV on very loud – and their living room is next to my bedroom!
5 The construction workers in the apartment downstairs make a lot of noise.
6 My son plays loud music in his room – awful music, too.
7 My husband's phone pings every time he gets a message. It's a really annoying noise.

When you check *My sister practices the piano for hours*, elicit the names of some instruments that can be particularly irritating e.g., *violin*, *drums* (these will then be used later in the lesson). When you check *My son plays loud music*, elicit / explain that *play* here means putting on music on a device, e.g., a music system or tablet – he is not actually making the music himself.

c Focus on the seven questions and go through them.

Get Sts to interview you first. Give as much (simple) information as you can to model the way you want Sts to answer the questions. Tell Sts if they live with friends rather than family, they should talk about them instead.

Sts interview each other in pairs or groups of three. Monitor and help with any new vocabulary they need.

Get some feedback about their family members and neighbors.

2 GRAMMAR present continuous

a 5.8 Ask Sts to look at the picture of the houses and elicit ideas why Max and his father are unhappy.

Tell Sts to cover the conversations in **b** with a piece of paper and listen to the audio.

Play the audio once and check answers.

ANSWERS
Max is unhappy because he can't study. His family is making a lot of noise.
His father is unhappy because he can't hear the radio. Their neighbors and their dog are making a lot of noise.

5.8
See conversations in Student Book on *p.43* and answer key **b**

EXTRA SUPPORT Pause the audio after each conversation and elicit the problem.

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b Now get Sts to uncover the conversations and focus on the verbs in the list. Give Sts a few minutes to read the conversations and the list.

EXTRA CHALLENGE Get Sts to fill in the blanks first and then listen and check their answers.

Then play the audio once or twice more for Sts to fill in the blanks.

Check answers.

ANSWERS
1 trying **2** making **3** practicing **4** playing **5** cooking
6 listening **7** happening **8** barking **9** having

EXTRA IDEA Get Sts, in pairs, to read the conversations out loud.

c **5.9** Focus on the question and elicit a few ideas. Don't tell Sts if they are right or not.

Play the audio for Sts to listen and find out what happens.

Check the answer.

ANSWER
The neighbors invite her to the party, offer her something to drink, and invite her to dance. She joins them.

5.9
(script in Student Book on *p.128*)

N = neighbor, I = Isabel

N Oh, hello Isabel. Come in! We're having a party. It's my birthday!
I Oh! Uh, happy birthday!
N Thanks. Would you like a drink?
I Actually, I want to talk to you about the noise.
N Sorry?
I The NOISE. It's very noisy.
N Yes. We're having a great time! Do you want a soda? Or a glass of iced tea?
I Oh, well, yes, OK. A soda, please.
N Here you are. Come and meet my friends. Hey, everyone, say hello to Isabel. She lives next door!
All Hello, Isabel.
I Hello.
N I love this song! Come and dance, Isabel…!
I I really can't dance.
N Come on…
I Oh, OK.

d Ask Sts to read the two sentences and question, and complete them.

Check answers.

ANSWERS
[+] They**'re** / **are** having a party next door.
[?] **Are** they playing music?
[−] No, they **aren't** playing music. They're talking.

e Ask Sts to read the rule and circle the correct option.

Check the answer. Elicit / Teach that we use this form of the verb (present continuous) for something that's happening now at the moment of speaking. Give a few more examples, e.g., *We're having class. I'm talking to you and you're listening.*

ANSWER
now

f Tell Sts to go to **Grammar Bank 5B** on *p.140*.

Grammar notes

Sts don't usually find the form of the present continuous difficult (*be* + *-ing* form of the verb), but they may have problems using it correctly, especially if they do not have an equivalent form in their L1. A common mistake is to use the simple present, not continuous, for things that are happening now / around now, or for temporary situations, e.g., *Hello. What do you do here? I work at home this week.*

The present continuous is contrasted with the simple present in the next lesson (**5C**).

The use of the present continuous to express future arrangements is presented in *American English File* Level 2.

Spelling rules for the *-ing* form

In the *-ing* form, remind Sts that verbs ending in *y* don't change the *y* for an *i* as they do in third person singular (e.g., *study – studying* NOT ~~*studiing*~~). Highlight also that there are a few exceptions to the rule about dropping the final *e* before adding *-ing*. These are *be*, and verbs ending in *-ee*, e.g., *see* and *agree*.

Focus on the example sentences and play audio **5.10** for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **5B** on *p.141*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS
a **1** What's he doing? He's cooking.
2 What are they doing? They're watching TV.
3 What's she doing? She's playing basketball.
4 What are they doing? They're singing.
5 What's it doing? It's eating.
b **1** 'm staying **2** are…doing **3** 'm looking for **4** 'm looking
5 Are…living **6** 's…doing **7** Is…studying **8** 's working
9 isn't enjoying **10** 's looking for

Tell Sts to go back to the main lesson **5B**.

EXTRA PRACTICE OPTION Use the **5B Grammar** photocopiable activity.

g Tell Sts they are going to watch 12 video clips and for each one they must write what the people are doing, i.e., a sentence in the present continuous.

Play the video once the whole way through for Sts to see what the people are doing. Then play it again, pausing after each action to give Sts time to write what they saw.

Elicit answers, accepting all appropriate sentences. You could get Sts to write their sentences on the board or to spell the verbs.

ANSWERS
1 He's paying for / buying a pizza. He's paying by card.
2 She's calling / booking a taxi / an Uber.
3 They're dancing the tango.
4 He's / She's drawing a picture.
5 She's looking for something / her car keys.
6 He's meeting a friend.
7 They're running a race.
8 He's / She's sending a message / texting.
9 She's singing a song.
10 He's taking a photo.
11 He's unlocking / opening a door.
12 They're waiting for a bus.

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

3 PRONUNCIATION & SPEAKING /ŋ/

Pronunciation notes

The letters *ng* after a vowel usually make the /ŋ/ sound as in *sing*, *wrong* unless the *ng* is followed by an *e*, when the sound is /ndʒ/, as in *strange*. Here the focus is on the *-ing* ending, but you could also tell Sts that it is also in words like *young* and *wrong*, and in words with *-nk*, e.g., *pink*, *thanks*, *bank*, etc., where the sound is /ŋk/).

a Focus on the sound picture and elicit the word and sound (*singer* /ŋ/).

Play the video and get Sts to watch and repeat the sound and words.

See sound and words in Student Book on *p.43*

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

b Focus on the instructions and the example.

Put Sts in pairs and tell them to look at the houses on *pp.42–43* and ask and answer questions about the people.

c Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** Spot the differences, **A** on *p.106*, **B** on *p.111*.

Go through the instructions with them carefully. Highlight that when we describe a picture, we use the present continuous for actions that are happening in the picture.

Sit **A** and **B** face-to-face if possible. **A** describes what is happening in apartments 1–4 and the yard in the middle. **B** must say if there are any differences.

B now describes what is happening in apartments 5–8 and the yard in the middle. **A** tells their partner if there are any differences.

When they have found all seven differences, tell them to compare pictures to see if they have correctly identified the differences.

Check by getting pairs to explain the differences, e.g.,

A *In my picture the woman in apartment 2 is painting the walls.*

B *In my picture she's reading.*

ANSWERS

The yard: In A two dogs are barking; in B two children are playing soccer.
Apartment 2: In A the woman is painting the wall; in B she is reading.
Apartment 3: In A the boy is playing the violin; in B he is playing the piano.
Apartment 4: In A the couple are watching TV; in B they are listening to the radio.
Apartment 6: In A the man is cooking; in B he is doing housework.
Apartment 7: In A the boy is listening to music; in B he is studying / doing his homework.
Apartment 8: In A the baby is crying; in B the baby is sleeping.

Tell Sts to go back to the main lesson **5B**.

EXTRA IDEA For some personalization with the present continuous, write the names of five friends or family members on the board, e.g., *my mother*, *David*, *my brother*, and explain who they are if necessary. Elicit the question *What's (your mother) doing right now?* and answer, e.g., *I think she's (probably) having lunch*. When Sts have asked about the other people, they do the same in pairs.

4 LISTENING identifying situations from context

a 5.11 Write *What's the woman doing?* on the board and tell Sts that they need to listen to a conversation and answer this question.

Play the audio once the whole way through.

Check the answer.

ANSWER

She's checking in at a hotel.

5.11

(script in Student Book on *p.128*)

A Good afternoon. How can I help you?
B Hello. I have a reservation for two nights.
A Your name?
B Carter.
A Carter. Here we are. Can you sign here, please? Here's your key card. You're in room two twelve, on the second floor.

b Tell Sts they will listen again and this time they must write down the words that helped them guess the answer.

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

ANSWERS

reservation, two nights, sign here, key card, room 212, second floor

c 5.12 Tell Sts that they need to listen to five more conversations and say what the people are doing.

Play the audio once the whole way through. If necessary, play the audio again, pausing after each conversation to elicit the answer. You could get Sts to write down two words or phrases that helped them guess each answer.

Check answers.

ANSWERS

1 He's buying a coffee.
2 He's looking for his car keys.
3 They're waiting for a train.
4 She's taking a photo.
5 He's having a job interview. / She's interviewing a man for a job.

5.12

(script in Student Book on *p.128*)

1 **A** Can I help you?
B Yes, I'd like a latte, please.
A Regular or large?
B Large, please.
A For here or to go?
B For here.
A That's $3.40, please.
B Here you are. $3.40.

2 **A** Where are my car keys? I can't find them anywhere.
B I don't know. In your jacket pocket?
A No, they aren't there.
B How about on the hall table?
A No.
B Are you sure you don't have them?
A Absolutely sure.
B Look in the living room.

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3 **A** Oh no, it's twenty minutes late.
B Is there a waiting room somewhere? It's really cold here on the platform.
A No, I don't think so.
B What time is it now?
A Six fifteen. We can take the six twenty, but it's a slow train.
B No, let's wait, then.

4 OK, come on everyone, out here. Stand together under the tree. OK! Are you ready? Carole, I can't see you. Can you stand next to Jim? OK, ready? Say cheese!

5 **A** …So, Mr. Bartlett. Do you have any questions you'd like to ask?
B Uh, yes. On the website it says the hours are from ten to six. What about the weekends?
A The hours are ten to six on the weekends too, but you get paid overtime on Sundays. Saturday counts as a normal day. But if you work on a Saturday, you have a weekday free. The contract clearly says five days a week, with possibilities of overtime.
B Oh, right.

d Put Sts in pairs and tell them to choose one of the conversations they heard in **a** or **c**.

Get Sts to role-play one of the situations.

Get a few pairs to present their role-play to the class and ask the class to guess which situation it is.

EXTRA SUPPORT

- To help Sts, you could model one of the conversations with a strong student. Monitor and help Sts role-play a conversation.
- If there's time, you could get Sts to listen again with the script on *p.128* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

5C I ❤ Chicago

G simple present or present continuous?
V the weather and seasons
P places in Chicago

Lesson plan

The main context of this lesson is Chicago – first its weather and then some unusual tourist attractions. Many Sts who have not visited the US have the idea that Chicago is a windy city. Here they learn the real facts about its climate. Sts begin by learning basic vocabulary to talk about the weather, and watch a video about typical Chicago weather. The grammar (simple present or present continuous) is then presented through some messages between two friends in different cities. Sts then read an online travel guide that recommends what to do in Chicago in different seasons. Pronunciation helps Sts pronounce and understand famous place names in Chicago, and the lesson finishes with writing, which deals with how to write posts about your vacation on social media.

Video material

Listening – *The weather in Chicago*
Pronunciation – places in Chicago

More materials

For teachers

Photocopiables

Grammar simple present or present continuous? *p.192*
Vocabulary The weather *p.278* (instructions *p.265*)
Communicative It's Friday evening *p.238* (instructions *p.217*)

For students

Workbook 5C

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *Chicago* on the board and teach / elicit the correct pronunciation (/ʃɪˈkɑgoʊ/).
Tell Sts, in pairs, to write down three things they associate with Chicago, e.g., *Wrigley Field, the Chicago Cubs, the Art Institute of Chicago, the Windy City,* etc.
Write their suggestions on the board.
Ask Sts *Have any of you visited Chicago? Which of these did you see?* and get feedback.

1 VOCABULARY & LISTENING the weather and seasons, using visual clues to understand the weather

a Books open. Focus on the task and elicit / explain the meaning of *weather forecast*. Model and drill pronunciation. Check the meaning of *temperature* and model and drill pronunciation.

Give Sts time to answer the questions.

Check answers.

ANSWERS
1 84 (degrees Fahrenheit), 63 (degrees Fahrenheit)
2 It's probably summer – it could be any month from May to September.

b Tell Sts to go to **Vocabulary Bank** The weather and dates on *p.167* and get them to do **Part 1**.

Vocabulary notes

Sts may find the question *What's the weather like?* confusing. Emphasize that the question means *How is the weather?* In this question, *like* is a preposition, not a verb. The weather in English is usually expressed by *It's* + adjective, e.g., *It's windy*. However, with *rain* and *snow*, although the adjectives *rainy* and *snowy* exist, we more commonly use the verbs in the present continuous e.g., *It's raining*.

Focus on **1 The weather and seasons** and the chart in **a**.

Get Sts to complete the chart individually or in pairs.

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

Check answers.

5.13
The weather and dates, 1 The weather and seasons

1 It's sunny.
2 It's hot.
3 It's cloudy.
4 It's raining.
5 It's windy.
6 It's foggy.
7 It's cold.
8 It's snowing.

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

Focus on the **Other adjectives** and **Nouns and adjectives** box and go through it with the class.

Now focus on **c** and get Sts, in pairs, to practice asking about the weather, using the pictures in the chart.

Focus on the pictures and words for the seasons in **d** and get Sts to match them.

5.14 Play the audio to check answers and drill pronunciation.

5.14
1 The weather and seasons

3 spring
1 summer
2 fall
4 winter

Focus on **Activation** and elicit answers from the class.

Tell Sts to go back to the main lesson **5C**.

EXTRA PRACTICE OPTION Use the **5C Vocabulary** photocopiable activity.

c ▶ Tell Sts they are going to watch a video about the weather in Chicago. Focus on the instructions and icons. Play the video and get Sts to put a check mark next to the weather they see.

Check answers. Ask Sts if they were surprised by any of the information.

ANSWERS
Sts should put a check mark next to all the types of weather.

▶
The best (or worst) thing about the weather in Chicago is that it's always changing. It can be very hot or very cold.
In the summer, it's mostly sunny and sometimes cloudy, with temperatures of about 84 degrees. And of course, sometimes it rains.

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In the winter, the temperature is usually between 29 and 14 degrees. It can be below freezing (32 degrees) for weeks at a time. Brrr! It snows about 38 inches a year.
In the spring and the fall, the weather is very changeable – you can have all the four seasons in one week! It can be cold and snowing on Monday, cool and foggy on Tuesday, and warm and sunny on Wednesday. It's a good idea for tourists to bring a winter coat, gloves, sunglasses, sandals, and an umbrella when they visit Chicago in the spring and the fall – that way they are prepared for any kind of weather!
But one thing that isn't always true about Chicago is the wind. Even though Chicago's nickname is "The Windy City," it's not always windy there. In fact, Boston has more windy days than Chicago. Some people think Chicago's nickname is from politicians who talk too much!

d Focus on the instructions and give Sts time to read sentences 1–5. Get them to discuss in pairs whether they think the sentences are true or false.

Now play the video again for them to check and to correct the false ones.

Check answers.

ANSWERS
1 T
2 T
3 F (It always snows in the winter.)
4 T
5 F (It's not always windy in Chicago.)

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 Get Sts, in pairs, to discuss the question, or do it as a whole-class activity.

If Sts worked in pairs, elicit some answers from the class.

2 GRAMMAR simple present or present continuous?

a Focus on the photo and messages. Tell Sts to read the messages and answer the questions.

Check answers.

ANSWERS
Mike is happy because it's snowing. Tim is sad because he loves snow, but he lives in Miami and it never snows there.

b Tell Sts to focus on the highlighted verbs in the messages. In pairs, they should answer the two questions.

Check answers.

ANSWERS
We use the simple present to talk about things that are normally true / usually happen.
We use the present continuous to talk about things that are happening now / at the moment.

c Tell Sts to go to **Grammar Bank 5C** on *p.140*.

Grammar notes

There is a clear difference in use between the simple present and present continuous:

The simple present is used for habitual actions (things that are always true or happen every day).

The present continuous is used for temporary actions, things happening now / at this moment, or around now.

The use of these two forms can cause problems, either because Sts don't have the present continuous in their L1 or because English is "stricter" about using it when talking about now.

If you know your Sts' L1, contrast it with English to anticipate or correct errors.

Stative verbs, e.g., *want*, *like*, *need*, *have* (= possess), and *know*, are not normally used in the present continuous.

Focus on the example sentences and play audio **5.15** for Sts to listen and repeat. Then go through the rules with the class.

Focus on the ***What do you do?* or *What are you doing?*** box and go through it with the class.

Now focus on the exercises for **5C** on *p.141*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS
a **1** He's playing **2** Do your parents live, have **3** do you go, needs **4** is sleeping, doesn't usually sleep
b **1** are…doing, 'm waiting **2** Do…like, don't eat **3** are having, have **4** does…do, works

Tell Sts to go back to the main lesson **5C**.

EXTRA PRACTICE OPTION Use the **5C Grammar** photocopiable activity.

d Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** What do you do? What are you doing now?, **A** on *p.107*, **B** on *p.112*.

Sit **A** and **B** face-to-face if possible. **A** asks **B** questions and **B** answers. Stress that **B** needs to listen carefully as to which form **A** uses in the question, and to use this form in their answer.

When **A** has asked all their questions, they change roles.

Get some feedback from the class.

Tell Sts to go back to the main lesson **5C**.

3 READING & SPEAKING
finding specific information

a Focus on the travel guide and photos, and if some of your Sts have been to Chicago, ask them if they recognize any of the activities.

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

Now go through the *Where can you…?* questions. Elicit / Teach any lexis you think Sts might not know.

Set a time limit, e.g., five minutes, for Sts to read the guide to find the answers.

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

ANSWERS
1 ABT **2** OTAF **3** ABT **4** SK **5** CM **6** OTAF **7** CM **8** SK

b Tell Sts to read the guide again and complete the nouns or noun phrases used with adjectives 1–7.

Check answers.

ANSWERS
1 skyline (text 1) **2** buildings (text 1) **3** weather (text 1)
4 paintings (and photos) (text 2) **5** food (and cold drinks) (text 2)
6 atmosphere (text 3) **7** Chicago (parks) (text 4) **8** activity (text 4)

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

c In pairs, Sts discuss the questions. If you are from a different town from your Sts, you might want to tell them about your town first.

Get some feedback from various pairs.

4 PRONUNCIATION places in Chicago

a Tell Sts they are going to watch a video showing landmarks in Chicago. Tell them that it can be very useful to be able to pronounce them correctly, for example, if they want to ask for directions, get a taxi, or buy a bus or subway ticket.

Focus on the instructions and place names. Tell Sts they will hear each place name twice.

Play the video for Sts to watch and underline the stress.

See place names in Student Book on *p.45*

Check answers, getting Sts to say the words out loud. Highlight the pronunciation of *Thalia* /ˈθɔliə/, *Humboldt* /ˈhʌmboʊlt/, and *Wrigley* /rɪgli/.

ANSWERS

Wrigley Field	Millennium Park
the Magnificent Mile	Adler Planetarium
Buckingham Fountain	Navy Pier
Thalia Hall	Humboldt Park
Soldier Field	Skydeck Chicago

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

b Now get Sts to repeat the places. You could play the video again.

Ask Sts what they know about the places and what you can see and do there.

SUGGESTED ANSWERS

Wrigley Field It is a very old baseball stadium where the Chicago Cubs play.
the Magnificent Mile It's an upscale section of Michigan Avenue. It is Chicago's largest shopping district.
Buckingham Fountain It is a fountain in the center of Grant Park that was built in the 1920s. It is one of the largest fountains in the world.
Thalia Hall It is a music hall that was built in 1892. It was designated as a Chicago landmark in 1989.
Soldier Field It is a football stadium and is the home of the Chicago Bears.
Millennium Park It's a public park located in the Loop community area. It was originally designed to celebrate the beginning of the third millennium.
Adler Planetarium It's a public museum dedicated to the study of astronomy and astrophysics. It was the first planetarium in the US.
Navy Pier It's Chicago's most popular tourist attraction. This pier has parks, gardens, shops, restaurants, and other attractions.
Humboldt Park It's a community area and park in the north central part of Chicago. The park is 207 acres.
Skydeck Chicago It's the observatory located on the 103rd floor of the Willis Tower.

c Focus on the instructions and point out the questions each person asks. Make sure Sts understand them, e.g., *Is it far?*

Put Sts in pairs and get them to role-play a short conversation with a partner.

Make sure they change roles.

Get a few pairs to perform in front of the class.

5 WRITING posting on social media

a Focus on the questions and elicit the meaning of *social media* (= communication with people who share your interests, using a website or other service on the internet).

Then elicit answers from the class or get Sts to answer the question in pairs, and then get feedback from the class.

Elicit the names of websites that are popular in your Sts' country.

b Tell Sts to go to **Writing Bank 5** on *p.119*.

Focus on the instructions in **a**. Give Sts a few minutes to read posts 1–5 and match them to photos A–E.

Check answers.

ANSWERS

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

Now focus on **b** and get Sts to read the posts again and mark 1–5 *T* (true) or *F* (false).

Check answers.

ANSWERS

1 F (She's at a library.)
2 F (She's having beef and vegetables, and it's perfect.)
3 T
4 T
5 F (She usually watches women's soccer.)

For **c**, focus on the **Synonyms: *good* and *bad*** box and go through it with the class.

Now give Sts time to find four synonyms for *good* and two for *bad* in posts 1–5.

Check answers.

ANSWERS

good: fantastic, great, amazing
bad: terrible, awful

Focus on **d** and make sure Sts understand what they have to do.

Give them time to rewrite sentences 1–5.

Check answers.

ANSWERS

1 I'm having a fantastic / great / amazing time in Washington, DC today.
2 I'm eating a fantastic / great / amazing chocolate dessert in a café in Georgetown.
3 This is my lunch! The view from the restaurant is fantastic / great / amazing.
4 I'm traveling to the airport, and the traffic is terrible / awful.
5 The food in the airport is terrible / awful / horrible.

If your Sts are interested in Washington, DC, you could tell them to search for "things to do in Washington, DC" online.

Now focus on **e** and tell Sts to imagine that they are either in their country or in a different country. Point out that they must write four posts of about 30 words each.

Sts could do **f** in class or for homework. Remind them of the word count.

Focus on **g** and remind Sts to read through their writing and check it for mistakes before they hand it in.

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EPISODE 3 PICTURES OF YOU

Exploring the city

Practical English buying clothes
Vocabulary clothes

Lesson plan

In this third Practical English lesson, Sts learn some basic clothing vocabulary and some key phrases for buying clothes in English. The *Pictures of you* storyline continues to develop. Izzy and Ben have their first date, a bike ride around "the real London" and a visit to a vintage clothing store, where Ben buys a shirt. Later they have fish and chips on a park bench and talk. While they are chatting, Ben gets a phone call from the US from his aunt Jenny. He invites Izzy to a photography show he is putting on and Izzy at first declines, but then accepts the invitation.

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 buying a drink.

1 FIRST DATE

a Books open. In this part of the video, *First date*, Sts will see Ben and Izzy trying on various outfits for their date and then riding bikes around London on their date.

Focus on the heading, *First date*, and elicit what a *date* is (= an arrangement to meet somebody at a particular time).

Focus on the photo and ask who the people are and where they are (*Ben and Izzy. In the park*).

You could introduce the phrase, *The real London*, and elicit / explain (in L1 if necessary) the meaning of real (= authentic).

Now play the video for Sts to watch and answer the questions.

Check answers.

ANSWERS
Suggested answer: Yes, they do. / Yes, they have a good time. They ride bikes around London. They take photos. They go into a clothing store.

I = Izzy, B = Ben

I Hi, Ben!
B Wow. You look great. I love your jacket.
I Thanks. You too. Nice T-shirt. Sorry, but you need to wear this helmet. You can ride a bike, right?
B Of course I can ride a bike!
I So, where do you want to go?
B It's your city. I'm a tourist. I'm in your hands.
I That's dangerous. Well, what do you want to see?
B I want to see the real London.
I The real London? OK. Let's go.
B Where are we going?
I Follow me.
I This is a great shop. They always have interesting clothes. Do you want to go in?
B Sure.

b Give Sts time to read sentences 1–5, making sure they understand all the lexis, e.g., *helmet*, *ride*, etc.

Play the video again.

Give Sts time to circle the correct options.

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

ANSWERS
1 jacket **2** needs **3** can **4** the real London **5** clothing store

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 BUYING CLOTHES

a **5.16** Focus on the task and get Sts to match the words and photos.

Get Sts to compare with a partner.

Play the audio for Sts to listen and check.

Check answers.

5.16

7 a jacket
1 jeans
5 a shirt
2 a T-shirt
6 a skirt
3 shoes
4 a sweater
8 pants

Focus on the phonetic script next to each word.

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

Ask Sts why they think we say *a jacket*, *a shirt*, *a T-shirt*, *a skirt*, *a sweater* (with the indefinite article), but *jeans*, *shoes*, *pants* (no article), and elicit that it's because the latter are plural. *Pants* and *jeans* cannot be used in the singular (e.g., *a pant*) in English as in some languages.

b Tell Sts to cover the words, look at the photos, and test each other in pairs.

c In this part of the video, *Buying clothes*, Sts will see Ben interacting with a salesperson and trying on clothes in a store.

Focus on the photos and elicit what is happening (*Ben is looking at clothes*). Do the first question as a whole-class activity. You could get a show of hands for each shirt.

Then ask Sts to decide which shirt they think he buys.

Play the video for Sts to watch and check if their prediction is correct.

Check the answer.

ANSWER
The green shirt in photo 1

S = salesperson, B = Ben

S Can I help you?
B Yes, what size is this shirt?
S Let's see. It's a small. What size do you need?
B A medium.
S Just a moment. This is a medium.
B Thank you. Can I try it on?
S Of course. The changing rooms are over there.
B Thank you.
S How is it?
B It's great.
S It's a very nice shirt.
B How much is it?
S It's forty-four ninety-nine.
B Great. Thank you.
S Thank you.
B Bye.

d Focus on the conversation in the chart. Elicit who says the **You hear** phrases (the salesperson) and who says the **You say** phrases (the customer, Ben). These phrases will be useful for Sts if they want to buy clothes and need to speak English.

Give Sts a minute to read through the conversation and to think about what the missing words might be. Then play the video again and get Sts to fill in the blanks.

Play again if necessary.

ANSWERS
1 help **2** size **3** medium **4** rooms **5** How **6** 44

Go through the conversation line by line with Sts, helping them with any words or expressions they don't understand. Focus on the meaning of *try on* (= to put on, e.g., a shirt, to see if it's the right size and looks good).

e Focus on the **Sizes** and **Saying prices** box and go through it with the class. Model and drill pronunciation. Write some prices on the board for Sts to practice saying them.

Now focus on the **You say** phrases and tell Sts they're going to watch the conversation again. They should repeat the phrases when the video pauses. Encourage them to copy the rhythm and intonation.

Play the video.

Same as previous video with repeat pauses

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

f Focus on the ***this* / *these*** box and go through it with the class (Sts saw *this* / *that* in **1C**). We use *this* (with singular nouns) and *these* (with plural nouns) to refer to things within our reach. You could demonstrate by quickly drawing items of clothing on the board and pretending to be a customer, e.g., *How much is this shirt? How much are these pants?* Model and drill pronunciation of *this* /ðɪs/ and *these* /ðiz/ to help Sts differentiate their pronunciation. You may want to remind Sts that they would use *that* for something out of reach, and that the plural of *that* is *those* /ðoʊz/.

Focus on the photos of the clothes. Elicit what they are and how much they are.

Tell Sts they are now going to do a role-play. In role-play 1, **A** is the salesperson and **B** is the customer asking to buy a T-shirt.

Point out that the first sentence for both Sts **A** and **B** is on the page.

Sts now role-play the conversation. Monitor and help.

EXTRA CHALLENGE Ask Sts **B** to close their books, and write the information they need on the board.

Now focus on role-play 2. Sts should change roles in their pairs and **A** asks about pants.

EXTRA CHALLENGE Ask Sts **A** to close their books, and write the information they need on the board.

When they have finished, you could get a few pairs to perform in front of the class.

g Sts repeat the role-plays with different items of clothing. Make sure they use *this* / *these* correctly.

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

3 TALKING IN THE PARK

a In this part of the video, *Talking in the park*, Sts will see Ben and Izzy eating fish and chips on a park bench, and Izzy asking Ben about his home town and family. Then Ben asks Izzy to come to his photography show. During the conversation, Ben's aunt Jenny calls him from the US. We learn that Jenny is married to Rob, who is British. (Teachers who used earlier editions of *American English File* may recognize Jenny and Rob as the main characters in the previous video drama).

Focus on the photo and elicit what is happening and who Sts think the blonde woman is.

Give Sts time to read the topics, making sure they understand all of them.

Play the video.

Give Sts time to put a check mark next to the things Izzy and Ben talk about.

Check answers. You could also try to elicit any information Sts can remember about Ben's hometown (*It's a small town and very quiet*), the weather there (*It's nice in the summer and very cold in the winter, with a lot of snow. Fall is really beautiful*), and about his family (*His parents have a farm*).

ANSWERS
Sts should check: Ben's hometown, the weather in California, Ben's family, Izzy's family, Ben's show

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I = Izzy, B = Ben, J = Jenny

I Tell me about your hometown.
B Well…it's a small town in California. My parents have a farm there.
I Is it nice?
B It's very quiet, but I like it.
I What's the weather like?
B It's nice in the summer, but it's really cold in the winter.
I Does it snow?
B Yeah, it does. We get a lot of snow.
I I love snow.
B Me too. But my favorite time of the year is the fall. You say "autumn," right? The fall is really beautiful.
I Do you have any brothers or sisters?
B I have a sister. A twin sister, actually.
I A twin sister…that's cool. What's her name?
B Emma. She's great.
I What does she do?
B She works on my parents' farm. What about you? Do you have any brothers or sisters?
I No. I don't have any brothers or sisters. It's only me.
B Oh. It's Jenny. She's my aunt. She's calling from the US.
I Really? Answer it!
J Hi, Ben.
B Hey, Jenny.
J How's London?
B Oh, it's great.
J What are you doing now?
B I'm sightseeing…and shopping.
J Fantastic. Where are you?
B I'm…not sure exactly. I'm with a friend.
I Hi, Jenny! We're in Hackney. I'm Izzy. I'm Ben's friend.
J Oh, hi!
I Don't worry. Ben is fine. He's with me. I'm showing him the city.
J I'm happy to hear it! Have a great time, Ben.
B OK, thanks. Say "hi" to Rob and the kids.
J Bye!
B Bye.
I She's nice. Is she your mother's sister?
B Yeah, she is. She knows London really well. Her husband, Rob, is from here.
I Oh, really?
B Yeah. Rob's great. He's the love of her life.
B Listen, Izzy. My photography class has a little show next week. Do you want to come?
I Um…I don't know.
B Oh, it's OK. No problem.
I No…I'd love to come. Thanks.

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

b Focus on the questions and give Sts time, in pairs, to see if they can remember any of the information.

Then play the video again, pausing if necessary for Sts to answer the questions.

Get them to compare with a partner. Play the video again if necessary.

Check answers. Then elicit / explain what a *twin* is, and elicit any more information about the three people.

ANSWERS
Emma is Ben's (twin) sister, Jenny is Ben's aunt, and Rob is Jenny's husband and Ben's uncle.
Emma works on her parents' farm. Jenny is Rob's mother's sister, and she knows London well. Rob is British. They have children.

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** with a response in **B**. They can do this individually or in pairs.

b Play the video for Sts to watch and check.

Check answers. Demonstrate the meaning of *hands*, then explain that when Ben's says *I'm in your hands*, he means he will do whatever Izzy suggests. If you know your Sts' L1, you could get them to translate the phrases.

ANSWERS
1 Thanks. You too. **2** It's your city. I'm a tourist. I'm in your hands.
3 Follow me. **4** Sure. **5** OK, thanks. Say "hi" to Rob and the kids.

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 two questions.

Elicit some feedback from the class.

6A A traditional story

G object pronouns: *me*, *you*, *him*, etc.
V learning words from a story
P /aɪ/, /ɪ/, and /i/

Lesson plan

The aim of this lesson, apart from its grammar and lexical objectives, is to encourage Sts to begin reading, as this is a great way to consolidate and expand their knowledge of English. Sts are advised to read "Graded Readers" (easy to read books that have been simplified according to level). Sts first look at people's different reading habits and then they talk about their own general reading habits. Then object pronouns (*me*, *you*, *him*, etc.) are presented through Part 1 of a traditional North African story. In the second part of the lesson, Sts read and listen to Part 2 of the story and then listen to the last part, getting more practice with pronouns and possessive adjectives. This is followed by Vocabulary, where the focus is on learning words through reading. Sts then look at three sounds (/aɪ/, /ɪ/, and /i/) in Pronunciation, which will enable them to do the Speaking better. Finally, Sts retell the story, each in the role of one of the two main characters.

Video material
Listening – *Reading habits*

More materials
For teachers
Photocopiables
Grammar object pronouns: *me*, *you*, *him*, etc. *p.193*
Communicative The pronoun game *p.239* (instructions *p.218*)
For students
Workbook 6A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board *reading*, *writing*, *listening*, *speaking*.
Then ask Sts to talk to a partner and decide which they find most difficult to do in English, which they find the easiest, and why.
Get some feedback by getting Sts to raise hands for the ones they find most difficult / easiest and get some class statistics. If Reading is what a majority of the class finds easiest, tell Sts that that they are really going to enjoy the lesson, as it focuses on reading skills. If they find it difficult, tell them that the lesson is going to help them improve.

1 LISTENING & SPEAKING using visual information to understand reading habits

a Books open. Tell Sts they are going to watch a documentary called *Reading habits*. Make sure they understand the title.

Play the video for Sts to watch. Make sure they don't write anything down.

Individually or in pairs, Sts answer the two questions.

Check answers. You could tell Sts that reading Graded Readers, like the *Oxford Bookworms* series, can help them learn and remember vocabulary and grammar. Point out that many Graded Readers come with audio and some are available as e-books, so they can listen and read at the same time to help them with understanding and pronunciation. Level 1 is Starter (A1) level.

POSSIBLE ANSWERS
things that people read: books, newspapers, magazines, subtitles, documents, websites, textbooks, manuals, Graded Readers, song lyrics
places where people read: at work, on the bus, on the train, in bed, on vacation, on paper, on screen

How do people read today? Where do they read, and what kinds of things?
People read many different things in their free time: books, newspapers, magazines, maybe subtitles.
They read things when they're studying, or at work: documents, websites, textbooks, or manuals.
People read in different places and at different times: on the bus or train, in bed, or on vacation.
Sometimes people read in another language: graded readers or song lyrics.
People read in different ways today. They read on paper or on screen.
People read all kinds of things in all kinds of places! What about you?

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

b Focus on the questions and make sure Sts can remember *on screen* (= on a computer, laptop, tablet, etc.).

First, answer the questions yourself, and then elicit answers from the class.

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

Elicit some feedback.

2 GRAMMAR object pronouns

a **6.1** Sts are going to read and listen to a traditional story called *The Glass Bottle*.

Focus on questions 1–5 and highlight the pronunciation of the names (*Hassan* /hɑsɑn/ and *Walid* /wɔlid/), and the meaning of *valuable* (= worth a lot of money).

Point out the **Glossary**. Model and drill the pronunciation of the four words.

Now focus on **Part 1** and play the audio once the whole way through for Sts to read and listen to the story.

Then put Sts in pairs and give them some time to answer the questions.

Check answers.

ANSWERS
1 Hassan and Walid are brothers. They live in a small house in the desert.
2 They're very poor, and they don't have anything. Every day is the same.
3 Hassan works, but Walid doesn't.
4 She has a ring. She doesn't want to sell it because it was her husband's ring.
5 Because he wants to help his mother.

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6.1
See Part 1 of *The Glass Bottle* in Student Book on *p.48*

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

b Focus on the highlighted words in **Part 1** and the example. Explain that the highlighted words are object pronouns, and we use them (like subject pronouns *he*, *she*, etc.) because we don't want to repeat a name or a noun.

Then give Sts a few minutes in pairs to write the relevant name or noun.

Check answers.

ANSWERS
it = the ring
him = Hassan and Walid's father
her = Hassan and Walid's mother

c Tell Sts to go to **Grammar Bank 6A** on *p.142*.

Grammar notes

Sts will be familiar with some examples of object pronouns in phrases like *I love you* or *Excuse me*.

The main problems they may have will be with word order and mixing up subject and object pronouns, e.g., *I spoke to she*.

You could point out that the object pronoun *me* is used instead of the subject pronoun *I* to answer the question *Who?*, e.g., **A** *Who wants a cup of coffee?* **B** *Me!* (NOT ~~*I*~~).

Focus on the example sentences and play audio **6.2** for Sts to listen and repeat. Then go through the rules with the class.

Focus on the **Object pronouns after prepositions** box and go through it with the class.

Now focus on the exercises for **6A** on *p.143*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS
a **1** it **2** him **3** them **4** us **5** her **6** them
b **1** She, it, her, us **2** They, me, them, I **3** him, they, her, she, them **4** He, them, them, they, me **5** he, them, it

Tell Sts to go back to the main lesson **6A**.

EXTRA PRACTICE OPTION Use the **6A Grammar** photocopiable activity.

d **6.3** Focus on the example and tell Sts they are going to hear ten sentences. Each time they must repeat the sentence, changing the object (name, person, or thing) to a pronoun.

Play the audio, pausing after each sentence, and elicit a response from the whole class.

6.3
1 I like Anna. (*ping*) I like her.
2 I know your husband. (*ping*) I know him.
3 Can you help Jane and me? (*ping*) Can you help us?
4 I want to speak to David and Sally. (*ping*) I want to speak to them.
5 I love this song. (*ping*) I love it.
6 I live near Catherine and Richard. (*ping*) I live near them.
7 Wait for my brother and me! (*ping*) Wait for us!
8 I don't like these shoes. (*ping*) I don't like them.
9 Do you work with Suzanna? (*ping*) Do you work with her?
10 I see Jack every day. (*ping*) I see him every day.

Now repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT When you play the audio the first time, stop it after each pause. Elicit the object, e.g., in 1 *Anna*, then elicit the object pronoun, e.g., *her*, and finally elicit the whole sentence, e.g., *I like her.* Repeat with the other sentences. Then play the audio again for Sts to produce the sentences with object pronouns more quickly.

3 READING & LISTENING understanding a traditional story, using prediction to tune in to the end of a story

a **6.4** Before Sts read and listen to **Part 2**, elicit the main details of **Part 1** by asking them questions, e.g., *What are the brothers' names? Where do they live? Are they rich?*, etc.

Now ask Sts what they think happens next and elicit ideas.

Give Sts time to read questions 1–8, making sure they understand *palace* (= the official home of a king or queen) and *plan* (= something you have decided to do and how you are going to do it).

Now focus on **Part 2** and play the audio once the whole way through for Sts to read and listen to the story.

Then put Sts in pairs and give them some time to answer the questions.

Check answers.

ANSWERS
1 He walks through the mountains to a beautiful palace.
2 The prince welcomes him and gives him food, drink, and a bed.
3 The windows have no glass.
4 his empty water bottle
5 Because he doesn't know what glass is.
6 a box (with 100 gold coins)
7 Because now they can buy food and clothes.
8 Walid wants to give the prince his mother's ring, and get 1,000 gold coins.

6.4
See Part 2 of *The Glass Bottle* in Student Book on *p.49*

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

b Before Sts read **Part 2** again, focus on the **Pronouns and possessive adjectives** box and go through it with the class.

Now tell Sts to re-read **Part 2** and, in pairs, decide what or who the highlighted pronouns and possessive adjectives refer to. Point out that the first one has been done for them.

Check answers.

ANSWERS
2 Hassan **3** Hassan's **4** the glass bottle
5 the prince **6** the prince **7** the box **8** Hassan and Walid's
9 Hassan **10** Hassan, Walid, and their mother **11** Walid
12 his / their mother's

c **6.5** Do this as a whole-class activity and elicit ideas.

Play the audio for Sts to listen to **Part 3** to find out what happens.

Check the answer.

ANSWER
Walid goes to the palace. He gives the prince the silver ring. The prince gives him a box, but when he gets home and opens it, inside is the glass bottle.

6.5
(script in Student Book on *p.129*)
Part 3
Walid walks for five days through the mountains. The sun shines, and at night it's very cold. Then, one evening, he finds the palace. The prince welcomes him and gives him food and drink, and a comfortable bed. But Walid can't sleep. He's thinking about the one thousand gold coins.
The next morning, he says to the prince, "I want to say thank you to you. Please have this silver ring. It's my mother's."
The prince is very happy. "This is a beautiful ring," he says. "Thank you. Let me give you something in return."
He gives Walid a box. "Don't open this until you get home," he says. "Be careful with it. It's very, very valuable."
Walid runs through the mountains, and after three days he arrives home.
"Where's my silver ring?" shouts his mother.
"Don't worry about your ring!" says Walid. "Look at this!"
Hassan and their mother watch as he opens the box. Inside he finds the glass bottle.

EXTRA SUPPORT If there's time you could get Sts to listen again with the script on *p.129* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

d Focus on the three options and elicit / explain the meaning of *greedy* (= wanting more money, power, food, etc. than you really need).

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

If Sts worked in pairs, check the answer.

ANSWER
C

4 VOCABULARY learning words from a story

a Focus on the task and make sure Sts understand the four column headings. Point out the two examples.

Give Sts time to put the words in the correct columns.

b **6.6** Play the audio for Sts to listen and check.

Check answers.

6.6
Adjectives comfortable, strange, surprised, valuable
Verbs arrive, decide, leave, sell
Nouns desert, mountain, palace, village
Prepositions inside, into, through, toward

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. Remind Sts that when they are reading and recording new words, it's helpful to also note whether they are nouns, verbs, etc.

5 PRONUNCIATION /aɪ/, /ɪ/, and /i/

Pronunciation notes

This pronunciation exercise focuses on a small but significant difference between two similar but very common sounds – /ɪ/ and /i/ as well as /aɪ/ – all of which occur in subject and object pronouns. Depending on their L1, Sts may find the difference between /ɪ/ and /i/ very difficult to hear and produce. It is important to encourage Level 1 Sts when they do these kinds of pronunciation exercises. Reassure them that this difference is small and that with time and practice, they will be able to differentiate and make these sounds.

a **6.7** Focus on the sound pictures and the words (*bike*, *fish*, and *tree*). Tell Sts that these sounds can seem similar, but one difference is that *fish* is a short sound and *tree* is a long sound, and *bike* is a diphthong (= has two vowel sounds).

Tell Sts to match each group of words to one of the sound pictures. Remind them that it is easier if they say the words aloud.

Play the audio for Sts to listen and check. Encourage Sts to see the sound–spelling relationship, i.e., that the *fish* sound here is always the letter *i*, usually between consonants; the *tree* sound here is always *e*, *ee*, or *ea*.

Check answers.

ANSWERS
1 fish /ɪ/ **2** tree /i/ **3** bike /aɪ/

6.7
See words in Student Book on *p.49* and answer key

b **6.8** This exercise gives Sts practice in distinguishing between the sounds.

Play the audio for Sts just to listen.

6.8
See list of words in Student Book on *p.49*

c **6.9** Focus on the instructions. Play the audio at least twice.

Get Sts to compare with a partner, and then check answers by playing the audio again and stopping after each pair of words.

ANSWERS
1 b **2** b **3** a **4** a **5** b **6** a

6.9
1 his **2** my **3** it **4** leave **5** keys **6** we

d Put Sts in pairs to practice saying sentences 1–5.

EXTRA SUPPORT Read each sentence and get Sts to listen and repeat. Then put Sts in pairs and get them to practice saying the sentences.

6 SPEAKING

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

Tell Sts to close their books and put them in pairs, **A** and **B**. The **B** role is harder, as Sts have only listened to this part of the story, rather than reading it. For this reason, it's a good idea for stronger Sts to take the **B** role.

Give Sts time to prepare their stories.

Sts **A** start. Monitor and help.

When Sts **A** have finished, Sts **B** should start telling their story.

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6B I don't like Mondays.

G *like* + verb + *-ing*
V ordinal numbers, the date
P /ð/ and /θ/, saying the date

Lesson plan

The main vocabulary focus in this lesson is how to say the date, and the lesson starts with Sts reviewing the months and then learning ordinal numbers. This is followed by a Listening on identifying ordinal numbers. Sts then read an article where readers answer questions about their favorite month, day of the week, and time of the day. Sts then focus on the grammar, *like*, *love*, etc. + the *-ing* form, and talk about what activities they like and dislike doing in their free time. The lesson ends with Sts interviewing each other about their favorite or least favorite month / day / week, and then writing about their own favorite times.

Video material

Pronunciation – /ð/ and /θ/
Grammar – *like* + verb + *-ing*

More materials

For teachers

Photocopiables
Grammar *like* + verb + *-ing* *p.194*
Vocabulary Dates *p.279* (instructions *p.265*)
Communicative Likes and dislikes *p.240* (instructions *p.218*)

For students

Workbook 6B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the question *What's the date today?* on the board. Elicit / Teach the answer and write it on the board like this, e.g., *April 6th, 2025*. Elicit / Teach that *th* indicates an ordinal number (here *sixth*). Sts will practice this in more detail in Vocabulary. You may want to explain that the date can also be written *April 6, 2025* (without *th*).
Draw a face and a speech bubble on the board and write in the bubble: *the sixth of April, twenty twenty-five*. Explain that this is the way the date is said in UK English.
Highlight the use of *the* **/ðə/** and *of* **/əv/**, and model and drill pronunciation.

1 VOCABULARY & PRONUNCIATION ordinal numbers, the date, /ð/ and /θ/

a 6.10 Books open. This activity reviews months, which Sts saw in **4C**. You might want to give them a few minutes to look at *p.36* to review the months.

EXTRA IDEA Before playing the audio, write the first letter of each month on the board and elicit them from the whole class.

Tell Sts they are going to hear eight quiz questions and they have to answer with the month of the year.

Play the audio, pausing after each question for Sts to answer.

Check answers.

ANSWERS
1 February 2 January 3 October 4 December 5 July
6 March 7 May 8 April

6.10
In which month is…?
1 Valentine's Day
2 New Year's Day
3 Halloween
4 Christmas Day
5 American Independence Day
6 International Women's Day
7 International Workers' Day
8 Earth Day

b Tell Sts to go to **Vocabulary Bank** The weather and dates on *p.167* and get them to do **Part 2**.

Vocabulary notes

Although the date can be said in two ways, e.g., *April sixth* or *the sixth of April*, we have focused on the former, which is more common, as it is easier for Sts just to learn one form.

You may want to tell Sts that throughout the lesson the dates are written according to the US system (first the month and then the day) and that the UK system is different (first the day and then the month), which Sts may have come across and may confuse them.

Focus on **2 Ordinal numbers and the date** and look at **a**, which introduces ordinal numbers. Focus on the first four, and show Sts how the last two letters of the word (*st*, *nd*, *rd*, and *th*) are written after the numeral to make it an ordinal number.

Get Sts to complete the missing numbers and words, and then compare with a partner.

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

Check answers.

ANSWERS

sixth	fourteenth
seventh	20th
8th	twenty-first
9th	22nd
tenth	twenty-third
eleventh	24th
12th	thirtieth
thirteenth	31st

6.11
2 Ordinal numbers and the date
first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, twentieth, twenty-first, twenty-second, twenty-third, twenty-fourth, thirtieth, thirty-first

Now either use the audio to drill the pronunciation of the numbers, or model and drill them yourself. Give further practice of any numbers your Sts find difficult to pronounce. When Sts go back to the main lesson, there will be further practice of the more tricky ordinal numbers.

In **c**, Sts focus on the way dates are written and spoken.

Focus on the **Writing and saying the date** box and go through the **We write** and **We say** section. Highlight that the words *the* and *of* are said, but not written.

Then go through the **Prepositions with months and dates** section and stress that we use *in* followed by a month and *on* followed by a day of the week or a date.

Finally, go through the **Saying years** section.

Vocabulary notes

Highlight to Sts that the years between 2000 and 2009 have to be said *two thousand and* (*three*)…and from 2010 onward, it's more common to say *twenty* (*twenty-five*).

Now focus on **Activation** and get Sts to tell you what the date is today and tomorrow.

Tell Sts to go back to the main lesson **6B**.

EXTRA PRACTICE OPTION Use the **6B Vocabulary** photocopiable activity.

Pronunciation notes

/ð/ and /θ/

Sts should be aware by now of the small difference between these two sounds, as they occur in so many common words. Here they get some extra practice to help them hear the difference and produce the two sounds. Seeing the change in the mouth position on the video will also help.

c Focus on the two sound pictures, *mother* /ð/ and *thumb* /θ/.

Play the video and get Sts to watch and repeat the sounds and words. Highlight that with the /θ/ sound, the tongue is between the upper and lower teeth, whereas with the /ð/ sound it is behind the upper teeth.

See sounds and words in Student Book on *p.50*

Encourage Sts to try to approximate the *th* sound as far as possible and hear the difference between the voiced sound /ð/ and the unvoiced sound /θ/, although they may find this difficult.

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

d **6.12** Before playing the audio, focus on the **Ordinal numbers** box and go through it with the class.

Now play the audio, pausing after each ordinal number for Sts to listen and repeat.

6.12

See ordinal numbers in Student Book on *p.50*

Then give Sts a few minutes to practice saying the ordinal numbers on their own.

e **6.13** Give Sts a few minutes in pairs to try saying the dates.

Play the audio for Sts to listen and check.

6.13

March first or the first of March
November second or the second of November
May third or the third of May
June fourth or the fourth of June
January fifth or the fifth of January
July sixth or the sixth of July
September twelfth or the twelfth of September
October seventeenth or the seventeenth of October
August twentieth or the twentieth of August
February twenty-third or the twenty-third of February
April twenty-eighth or the twenty-eighth of April
December thirty-first or the thirty-first of December

EXTRA CHALLENGE First, elicit the answers from the class and then play the audio for Sts to listen and check.

f Now play the audio again for Sts to listen and repeat each date. Make sure they copy the rhythm and stress the ordinal number and month.

EXTRA IDEA Get Sts to mingle and ask *When's your birthday?* They did this in **4C** with months, but without saying the actual date. Get feedback by asking if anyone found someone with exactly or nearly the same birthday.

g Elicit / Teach the meaning of *a public holiday* (= a day that is a holiday for everybody, e.g., December 25th). Do these questions as a whole-class activity if Sts are from the same place. If they are from different countries, do it in pairs and get feedback.

2 LISTENING understanding ordinal numbers in context

a **6.14** Tell Sts that they are going to listen to five conversations and they need to circle the ordinal number they hear.

EXTRA SUPPORT Elicit all the ordinal numbers in the chart before Sts listen.

Play the audio, pausing after each conversation to give Sts time to circle their answer.

Check answers.

ANSWERS
1 21st **2** 30th **3** 5th **4** 53rd **5** 6th

6.14
(script in Student Book on *p.129*)

1 A Hi, Kim. Do you want come to the theater with me this Saturday?
B Saturday? I can't – it's my brother's twenty-first birthday! We're having a big party at my parents' house.
A Oh, that sounds great! Have a wonderful time – and say "happy birthday" from me!

2 A Are you in the office next week?
B No, I'm on vacation.
A Where are you going?
B Australia!
A Lucky you! When do you get back?
B On the thirtieth.
A Wow! That's a long vacation.
B Yeah, three weeks! I can't wait.

3 A You drink a lot of coffee!
B Yes, this is my fifth this morning.
A It's not good for you, you know.
B I know, but I can't wake up without it.

4 A Where's the restaurant?
B It's not far. It's on the corner of Park Avenue and fifty-third.
A Great. See you there at seven thirty.

5 A Good morning. I'm here to see Maria Diaz. My name's Brian Sanders.
B Just a moment, sir, I'll call her…Hi, Maria. There's a Mr. Sanders here to see you…OK, sir. Could you sign in here? Great. You can go right up. She's on the sixth floor. The elevators are over there.
A Thank you.

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b Now tell Sts they are going to listen to each conversation again and this time they need to match the ordinal number they hear to one of the things in the list.

Play the audio again, pausing after each conversation.

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

ANSWERS
1 21st: a birthday **2** 30th: a date **3** 5th: a drink
4 53rd: a street **5** 6th: a floor

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.129* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

3 READING understanding feelings and opinions

a Focus on the the text – an introduction to an article on the next page.

Set a time limit for Sts to read the introduction and answer the three questions.

Get Sts to compare with a partner and then get feedback. You could also tell the class how you feel.

b Now focus on the three answers. Elicit / Explain that the thumbs-up emojis go with people's favorite months, days, and times, and the thumbs-down emojis go with people's least favorite.

Focus on the three photos. Tell Sts to read the three answers and decide who wrote each answer. Tell them not to worry about the blanks.

Give Sts time to label the three answers and then have them compare with a partner. Then check answers.

ANSWERS
Months – Flora
Days of the week – Zak
Times of day – Betty

c Tell Sts to read the answers again and fill in the blanks with the months, days, and times in the list. Tell them that there are six extra items in the list that they don't need.

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

ANSWERS
1 August **2** February **3** Saturday **4** Tuesday
5 7:30 a.m. **6** 11:00 p.m.

d Tell Sts to look at the highlighted words and phrases, and in pairs use the context to figure out what they mean. They should then match them to the adjectives in 1–5.

Check answers. Model and drill pronunciation of any tricky words, e.g., *miserable* /ˈmɪzərəbəl/.

ANSWERS
1 hard **2** really nice **3** in a good mood **4** miserable
5 kind of hot

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

4 GRAMMAR *like* + verb + *-ing*

a Focus on the emojis and the five verb phrases. Give Sts a minute to complete the chart in pairs.

Check answers by quickly drawing each emoji on the board and eliciting the phrases. Explain that *don't mind* is a "neutral" answer, e.g., *I don't mind cooking* = I don't especially like cooking, but it isn't a problem for me.

ANSWERS

	I love
	I like
	I don't mind
	I don't like
	I hate

b Tell Sts to complete sentences 1–5 from the answers in the article.

Check answers.

ANSWERS
1 going **2** playing **3** getting **4** being **5** waking

Now read the question together and elicit the answer.

ANSWER
The form of a verb after *love*, *like*, etc. is the *-ing* form, the same form that is used after *be* in the present continuous.

c Tell Sts to go to **Grammar Bank 6B** on *p.142*.

Grammar notes

like* + verb + *-ing

When another verb follows *love*, *like*, *don't mind*, *don't like,* and *hate*, the *-ing* form is normally used, e.g., *buying*, *going*, not the base form, e.g., *I love buying clothes* NOT ~~*I love buy clothes*~~.

The infinitive is also possible after *like*, *love,* and *hate* in certain circumstances, but it may be confusing for Sts and it's probably best to avoid it at this stage.

Sts may find it strange that in English we use the same verb to say *I love you* and *I love shopping* (or *I hate him* and *I hate getting up early*). Highlight that *love* and *hate* are used for strong likes and dislikes, not just for emotional feelings for people.

Spelling rules

Sts focused on these when they learned the present continuous in **5B** and **5C**, but it is worth reminding them, e.g., that verbs ending in *y* don't change the *y* for an *i* as they do in the third person singular (e.g., *study – studying* NOT ~~*studiing*~~), and about the double consonant in, e.g., *swimming*.

Focus on the example sentences and play audio **6.15** for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **6B** on *p.143*. Sts do **a** individually or in pairs.

Check answers. When you check the *-ing* forms, also check that Sts remember the meaning of the verbs.

ANSWERS
1 **verb + *-ing*** eating, painting, sleeping, studying
2 **verb ending in *e*** driving, having, writing
3 **double consonant** forgetting, putting, running, stopping

Sts now do **b**. Remind them that they have to add *-ing* to the verbs, e.g., *working*, to make the sentences.

Check answers, getting Sts to read the full sentences.

ANSWERS
1 He loves going to the movies.
2 He likes taking the dog for a walk.
3 He likes listening to music.
4 He doesn't mind doing housework.
5 He doesn't mind working in an office.
6 He doesn't like watching soccer on TV.
7 He doesn't like reading novels.
8 He hates having lunch alone.
9 He hates wearing a tie.

Tell Sts to go back to the main lesson **6B**.

EXTRA PRACTICE OPTION Use the **6B Grammar** photocopiable activity.

d Tell Sts they are going to watch nine short, numbered video clips, each with an emoji as a prompt. Sts must watch the clip and make a sentence about how the people feel about what they are doing.

Play the video for Sts to see what the people are doing. Pause it after the first one and point out the example. (*She hates driving*). Make sure Sts understand what they have to do. Then pause it after each action to give Sts time to write or say what they saw.

Elicit answers, accepting all appropriate sentences. You could get Sts to write their sentences on the board or to spell the verbs.

POSSIBLE ANSWERS
2 He likes taking photos.
3 She doesn't like reading books.
4 He doesn't mind doing homework.
5 She doesn't like taking the dog for a walk in the rain. / She doesn't like walking (the dog) in the rain.
6 He loves playing the piano.
7 He doesn't mind doing housework.
8 He likes playing tennis.
9 They love singing karaoke.

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

e Focus on the task and make sure Sts understand all the verb phrases.

Put Sts in pairs and get them to tell each other what they *love*, *like*, etc.

EXTRA SUPPORT Draw the emojis from **a** on the board and elicit the verbs *love*, *like*, etc. Give Sts time to write a few sentences before putting them in pairs to tell their partner about themselves.

Find out if any pairs felt the same about some of the verb phrases.

5 SPEAKING & WRITING contributing a personal comment

a Focus on the questions and point out the example.

Now give Sts time to think about their answers.

Put Sts in pairs and get them to interview each other. Monitor and help while Sts are interviewing each other. Make sure they change roles.

Then get Sts to discuss in their pairs if they are similar or different.

Finally, get some feedback from various pairs.

b Using their answers in **a**, Sts now write their own positive comments (beginning "My favorite…") and negative comments (beginning "My least favorite…") for each of the three sections of the article.

If you want Sts to add photos and drawings, you might like to assign the task as homework.

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6C Making music

G review: *be* or *do*?
V music
P /y/, giving opinions

Lesson plan

This lesson, the last of the first half of the book, uses the topic of music to review the uses of *be* and *do*. First, Sts focus on the vocabulary of musical instruments and musicians. Sts then interview each other with a music questionnaire to find out about their partner's musical tastes and habits. After reviewing the grammar, there is a pronunciation focus on the /y/ sound, including the "hidden" /y/, e.g., in *music*, and Sts also look at the stress on words when giving opinions. Sts then watch a documentary about a street performer (busker) in London. The lesson finishes with a visit to the **Writing Bank** to learn how to write an informal email.

Video material

Pronunciation – /y/
Listening – *A London busker* (lead-in)
Listening – *A London busker* (full video)

More materials

For teachers

Photocopiables
Grammar review: *be* or *do*? *p.195*
Communicative Tell me about you *p.241* (instructions *p.218*)

For students

Workbook 6C

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board the names of some musicians who are popular in your Sts' country. Then elicit the musical instrument they play and write it next to each name.

1 VOCABULARY music

a Books open. Focus on the list of musical instruments. Tell Sts to first match the word to the photo and then write the word next to the correct number in the **Instruments** column. Point out that the first one (*accordion*) has been done for them.

! Don't ask Sts if they play a musical instrument yet as they will be doing this later in the lesson.

b 6.16 Play the audio for Sts to listen and check.

Check answers. Give further practice of words your Sts find difficult to pronounce.

6.16
1 accordion 2 keyboard 3 violin 4 piano
5 saxophone 6 drums 7 guitar 8 trumpet
9 bass guitar

EXTRA SUPPORT Write the words on the board for the next activity.

c 6.17 Play the audio for Sts to listen and complete the **Musicians** column.

EXTRA CHALLENGE Get Sts to guess the words for musicians before they listen. Then play the audio for them to listen and check.

Check answers, eliciting the words and writing them on the board. Elicit from Sts how the words for musicians are formed (we usually add *-ist* to a musical instrument to make the musician, e.g., *violin* → *violinist*; we sometimes add *-er*, e.g., *drum* → *drummer*; with a few instruments we say *instrument* + *player*, e.g., *keyboard* → *keyboard player*). You could mention that we can also say *accordion player* and *bassist*.

6.17
1 accordion – accordion player / accordionist
2 keyboard – keyboard player / keyboardist
3 violin – violinist
4 piano – pianist
5 saxophone – saxophonist
6 drums – drummer
7 guitar – guitarist
8 trumpet – trumpeter
9 bass guitar– bass player / bass guitarist

EXTRA SUPPORT Leave the words on the board for the next activity.

d Play the audio again and tell Sts to underline the stressed syllables in the words for musicians.

Check answers by underlining the stress in the words on the board. Give further practice of words your Sts find difficult to pronounce.

ANSWERS
See underlining in Student Book on *p.52* ex **a** and in script 6.17

Now get Sts to compare the words in both columns and ask them when the stress is different.

ANSWER
piano / *pianist* and *saxophone* / *saxophonist* have different stress.

e 6.18 Tell Sts they are going to hear nine short pieces of instrumental music and they must say the name of the instrument being played and the musician. Get them to cover the chart or close their books.

Play the audio, pausing after each extract to elicit the words.

ANSWERS
1 piano – pianist
2 saxophone – saxophonist
3 accordion – accordionist / accordion player
4 drums – drummer
5 keyboard – keyboard player / keyboardist
6 bass – bass player / bass guitarist
7 violin – violinist
8 trumpet – trumpeter
9 (accoustic) guitar – guitarist

6.18
(sound effects of musical instruments)

f Do this as a whole-class activity. You could demonstrate the activity by telling the class if you play an instrument and how well you play it.

2 GRAMMAR review: *be* or *do*?

a Get Sts to read the five sentences and circle the correct options.

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

ANSWERS
1 do you **2** I don't **3** isn't **4** Do you **5** is

b Tell Sts to go to **Grammar Bank 6C** on *p.142*.

Grammar notes

In this first half of the book, Sts have learned to use the verb *be*, the simple present, and the present continuous. For many Sts, the use of *do* and *does* in questions and negatives in the simple present takes some getting used to, and as a result there is sometimes a tendency to overuse them. Sts sometimes forget that *be*, both as a main verb and as an auxiliary, does not form questions and negatives in the same way, but simply by inverting the subject and verb or adding *not*.

Focus on the example sentences and play audio **6.19** and **6.20** for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **6C** on *p.143*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

a

Are you…?	Do you…?
hungry	have a car
listening to me	know those people
stressed	like classical music
tired	live downtown
waiting for a friend	speak Russian

b **1** 's, 's **2** Do, don't **3** Does, doesn't **4** are, 'm **5** Does, 's **6** Are, 're **7** is, doesn't **8** Are, 'm

Tell Sts to go back to the main lesson **6C**.

EXTRA PRACTICE OPTION Use the **6C Grammar** photocopiable activity.

c **6.21** Focus on the instructions and examples. Explain to Sts that they are going to hear a sentence and they must turn it into a question.

Play the audio, pausing after each sentence, and elicit a response from the whole class.

6.21
1 She's American. (*ping*) Is she American?
2 He plays the piano. (*ping*) Does he play the piano?
3 You like music. (*ping*) Do you like music?
4 Anna's taking a shower. (*ping*) Is Anna taking a shower?
5 You're tired. (*ping*) Are you tired?
6 She lives near here. (*ping*) Does she live near here?
7 I'm late. (*ping*) Am I late?
8 The train arrives at six o'clock. (*ping*) Does the train arrive at six o'clock?

Now repeat the activity, eliciting responses from individual Sts.

3 SPEAKING

Focus on the *My music* questionnaire and go through it with Sts, making sure they know the different types of music in **1**. You might want to elicit / explain the meaning of a *concert* (= a public performance of music). Model and drill their pronunciation, /'kɑnsərt/ and /gɪg/. Make sure Sts understand and can pronounce *download* /ˌdaʊn'loʊd/ and *lyrics* /'lɪrɪks/.

Monitor and help with vocabulary while Sts think about their answers.

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

Encourage them to ask for and give more information where possible. You could demonstrate by asking individual Sts some of the questions.

Monitor and correct.

When time is up, focus on the question *Do you have similar musical tastes and habits?* and elicit some answers.

4 PRONUNCIATION /y/, giving opinions

Pronunciation notes

/y/

y at the beginning of a word is always pronounced /y/, e.g., *yes*.

Some words containing *u* or *ew* also have a "hidden" /y/ sound, e.g., *music*, *student*, *new*, etc.

Giving opinions

When we give our opinion, we give extra stress to the "opinion" word, e.g., *He's* ***fantastic***.

a Focus on the sound /y/.

Play the video and get Sts to watch and repeat the sound and words.

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.

Focus on the **Hidden /y/ sound** box and go through it with the class.

b **6.22** Focus on the task. Point out that Sts will hear phrases and not sentences.

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

Check answers.

6.22
1 a yellow uniform
2 a young musician
3 you look beautiful
4 your yoga teacher
5 January of next year

In pairs, get Sts to practice saying the phrases.

c **6.23** Focus on the sentences. Remind Sts that the words in **bold** are stressed and the underlining shows the extra stress. Point out that the words in blue here are the "opinion" words and that we give them extra stress.

Play the audio once for Sts just to listen to the sentences and rhythm.

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6.23
See sentences in Student Book on *p.53*

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

In pairs, get Sts to practice saying the sentences.

d Focus on the instructions and give Sts time to write the names.

Tell Sts they are going to ask their partner's opinion of the musicians and bands they have written down. Model and drill the question *What do you think of…?*

Demonstrate the activity by asking Sts their opinion of a male musician, a female musician, and a band that you either love or hate, and elicit responses. Remind Sts that they will need to use an object pronoun in their answer after the verb (e.g., *I like him / her / them.*) or a subject pronoun after *I think* (e.g., *I think he's / she's / they're great.*).

Put Sts in pairs and get them to ask and answer the questions. Encourage them to add sentences like those in **c** to give their opinions, and to ask for and give more information where possible. Monitor, checking Sts are using the right pronouns and adding extra stress correctly.

Find out from various pairs if they have the same taste in music.

5 LISTENING using visual clues to understand specific information

a This video follows the life of a street performer (busker), Charlotte Campbell. First, Sts watch a short extract, then they watch the whole video.

Focus on the questions and then play the video for Sts to answer them.

Check the answer to the first question.

ANSWER
A busker performs in a public place and asks for money.

Now elicit opinions about Charlotte and whether Sts would give her money.

b Now tell Sts they are going to watch the whole documentary.

Give Sts time to read questions 1–5. You may want to check that Sts know what *Waterloo* (= a major London train station) and the *London Eye* (= a popular tourist attraction on the South Bank) are.

Play the video for Sts to watch.

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

ANSWERS
1 In London, near the London Eye. She gets the train and then she walks.
2 She busks from 11:00 until 1:00, then in the afternoon until 6:00 or 7:00 p.m. In the winter, she goes home early.
3 Everywhere, e.g., on the streets, in shopping malls, outside restaurants, in parks, in the subway. All kinds of different music, e.g., opera, jazz, pop, folk.
4 Music that's on the radio, e.g., Ed Sheeran, music from the 60s, e.g., the Beatles. When she busks, she plays her own songs.
5 Good things: meeting new people, sharing her music with a new audience. Bad things: when it gets cold.

This is Charlotte Campbell. She's twenty-five and she's a street performer, also known as a busker. Charlotte plays the guitar and sings on the South Bank in London. Today, she's busking near the London Eye.
"On a typical day when I'm going busking, I get the train to Waterloo and I walk to the London Eye. I start at about eleven o'clock and I play until one. Then I take a lunch break. And sometimes I stay until six or seven p.m., but in the winter when it gets dark I go home a little earlier."
You can find buskers everywhere – on the streets, in shopping malls, outside restaurants, and in the parks of most big cities. In some cities, you can also listen to music while you're on the subway. Buskers play or sing all kinds of different music – opera, jazz, pop, and folk.
"I like music that's on the radio, Ed Sheeran and things like that, and some older music from the sixties, like the Beatles."
But busking isn't always easy. Most big cities are busy and there are lots of buskers, which means you can't just play music wherever you like.
"You need to get a permit to busk in London, and pass an audition, but when you do, there's a really nice community and busking in London becomes easy."
So buskers like Charlotte have to choose an area in the city to sing and play in. They share this area with other buskers and sometimes they have to wait for the other buskers to finish.
Charlotte lives in Brixton, in South London. In her apartment, she writes her own songs and practices.
"I love writing songs. I love writing my own music."
For Charlotte, there are good and bad things about life as a busker.
"I like meeting new people and sharing my music with a new audience. I don't like it when it gets cold."

EXTRA IDEA Ask Sts what musicians apart from Charlotte they saw busking.

ANSWER
Two saxophonists, a drummer, and an opera singer

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.

c Finally, focus on the questions and do them as a whole-class activity.

EXTRA IDEA When Charlotte sings her song Streets of London at the end of the video, you could get Sts to write down some of the lyrics as they listen:
Ba-baa, ba-baa, there's music in my heart
Ba-baa, ba-baa, there's music on the streets of London
That's where we are, that's where we are.

Ah-hoo, yeah I get lonely
Ah-hoo, yeah I get cold
Ah-hoo, I get tired, oh so tired
But I'll never sell my soul.

Ah-hoo, from Piccadilly
Ah-hoo, to Leicester Square
Oh I gave my heart to London
And you'll always find me there.

Ba-baa, ba-baa, there's music on the streets of London
Ba-baa, ba-baa, there's music in my heart
Ba-baa, ba-baa, there's music on the streets of London
That's where we are, that's where we are.

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6 WRITING an informal email

Here Sts consolidate the language they have learned so far through writing about themselves, and learn the conventions for writing an informal email. Sts will learn how to write a more formal email in **10B**.

Tell Sts to go to **Writing Bank 6** on *p.120*.

a Focus on the title and elicit / explain the meaning of *informal* (= friendly). Elicit / Teach the opposite *formal* and explain that this is more serious, e.g., a business letter / email.

Focus on the beginning of the email. Elicit / Teach the meaning of the headings *Subject*, *From,* and *To*.

Tell Sts that Mateo wants to practice his English, so he is writing to a *pen pal* (= a person that you make friends with by writing letters or emails, often somebody you have never met). You could tell Sts that you can find "pen pal" websites on the internet.

Give Sts time to read the email and choose which photo shows Mateo.

Check the answer.

ANSWER
C

b Tell Sts to read the email again and find the answers to the questions.

Check answers.

ANSWERS
What do you do? 1
What's your name? 1
What do you like doing in your free time? 3
Who do you live with? 2
What do your parents do? 2
How old are you? 1
Why are you studying English? 1
Where are you from? 1

c Focus on the instructions and go through the **Informal emails** box with the class. Tell Sts that you can also begin an email with *Dear*, but *Hi* is more informal. Contractions are common in informal language. Finally, focus on the end of the email. Elicit / Teach the meaning of *Please write soon* and *Best wishes*, and tell Sts they are useful expressions to put at the end of an email to a friend.

Sts now make notes for their own email.

Give Sts time to find all the contractions in Mateo's email.

ANSWERS
My **name's** Mateo. **I'm** 24, and **I'm** from Merida, in Mexico. **I'm** a tour guide for a travel company. **It's** an international company, and I work with tourists from different countries. **I'm** studying English because I need it for my job.
I live with my parents and my brothers. My **father's** an architect, but he **doesn't** go to his office every day. He often works from home. My **mother's** an engineer. She **isn't** at home a lot during the week. My brothers are 14 and 16, and **they're** at school. **What's** your family like?
I **don't** have much free time because I work six days a week. I usually go cycling in the mountains on my day off. In the evening, I like watching live music with my friends. I really like Latin alternative and hip hop. What kind of music do you like?

d Give Sts time to rewrite sentences 1–6 using contractions.

Get Sts to compare with a partner, and then check answers by getting Sts to write the new sentences on the board.

ANSWERS
1 They're in college.
2 I'm studying economics.
3 He doesn't have a job.
4 We aren't working today.
5 She's a doctor.
6 I don't like dancing.

e Do this as a whole-class activity.

ANSWERS
What's your family like?
What kind of music do you like?

f Focus on the instructions. Tell Sts to make notes for their plan by answering the questions in **b**. Monitor and help, making sure they don't write full sentences.

g Using their notes from **f**, Sts now write their email. Remind them to add two questions for their new pen pal. Either give Sts at least 15 minutes to write the email in class, or assign it for homework.

! Tell Sts to set their email out in paragraphs like in the model email.

h If Sts do the writing in class, give them time to check their emails for mistakes. They could then exchange them with a partner and read each other's emails, before you collect them in.

EXTRA IDEA If you know any good websites for Sts to find their own pen pals, now would be an ideal moment to tell Sts about them.

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5&6 Review and Check

For instructions on how to use these pages see *p.51*.

Video material

Can you understand these people? 5&6

More materials

For teachers

Oxford English Hub

Quick Test 6
File 6 Test
Progress Test Files 1–6

GRAMMAR

ANSWERS

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

VOCABULARY

ANSWERS

a **1** hear **2** practice **3** forget **4** buy **5** tell **6** sing **7** take **8** run **9** call **10** dance
b **1** at **2** on **3** for **4** to **5** for **6** in **7** on
c **1** fog (the others are weather adjectives)
2 snow (the others describe temperature)
3 season (the others are seasons)
4 seven (the others are ordinal numbers)
5 twenty-second (the others are not ordinal numbers)
6 ring (the others are parts of a country)
7 violinist (the others are musical instruments)
8 keyboard (the others are musicians)

PRONUNCIATION

ANSWERS

c **1** c**oo**k /ʊ/ **2** sitti**ng** /ŋ/ **3** ten**th** /θ/ **4** **th**ere /ð/ **5** v**i**olin /aɪ/
d **1** neighbor **2** remember **3** fiftieth **4** saxophone **5** pianist

CAN YOU understand this text?

ANSWERS

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

CAN YOU understand these people?

ANSWERS

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

1 Duncan

I = interviewer, D = Duncan

I Can you play a musical instrument?
D I can. I can play the violin.
I How well do you play it?
D Not very.

2 Alice

I = interviewer, A = Alice

I Do you have noisy neighbors?
A Yes, I have noisy neighbors.
I What do they do?
A My neighbors like to have parties. Every day and every night.

3 Tiffany

I = interviewer, T= Tiffany

I What's your favorite month of the year? Why?
T My favorite month is December because it gets colder, and I like snow and cold weather. And I like Christmas time.

4 Stephen

I = interviewer, S = Stephen

I What kind of music do you like?
S A lot of kinds of music. Um, I typically listen to electronic dance, and um, indie rock. I listen to the new folk, they call it. But I like opera and a lot of jazz. The list could go on.
I What kind of music don't you like?
S I don't like country music.
I Do you have a favorite band or singer?
S Sure. Right now, my favorite band is Wye Oak from Brooklyn.

5 Dasha

I = interviewer, D = Dasha

I What kind of books do you like?
D Um, I read like all sorts of books, from history books to like, novels, and all sorts of books really.
I What are you reading at the moment?
D Um, at the moment I'm reading *A History of Modern France*.

7A This is me.

G simple past of *be*: *was / were*
V word formation: *write* → *writer*
P sentence stress

Lesson plan

This lesson uses the context of self-portraits to introduce and practice the simple past of the verb *be* (*was / were*). The lesson starts with a documentary about Vincent van Gogh. Examples from the documentary introduce Sts to the different verb forms, and this is followed by Pronunciation where Sts focus on sentence stress in simple past sentences and questions with *was* and *were*. Reading continues the topic of self-portraits with a biography of the 20th-century artist Jean-Michel Basquiat. The vocabulary focus is on making words for people's occupations from verbs and nouns, and in the final Speaking, Sts discuss the modern form of self-portraits, i.e., selfies.

Video material
Listening – *The master of self-portraits*
Vocabulary – word formation

More materials
For teachers
Photocopiables
Grammar simple past of *be*: *was / were p.196*
Communicative Where were you? *p.242*
(instructions *p.218*)
For students
Workbook 7A

OPTIONAL LEAD-IN (BOOKS CLOSED) Start to draw a picture of yourself on the board. Ask Sts who they think it is, and keep adding details until they realize that it's you. Teach the word *self-portrait* and ask Sts if they think it looks like you.

1 LISTENING using visual clues to understand a biographical documentary

a Books open. If you haven't done the **Optional lead-in**, elicit / teach the meaning of *portrait* (= a painting of a person). Model and drill pronunciation /'pɔrtrət/. Now elicit the meaning of *self-portrait*.

Now focus on the portrait and the two questions. Put Sts in pairs to discuss them.

Elicit some ideas, but don't tell Sts if they are right or not. Write their ideas on the board so that you can check them later.

b In this documentary, Sts will find out about the life of Vincent van Gogh and why he painted so many self-portraits.

Play the video for Sts to watch and check which of their ideas in **a** were correct.

Check answers. You could ask Sts if they like the self-portrait and tell them what you think of it.

ANSWERS
1 He is 36.
2 The famous paintings mentioned in the video are *Sunflowers* and *The Starry Night*.

This painting is a self-portrait by the Dutch painter Vincent van Gogh.
Van Gogh was born in Delft, in the Netherlands, on March thirtieth, eighteen fifty-three. His parents weren't poor – his father was a church minister, and his mother was an artist.
There is only one known photograph of him, which is when he was nineteen years old. We only have an idea of what he looked like as an adult because of his many self-portraits. He painted thirty-five, all in the last four years of his life. He painted so many self-portraits because he was very poor, and it was cheaper than paying models.
In eighteen eighty-eight, when he was thirty-five, Van Gogh was in Arles, in the south of France. He was happy there because the light and the colors were beautiful. His friend, painter Paul Gauguin, was with him in Arles for a short time.
Van Gogh was not strong mentally, and the relationship between Van Gogh and Gauguin was difficult. After a big fight, Van Gogh cut off part of his ear. He later painted a self-portrait with the injured ear. After that he was in a psychiatric hospital for some time in the south of France. This was his last self-portrait. He painted it in September eighteen eighty-nine when he was in the hospital. In this self-portrait, we see Van Gogh as a painter for the very first time. Van Gogh died a few months later, on July twenty-ninth, eighteen ninety. He was only thirty-seven years old.
His paintings weren't popular during his lifetime, and he was never rich or famous. But today Van Gogh's pictures are everywhere. People think that he is one of the greatest painters in the world, and his paintings, like *Sunflowers* and *The Starry Night*, sell for millions of dollars.

c Focus on questions 1–9. Give Sts time to read all the questions and options and make sure they understand all the lexis, e.g., *poor*, *complicated*, *died*, *unpopular*.

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 b 2 c 3 c 4 c 5 a 6 b 7 b 8 b 9 a

EXTRA IDEA Before Sts watch again, ask them what they can remember about the video. Get them to read sentences 1–9 and choose a, b, or c. Elicit some answers. Then play the video again for Sts to watch and check answers.

d Do this as a whole-class activity. You could fast-forward through the video and pause on the self-portraits (at 00:42, 00:48, 00:55, 01:36, and 01:52), getting Sts to vote for their favorite. Ask Sts if there are any other famous self-portraits they like.

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.

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2 GRAMMAR & PRONUNCIATION simple past of *be*, sentence stress

a Give Sts time to complete the chart with the verbs.

Check answers, and model and drill pronunciation, /wəz/, /wər/, /ˈwɒznt/, /wərnt/.

ANSWERS
was were wasn't weren't

b Tell Sts to go to **Grammar Bank 7A** on *p.144*.

Grammar notes

was is the past of *am* and *is*, and *were* is the past of *are*.

was and *were* are used to talk about both recent and distant completed actions in the past, e.g., *I was tired this morning. Caesar was a Roman Emperor.*

was and *were* are used exactly like *is* and *are*, i.e., they are inverted to make questions (*he was* → *was he?*) and *not* (*n't*) is added to make negatives (*wasn't*, *weren't*).

We use the passive construction *was / were born* to talk about the time and place of people's birth. If Sts ask, you may want to explain the meaning of *bear* (= an old-fashioned verb that means *give birth to*), so that Sts can understand how this verb works.

Focus on the example sentences and play audio **7.1** for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **7A** on *p.145*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS
a **1** She was **2** were you **3** I was **4** Was it **5** It wasn't **6** They weren't **7** We were **8** They were **9** We weren't **10** I wasn't
b **1** were **2** Was **3** wasn't **4** was **5** Were **6** were **7** was **8** was **9** Were **10** weren't **11** was **12** was

Tell Sts to go back to the main lesson **7A**.

EXTRA PRACTICE OPTION Use the **7A Grammar** photocopiable activity.

Pronunciation notes

was and *were* have two different pronunciations depending on whether they are stressed or not (i.e., they can have either a strong or weak pronunciation).

was and *were* tend to have a weak pronunciation in affirmative sentences and questions: *I was* /wəz/ *born in 1990. They were* /wər/ *famous. Was* /wəz/ *it expensive?* The vowel sound in both words, as in most weak forms, is the schwa.

was / wasn't and *were / weren't* have a strong pronunciation in short answers and negative sentences: *Yes, I was* /wʌz/, *No, I wasn't* /ˈwʌznt/, *Yes, we were* /wər/, *No, we weren't* /wərnt/. Note that in the *American English File* Sound Bank, /ər/ is not a schwa plus /r/. It represents a vowel sound, like the sound in *bird*.

As pronunciation of strong and weak forms tends to occur naturally when there is good sentence stress and rhythm, it is best to concentrate your efforts on this (as in **2c**).

c **7.2** Focus on the sentences and remind Sts that the words in **bold** are stressed and the underlining shows the stress within a word.

Play the audio once for Sts just to listen.

7.2
See sentences in Student Book on *p.56*

Now play it again, pausing after each sentence for Sts to listen and repeat, copying the rhythm. Give further practice as necessary.

d **7.3** Tell Sts they are going to hear some sentences and questions in the simple present and they must say them in the simple past. Focus on the example and highlight that the rhythm of the simple past sentence is the same as the simple present sentence, e.g., *I'm at* ***home***, *I was at* ***home***.

Play the audio, pausing after each sentence / question, and elicit the simple past version from the whole class.

7.3
1 I'm at home. (*ping*) I was at home.
2 He's American. (*ping*) He was American.
3 They aren't famous. (*ping*) They weren't famous.
4 It's very cheap. (*ping*) It was very cheap.
5 Where are they? (*ping*) Where were they?
6 Is she an actor? (*ping*) Was she an actor?
7 You're right. (*ping*) You were right.
8 What's his name? (*ping*) What was his name?
9 She isn't happy. (*ping*) She wasn't happy.
10 Are they tired? (*ping*) Were they tired?

Now repeat the activity, eliciting responses from individual Sts.

3 READING understanding a life story

a Focus on the self-portrait and photo on *p.57* and find out whether Sts have heard of Basquiat, and if they know anything about him. Tell them they are going to find out more about him when they read his biography.

Now ask the questions to the class to elicit some opinions.

b Focus on the four photos on *p.56* and the biography on *p.57*. Point out the **Glossary**.

Give Sts time to read the biography and complete the four captions. Tell them not to worry about the blanks in the text.

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

ANSWERS
1 graffiti
2 Andy Warhol
3 Black athletes
4 Jeffrey Wright

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

c Give Sts time to read the biography again and fill in the blanks with phrases A–F. Point out that the first one (*C*) has been done for them.

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

ANSWERS
2 A 3 E 4 F 5 B 6 D

d Do this as a whole-class activity.

POSSIBLE ANSWERS
Similar: both artists; both died young; their art now sells for huge amounts; both had mental health issues; both were friends with other artists
Different: born in different times and places; Van Gogh wasn't successful while he was alive, but Basquiat was

EXTRA IDEA Ask the class if they know any other famous self-portraits and if they like them.

4 VOCABULARY word formation

a Give Sts a few minutes to find the words in the text or get them to guess first and then check.

Check answers, modeling the pronunciation and getting Sts to underline the stress.

ANSWERS
1 singer – Madonna **2** actor – Jeffrey Wright **3** artist – Banksy
4 musician – Jay-Z

Focus on the **Word building: jobs and occupations** box and go through it with the class. Point out that to make the word for a person (e.g., *writer*), you add the letters *-(e)r* or *-or* to a verb and *-ist* or *-ian* to a noun. You might also want to point out that sometimes with nouns you have to make more changes, e.g., *science – scientist* (the *ce* disappears and a *t* is added).

b Tell Sts to first look at the groups of words and decide if they are verbs or nouns. Then they should write the words for the jobs.

Get Sts to compare answers with a partner.

ANSWERS
1 verbs **2** nouns

c **7.4** Play the audio for Sts to listen and check answers to **b**. Pause the audio after each word and get Sts to spell the endings to you. Write the answers on the board.

Now play the audio again and this time, Sts should underline the stress.

Check answers by underlining the stress in the words on the board.

ANSWERS
1 compose composer
dance dancer
direct director
invent inventor
2 novel novelist
politics politician
science scientist
history historian

7.4
1 composer
dancer
director
inventor
2 novelist
politician
scientist
historian

Finally, in pairs, Sts practice saying the words. If you think they need more practice, you could play the audio again for them to listen and repeat the words.

EXTRA IDEA Test Sts' memory by getting them to cover the words in **a** and **b** while you say the noun / verb as a prompt, e.g.,
T *art*
Sts *artist.*

d In this video, Sts will see ten famous people, some alive and some dead. They must say the person's nationality and job, in the simple present or past depending on whether the person is alive or not. Write *alive* and *dead* on the board and elicit / teach that they are opposites. Point out the example and elicit that Frida Kahlo is dead, so Sts should use the simple past *was*.

Play the video and pause when the first screen comes up with the collage of photos. Ask Sts if they recognize any of the people. Then play the video, pausing again on *1 Frida Kahlo* and elicit the sentence *Frida Kahlo was a Mexican painter*.

Now play the rest of the video for Sts to watch and say who each person is. Pause after each person, and elicit the sentence.

Check answers.

ANSWERS
2 Javier Bardem is a Spanish actor.
3 Carlos Acosta is a Cuban dancer.
4 Dua Lipa is a British-Albanian singer.
5 Bong Joon-ho is a South Korean director.
6 James Dyson is a British inventor.
7 Indira Gandhi was an Indian politician.
8 Stephen Hawking was a British scientist.
9 Maya Angelou was an American writer.
10 Johann Sebastian Bach was a German composer.

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

e Focus on the two categories and give Sts time to write three names of famous people in each category.

Put Sts in pairs and get them to ask and answer questions about the names using either *Who is / Who's…?* or *Who was…?* depending on whether the person is alive or dead.

EXTRA SUPPORT Demonstrate the activity by writing the categories on the board and writing the names of two people in each, and eliciting the questions from Sts.

5 SPEAKING

a Focus on the instructions and elicit the meaning of *selfie*. If you have some selfies on your phone, you could show the class. Give Sts time to think about their answers.

b Put Sts in pairs and get them to talk about their photos. Encourage them to take their phones out and show their partner some of their selfies or other photos.

Get some feedback from various pairs. With a show of hands, find out how many Sts take selfies.

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7B Small mistake, big problem

G simple past: regular verbs
V past time expressions
P *-ed* endings

Lesson plan

The context of this lesson, which introduces the simple past of regular verbs, is two true stories of people who had problems with a flight because of booking mistakes. The lesson begins with a reading about a woman who booked a flight to the wrong destination. Examples from the text are used to present the simple past of regular verbs. Then there is a focus on the pronunciation of *-ed* endings, possibly the biggest problem that Sts have with regular past tenses. Sts then listen to a story about another woman who had a problem with the name on her ticket. Vocabulary introduces past time expressions, and grammar, vocabulary, and pronunciation are put together in the final Speaking activity where Sts talk about the last time they did various activities.

Video material

Pronunciation – *-ed* endings

Grammar – simple past regular verbs

More materials

For teachers

Photocopiables

Grammar simple past: regular verbs *p.197*
Communicative Are we in Australia? *p.243*
(instructions *p.219*)

For students

Workbook 7B

OPTIONAL LEAD-IN (BOOKS CLOSED) Ask Sts *How do you normally book tickets for trains or flights? Do you get paper tickets or have them on your phone?* Elicit answers and find out if the majority tend to book online and have the tickets on their phones, or whether some people still use travel agents or go to ticket offices. Then tell Sts that they are going to find out about two people who had problems with tickets they'd booked.

1 READING using context to complete information in a blog

a Books open. Focus on the task and, if you haven't done the **Optional lead-in**, make sure Sts know what the verb *book* means.

Do the question as a whole-class activity.

b Tell Sts they are going to read an article about a mistake Emma Benns made, and that it is a true story. Tell them not to worry about the blanks.

Check the answer.

ANSWER
Yes, because she finally arrived at her destination.

c Focus on A–G and tell Sts that these are things that people in the story said. Give Sts time to read them, and then tell them to read the article again and fill in the blanks with A–G.

d 7.5 Play the audio for Sts to listen and check.

Check answers.

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

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

7.5
See text in Student Book on *p.58* and answer key

e Tell Sts to match the verbs to photos 1–4.

Check answers. Model and drill pronunciation.

ANSWERS
1 smile 2 point 3 hand 4 hug

f Do this as a whole-class activity. Elicit what Emma's advice is.

! Don't ask Sts about their own personal experiences of travel problems, as they will do this later in the lesson when they have learned about the simple past.

2 GRAMMAR & PRONUNCIATION simple past: regular verbs, *-ed* endings

a Tell Sts to read the article in **1b** again and find the past tense verbs.

Elicit the answers and write them on the board.

ANSWERS
hand – handed
smile – smiled
hug – hugged
try – tried
don't smile – didn't smile
Do you (check in)…? – Did you (check in)…?

b Tell Sts to go to **Grammar Bank 7B** on *p.144*.

Grammar notes

It is important to emphasize that the simple past is used for completed actions in the past, both distant and recent ones that happened once or more than once. The form of regular simple past verbs is very easy. The main problem Sts have is the pronunciation and remembering to use the base form, not the *-ed* form, after *did / didn't*.

Focus on the example sentences and play audio 7.6 for Sts to listen and repeat. Then go through the rules with the class. You may want to point out here that the *e* is not normally pronounced in *-ed* endings unless there is a *t* or a *d* before it. This will be focused on more fully in Pronunciation.

Now focus on the exercises for **7B** on *p.145*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

Correct any mispronunciation of the *-ed* ending. Get Sts to spell the verbs to you and write them on the board.

ANSWERS

a **1** I studied English
2 Did you listen to the news
3 He didn't cook
4 Did she play sports
5 They worked late
6 She traveled a lot
7 Jack worked in Boston
8 I called my parents
9 We didn't live in France
10 Anna asked a lot of questions

b **1** didn't call **2** Did…cry **3** played **4** didn't listen **5** Did…dance **6** booked

Tell Sts to go back to the main lesson **7B**.

EXTRA PRACTICE OPTION Use the **7B Grammar** photocopiable activity.

Pronunciation notes

The regular simple past ending (*-ed*) can be pronounced in three different ways:

1 *-ed* is pronounced /t/ after verbs ending in these unvoiced sounds*: /k/, /p/, /f/, /s/, /ʃ/, /tʃ/, e.g., *cooked*, *booked*, *laughed*, *missed*, *relaxed*, *stopped*, *washed*, *watched*.

2 After voiced endings* (all other consonant sounds except /d/ and /t/) *-ed* is pronounced /d/, e.g., *arrived*, *called*, *changed*, *showed*. This is the biggest group. Verbs ending with consonant + *y*, e.g., *study*, *carry*, also belong to this group because the sound added is /d/.

3 After verbs ending in /d/ or /t/, the pronunciation of *-ed* is /ɪd/, e.g., *wanted*, *chatted*, *needed*, *decided*. This group is very small.

In practice, the difference between 1 and 2 is very small and can only be appreciated when a verb is said in isolation or is followed by a word beginning with a vowel (e.g., *I liked it*).

However, the difference between 3 and the other two is significant (it is an extra syllable), and many Sts tend to pronounce all simple past verbs in this way, e.g., /ˈlaɪkɪd/, /ˈstɑpɪd/, etc.

***Voiced and unvoiced consonants**

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

c Focus on the **Simple past regular verbs** box and go through it with the class. Elicit / Explain that there are three different ways of pronouncing *-ed*. Two are similar (/d/ and /t/), but the third /ɪd/ is very different.

Focus on the phonetic scripts, which show the three different pronunciations of *-ed* (/d/, /t/, and /ɪd/). Then look at the sentences for each pronunciation and play the video once. Tell Sts to listen carefully to how the *-ed* is pronounced. You may also want to highlight the mouth position diagrams for /d/ and /t/, which show the difference between voiced and unvoiced sounds.

See sounds and sentences in Student Book on *p.59*

Now play the video again, pausing after each sentence for Sts to watch and repeat.

Ask Sts *In which group do you pronounce the "e" in "-ed"?* (group 3).

Tell Sts to look at the spelling of the verbs in group 3, and see what letters come before the *-ed* (*d* or *t*). Explain / Demonstrate that it would be impossible to pronounce another /d/ or /t/ after a *d* or *t*. For that reason, an extra syllable is added, which is why the pronunciation here is /ɪd/. Emphasize that this group of verbs is very small.

Highlight that the most important rule to remember is not to pronounce the *e* in *-ed* (unless it comes after a *d* or *t*).

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

d **7.7** Tell Sts to look at the verbs in the list and circle the ones that have the /ɪd/ sound in the simple past.

Remind Sts that an exercise like this is easier if they say the verbs aloud.

Play the audio for Sts to listen and check.

Check answers.

ANSWERS

ended, painted, started

7.7
See list of verbs in Student Book on *p.59*

EXTRA CHALLENGE Get Sts to look at all the verbs again and then to try and put them in the appropriate rows in **c**. Play the audio for them to check.

ANSWERS

/d/ lived, played, traveled
/t/ asked, cooked, finished, liked, stopped, watched, worked
/ɪd/ ended, painted, started

e In this video, Sts will watch eight clips, showing what Kara did yesterday evening. They make one affirmative and one negative sentence for each clip, using the prompts. Point out that the first one has been done for them.

Focus on the instructions and the example. Then give Sts time to read the eight pairs of verb phrases. Tell them to put a check mark by the thing she did in each pair as they watch.

Play the video once the whole way through. Then play it again. Pause after each clip and check answers. Correct pronunciation of the *-ed* ending where necessary.

ANSWERS

2 She called a taxi. She didn't walk home.
3 She didn't look at her watch. She waited for five minutes.
4 She didn't play games on her phone. She listened to messages.
5 She arrived home. She didn't talk to a neighbor.
6 She didn't book a vacation. She checked emails.
7 She cooked dinner. She didn't relax on the couch.
8 She didn't call a friend. She watched TV.

EXTRA SUPPORT Give Sts time to write their answers before checking.

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

f Focus on the instructions and then give Sts time to make true sentences about what they did yesterday evening, using the phrases in **e**.

Elicit some sentences from the class.

EXTRA SUPPORT Demonstrate the activity by telling the class what you did and didn't do yesterday evening. Get Sts to write their sentences. Put Sts in pairs or small groups, and get them to read their sentences to each other.

3 LISTENING understanding a sequence of events

a 7.8 Focus on the instructions and elicit what Emma's travel problems were (*Her ticket was for the wrong San José and her luggage didn't arrive with her*).

Play the audio for Sts to listen to Kirsty Leanne's story.

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

ANSWERS

They both had a problem with their ticket (Emma's was to the wrong place, Kirsty's had the wrong name). Emma's bag only arrived three days later, but Kirsty's arrived with her.

7.8

(script in Student Book on *p.129*)

So, this happened some years ago. I was nineteen, and that summer I ended a relationship with my boyfriend. I wanted to travel as far away as possible, but I needed to get a job! I was lucky to find temporary work as a receptionist in California, so I booked my flights with a travel agent. I was really excited.

A few weeks later, just five days before my flight, I checked all my travel documents. Suddenly I noticed a mistake. My name on the flight booking was Leanna, L-e-a-n-n-a, not Leanne, L-e-a-n-n-e. Just one small typo, but a very big mistake, because of course the name on my ID was Leanne, and I was sure that was a problem.

I immediately called the travel agent and asked them to change the name on the ticket. They weren't stressed at all, and suggested a solution. "Don't worry. We can cancel your ticket and then book you a new one for the same flight." It was expensive, but I decided to do it.

When I arrived at the check-in desk, I showed my ID to the assistant, but my name wasn't on the flight! I started to panic. I called the travel agent, and they discovered it was their mistake. They talked to the woman at check-in. I waited…and I waited…Finally, she handed me my boarding pass. I was on the flight! She even arranged transportation for me to get through security quickly, and to my gate. I was the last person to board the plane, but when I was in my seat I finally started to relax. At last, I was on the biggest adventure of my life! And the trip ended well – to my great surprise, when I arrived, my suitcase arrived with me! An absolute miracle!

b Put Sts in pairs and give them time to read questions 1–7 and the beginnings of the answers, and see if between them they can remember any of the information.

Play the audio again and tell Sts just to listen to find out the answers. Then give them time to write the full sentences. Play the audio again if necessary for Sts to check.

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

ANSWERS

1 She ended a relationship **with her boyfriend** and wanted **to travel as far away as possible**.
2 She noticed that **her name on the ticket was spelled *Leanna*, not *Leanne***.
3 They offered to **cancel her ticket** and **book a new one for the same flight**.
4 She showed **her ID to the assistant**, but **her name wasn't on the flight**.
5 They discovered **that it was their mistake**.
6 The woman at the check-in handed Kirsty **her boarding pass**.
7 She started **to relax**.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.129* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

c Focus on the questions and make sure Sts know the meaning of *feel sorry for someone* (= to be sad for somebody). Do the questions as a whole-class activity. If any Sts have had a similar experience or know someone who has, encourage them to try to tell their story.

4 VOCABULARY & SPEAKING past time expressions

a Write a true sentence about yourself in the past with a regular verb, e.g., *I started teaching English in 2015*. Then write underneath it *I started teaching English (x) years ago*, and elicit the meaning of *ago*. Model and drill pronunciation.

Focus on the past time expressions and explain that Sts must number them from the most recent (*five minutes ago*) to the most distant (*a long time ago*). Give Sts time to do the activity and get them to check their order with a partner.

b 7.9 Focus on the **Past time expressions** box and go through it with the class. Highlight that in time expressions with *last* (e.g., *last week*), the definite article *the* is not used. Also explain that we say *last night* NOT ~~*yesterday night*~~.

Play the audio for Sts to listen and check.

Check answers.

7.9

1 five minutes ago
2 last night
3 yesterday morning
4 the day before yesterday
5 three days ago
6 last week
7 last month
8 a year ago
9 some years ago
10 a long time ago

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

c Focus on the instructions and the sentences. Make sure Sts understand the question *When was the last time?*

Give Sts time to write a time expression for each activity.

d Tell Sts they will now tell each other when they did each activity. Focus on the example.

Put Sts in pairs, **A** and **B**, and set a time limit.

Monitor and help. Make sure Sts change roles.

Get some feedback by getting individual Sts to tell you an activity they did and asking a few extra questions.

7C Happy New Year!

G simple past: irregular verbs
V *go, have, get*
P sentence stress

Lesson plan

The topic of this lesson is New Year's Eve. Three stories about memorable New Year's Eves (good and bad) in different parts of the world provide the context for the introduction of simple past irregular verbs. The vocabulary focus is common collocations of the key verbs *go*, *have,* and *get* (e.g., *go out*, *get home*, etc.). Then Sts listen to a fourth person talking about another memorable New Year's Eve. They then determine the stress pattern in *Wh-* questions in the simple past, which prepares them for the final Speaking and Writing activity. Here, Sts ask each other about a memorable New Year's Eve and then write about it.

More materials

For teachers

Photocopiables

Grammar simple past: irregular verbs *p.198*
Vocabulary go, have, get p.280 (instructions *p.265*)
Communicative Born on December 31st *p.244* (instructions *p.219*)

For students

Workbook 7C

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board *December 31st, January 1st*. Ask Sts if they know what these days are called in English, and elicit *New Year's Eve* and *New Year's Day*. Explain that *Eve* means "the night before"; it is also used for *Christmas Eve* (December 24th).

1 READING understanding detail in short anecdotes

a Books open. Focus on the photos and questions. If you didn't do the **Optional lead-in**, elicit when New Year's Eve is (*December 31st*). Elicit answers to the second question. If you don't come from the same country as your Sts, tell them if New Year's Eve is important in your country.

b Focus on the task and make sure Sts understand the two options. You may want to pre-teach the past of *go* (*went*) and *midnight* to help Sts understand the stories.

Give Sts time to read all three stories.

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

ANSWER
Jenny enjoyed her evening the most; she had a great evening.

c Focus on the task and the six sentences. You might want to check Sts know the meaning of *alone*.

Give Sts time to read the stories again and complete the six sentences with an initial.

Check answers.

ANSWERS
1 J 2 A 3 M 4 A 5 M 6 J

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. If your Sts come from different countries, put them in pairs or small groups to discuss the questions.

Get some feedback from various pairs / groups. If you don't come from the same country as your Sts, tell them how people celebrate New Year's Eve in your country.

2 GRAMMAR simple past: irregular verbs

a Focus on the 15 base form verbs and check Sts remember their meaning.

Then put Sts in pairs and give them a few minutes to find the simple past forms in the stories. Point out that the first one (*bought*) has been done for them.

Encourage Sts to use the phonetic scripts to help them.

b **7.10** Write the base form on the board. Play the audio, pausing after each verb to check answers. Get Sts to spell the verbs for you and write the simple past verbs on the board next to the base forms.

7.10

buy	**bought**	know	**knew**
can	**could**	put on	**put on**
come	**came**	say	**said**
feel	**felt**	sing	**sang**
find	**found**	take	**took**
get	**got**	think	**thought**
go	**went**	wear	**wore**
have	**had**		

Focus on the phonetic scripts and tell Sts to listen to the pronunciation. Play the audio again, pausing after each base form and past tense for Sts to repeat them. Give more practice as necessary, getting Sts to repeat after you or after the audio.

EXTRA CHALLENGE Focus on the phonetic scripts and elicit the pronunciation of the verbs before playing the audio.

Get Sts to cover the simple past verbs and see if they can remember them, uncovering them one by one to check their answers.

c Tell Sts to go to **Grammar Bank 7C** on *p.144*.

Grammar notes

The vast majority of verbs in the past are regular. However, a small number of verbs (several of which are very common) are irregular in the simple past. These verbs don't add *-ed* in the past, they change their form. This change can be just one or two letters, e.g., *wear* → *wore*, or can be a completely new word, e.g., *go* → *went*. Some verbs don't change their form, e.g., *cost*, *put*. The verb *read* is spelled the same, but pronounced differently.

Irregular verbs are only irregular in the affirmative. In questions and negatives, as with regular verbs, the base form is used after *did / didn't*.

There is a list of the most common irregular verbs on *p.173* of the Student Book.

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Focus on the example sentences and play audio **7.11** for Sts to listen and repeat. Then go through the rules with the class.

Focus on the ***can*** / ***could*** box and go through it with the class.

Now focus on the exercises for **7C** on *p.145*. Sts do the exercises individually or in pairs.

! Monitor while Sts are doing the exercises. If you see they are having problems with word order in **c**, remind them of **ASI** and **QuASI** (see *p.60* of this book).

Check answers, getting Sts to read the full sentences.

ANSWERS

a **1** They didn't go by car. They went by train.
2 I didn't come home early. I came home late.
3 We didn't see a movie. We saw a play.
4 He didn't say hello. He said goodbye.
5 You didn't have a sandwich. You had a salad.
6 She didn't know his last name. She knew his first name.

b **1** had **2** took **3** were **4** went **5** could **6** had **7** got **8** felt **9** were

c **1** did you wear **2** did she find **3** did you get home

Tell Sts to go back to the main lesson **7C**.

EXTRA PRACTICE OPTION Use the **7C Grammar** photocopiable activity.

3 VOCABULARY *go, have, get*

a Focus on the three verbs in the heading and elicit the simple past (*went*, *had*, *got*).

Give Sts a moment to decide which verb goes in each blank.

Check answers.

ANSWERS

1 went **2** had **3** got **4** had **5** went **6** got

b Tell Sts to go to **Vocabulary Bank** ***go, have, get*** on *p.168* and get them to do **a** individually or in pairs.

Vocabulary notes

You may want to tell Sts that *get* is one of the most common verbs in English partly because it has many different meanings. The most common are *buy* (as in *get a newspaper*), *receive* (as in *get an email*), *arrive* (as in *get home*), and *take* (as in *get a taxi*).

Remind Sts that *go home* = go to your house, *get home* = arrive at your house.

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

Check answers.

7.12

go

8 go by bus
3 go for a walk
5 go home
10 go out
9 go shopping
2 go to a restaurant
11 go to bed
7 go to church
1 go to the beach
6 go back
4 go on vacation

have

15 have a car
12 have long hair
18 have breakfast
14 have a drink
13 have a good time
16 have a sandwich
17 have a sister

get

20 get a newspaper
23 get a taxi
19 get an email
21 get dressed
25 get home
22 get to the airport
24 get up

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

Focus on **c**. Get Sts to cover the verb phrases and use the photos to test themselves or each other. Encourage them to say the complete phrase.

For **Activation**, put Sts in pairs and get them to take turns saying five things they did the previous day and five the previous week. All the sentences should include *went*, *had,* or *got*. Get some feedback.

Tell Sts to go back to the main lesson **7C**.

EXTRA PRACTICE OPTION Use the **7C Vocabulary** photocopiable activity.

4 LISTENING understanding an anecdote

a **7.13** Focus on the photo and the task. Elicit / Teach the meaning and pronunciation of *memorable* /'mɛmərəbl/ (= easy to remember because it is special). Tell Sts to close their books, relax, and listen, and just focus on where Denisa was at midnight.

Play the audio once, and elicit the answer.

ANSWER

She was on the beach in Rio de Janeiro, in Brazil.

7.13
(script in Student Book on *p.129*)

F = friend, D = Denisa

F What was your best ever New Year's Eve? One you always remember?
D Oh, definitely 2014, when I was in Rio.
F Who were you with?
D I was with my boyfriend Marcelo, who's Brazilian.
F Why was it so special?
D Well, Brazil has special traditions for New Year's Eve, and they were all new for me. For example, it's a Brazilian tradition to wear white clothes for New Year's Eve because white is a symbol of peace, so I wore a beautiful white dress, which Marcelo's mother bought me. I have a photo somewhere on my phone. Yes, here, look!
F How pretty. So, what did you do?
D Uh, let me think. Well, first we had a typical New Year's Eve dinner with Marcelo's family. And then, I guess it was about ten, we got a bus to Copacabana.
F What was the atmosphere like there?
D Oh, it was amazing! The streets were already full of people. We went to a show at a place near the beach. It was great, and we danced samba.
F Wow. Were you there at midnight?
D No, no. When we saw it was almost midnight, we went to the beach, and the typical countdown started, you know – ten, nine, eight…Happy New Year! Everywhere we heard the sound of people celebrating, and we watched the wonderful fireworks.
F It sounds great. What did people do when the fireworks finished?
D Most people went to other parties, or they went home.
F And what about you?
D We decided to go to a different beach, a beach called Praia do Arpoador, and we took our first swim of the new year. It was magical.

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b Give Sts time to read questions 1–9.

Play the audio again.

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

ANSWERS
1 2014
2 Brazil
3 her boyfriend, Marcelo
4 a white dress
5 Marcelo's family
6 by bus
7 at the beach
8 fireworks
9 took a swim

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.129* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

c Do the questions as a whole-class activity. You could also tell Sts where you would like to spend New Year's Eve and why.

5 PRONUNCIATION sentence stress

a Go through the instructions and focus on the questions.

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

Check answers.

ANSWERS
1 was **2** were **3** were you **4** did you **5** did you **6** did you **7** did you **8** did you **9** was **10** did you **11** Did you

b **7.14** Play the audio once for Sts just to listen and focus on the rhythm.

7.14
See questions in Student Book on *p.61* and answer key

Now play the audio again, pausing after each question for Sts to listen and repeat, trying to copy the rhythm.

6 SPEAKING & WRITING a diary entry

a Give Sts a few minutes to think about their own answers to the questions in **5a**. Help with any new vocabulary they might need.

EXTRA IDEA If your Sts don't celebrate New Year's Eve, they could discuss and write about another important event, such as a wedding or special night out.

b Put Sts in pairs. Get Sts **A** to give Sts **B** a complete "interview" and then change roles. Monitor the interviews, encouraging Sts to ask their questions with good sentence stress and rhythm. Help with any new vocabulary that Sts need and correct as necessary.

EXTRA IDEA Get Sts to interview you about a memorable New Year's Eve before they interview each other.

Get feedback, asking a few pairs whose night was more memorable / fun / interesting, etc.

c Tell Sts to go to **Writing Bank 7** on *p.121*.

Focus on the instructions in **a**. Give Sts a few minutes to quickly read the diary entry and answer the question.

Check the answer.

ANSWER
Yes, she did. She says, "I hope we do the same again next year!"

Now focus on **b** and get Sts to read the entry again and answer questions 1–6.

Check answers.

ANSWERS
1 She usually goes to a party in the city.
2 They climbed Lion's Head because Johan wanted to see the sunset.
3 They had dinner on Signal Hill with their families.
4 The fireworks started just after midnight.
5 After the fireworks, they had a big party. Some people sang and played guitars, and others danced.
6 Anele was tired, but very happy.

For **c**, focus on the **Time sequencers** box and go through it with the class. Sts have already seen *after* and *then* in **Writing Bank 4**. Point out that *next* / *after that* / *then* are interchangeable.

Now give Sts time to find four more time sequencers in the diary entry. Point out that the first one (*First,*) has been done for them.

Check answers.

ANSWERS
Then, Next, After that, Finally

Focus on **d** and make sure Sts understand what they have to do.

Give them time to number the sentences in the order that they happened.

Check answers.

ANSWERS
3 We went out for a walk.
6 We got home and had the pizza for lunch.
1 We got up.
5 We bought pizza on the way home.
2 We had breakfast.

Now get Sts to rewrite the events with time sequencers.

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

SUGGESTED ANSWER
We got up. First, we had breakfast. Then, we went out for a walk. Next, we stopped for a coffee. After that, we bought pizza on the way home. Finally, we got home and had the pizza for lunch.

Now focus on **e** and tell Sts to plan a diary entry for a memorable New Year's Eve or other special day. They can use the event they talked about in **6b**. Make sure they make notes and don't write full sentences.

Sts could do **f** in class or for homework.

Focus on **g** and remind Sts to read through their writing and check it for mistakes before they hand it in.

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EPISODE 4 PICTURES OF YOU

Ben's show

Practical English asking the way
Vocabulary directions

Lesson plan

In this lesson, Sts learn to understand and give simple directions. Although phone apps have largely replaced maps, this is still a useful skill for Sts to practice. In Episode 4 of *Pictures of you*, we discover that Izzy was previously a student at Tensquare School and was not happy there (for reasons unsaid). We meet Pamela, Izzy's landlady and friend, and Izzy discusses with her whether she should go to Ben's Tensquare photography show or not. After deciding to go, she has to ask for directions to the gallery when her phone app doesn't load. At the gallery, she gets into a tense conversation with Andre, her former teacher, and leaves the show suddenly, much to Ben's confusion.

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 buying clothes.

1 IZZY'S DILEMMA

a ▶ Books open. In this part of the video, *Izzy's dilemma*, Sts will see Izzy talking to her landlady, Pamela, about her dilemma regarding Ben and his show.

Focus on the title, *Izzy's dilemma*, and elicit / teach the meaning of *dilemma* (= a situation where you have to choose between two options of equal importance). Model and drill its pronunciation /dɪˈlɛmə/. Ask Sts what they think Izzy's dilemma might be. Elicit some ideas, but don't tell Sts if they are right or not.

Now focus on questions 1–3 and elicit / explain the meaning of *landlady* (= a woman who rents a house / apartment / room in a house / apartment to another person). Point out that Pamela is the other woman in the photos.

Play the video for Sts to watch.

Then give Sts time to answer the questions.

Check answers.

ANSWERS
1 She is Izzy's landlady.
2 She doesn't know if she wants to go to Ben's show or not.
3 To see if she is still coming to his show and to tell her where it is

▶

I = Izzy, P = Pamela, B = Ben

I Come in?
P Hi, Izzy. Here's a parcel that came for you.
I Thanks.
P You're welcome. Oh, I'm tired today…Izzy, you look worried.
I Do I?
P Yes, you do. Is everything OK?
I Yes…No. I have a friend. He's a photographer and he has his show today.
P A friend?
I Yes. His name is Ben.
P Ben. A good strong name. I like the name.
I And he's a really nice guy, but…
P But?
I He goes to Tensquare School of Photography.
P Ah.
I So I don't know…I don't really want to go back there. It was not a good time for me at that school.
P I remember, Izzy.
I But I really want to see Ben's show…
P Yes, well…if you like this boy, then go.
I I think I like him.
P Either you like him, or you don't.
I Yes…I like him.
P Then go to his show! Don't worry about the past.
I Hey, Mr. Fischer.
B Hi, Izzy. How are you?
I I'm good.
B Can you still come tonight?
I Of course. I really want to see your show.
B OK, cool. So it's at the Click Gallery. Do you know where that is?
I No, but I'm sure I can find it. Don't worry.
B OK, great. See you later.
I See you.

b Give Sts time to read sentences 1–6 and make sure they understand them.

Now play the video again for Sts to mark each statement *T* (true) or *F* (false).

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

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

EXTRA CHALLENGE Ask Sts to mark the sentences *T* or *F* before watching again. They 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 ASKING THE WAY

a 7.15 Focus on the phrases and pictures, and get Sts to match them.

Get Sts to compare with a partner.

Play the audio for Sts to listen and check.

Check answers.

7.15

3 on the corner	5 go past the church
2 turn left	6 across from
1 at the traffic lights	8 go straight ahead
4 turn right	7 at the end of the street

Focus on the phonetic scripts next to each phrase.

Now play the audio again, pausing after each phrase for Sts to repeat. Give further practice of the phrases your Sts find difficult to pronounce.

Highlight that when *across from* is used to describe the position of a building, it usually means "facing, on the other side of the road." Get an example by asking Sts what there is across from your school.

b Tell Sts to cover the phrases and use the pictures to test themselves or a partner.

c In this part of the video, *Asking the way*, Sts will see Izzy having trouble with her map app and asking various passersby for directions to the Click Gallery, where Ben is having his exhibition.

Focus on the questions and the map.

Tell Sts that they are going to watch Izzy asking for directions. They need to listen to the directions and decide if the gallery is building 1, 2, or 3 on the map. Play the video, and if necessary repeat the last part where the third passerby gives directions.

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

ANSWERS
She asks three people.
The Click Gallery is building 2.

I = Izzy, P1 = passerby 1, P2 = passerby 2, P3 = passerby 3

I Excuse me, please. Where's the Click Gallery?
P1 Sorry, I don't live here.
I Excuse me. Is the Click Gallery near here?
P2 The Click Gallery? It's near here. But I don't know where exactly. Sorry.
I Thank you.
I Excuse me. Can you tell me the way to the Click Gallery, please?
P3 Yes, of course. Go straight on. Go past the church, and then turn left at the traffic lights. And it's at the end of the street.
I Sorry, can you say that again, please?
P3 Yeah. Go straight on. Go past the church, then turn left at the traffic lights. And it's at the end of the street. You can't miss it.
I Got it. Thanks.

d Now focus on the conversation in the chart. Elicit that **You say** is what Izzy says and the **You hear** phrases are said by three different people in the street that she asks for directions. The **You say** phrases will be useful for Sts if they need to ask for directions in English.

Give Sts a minute to read through the conversation and think what the missing words might be. Then play the video again and get Sts to fill in the blanks.

Play again if necessary.

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

ANSWERS
1 live 2 near 3 past 4 left 5 end 6 miss

Go through the conversation line by line with Sts, helping them with any words or expressions they don't understand. Highlight that *Can you tell me the way to…, please?* is a typical question to ask for directions.

e Focus on the ***Can you…?* or *Could you…?*** box and go through it with the class. Highlight the pronunciation of *could* /kʊd/.

Now focus on the **You say** phrases on *p.62* and tell Sts they're going to hear the conversation again. They should repeat the phrases when the video pauses. Encourage them to copy the rhythm and intonation.

Play the video.

Same as previous video with repeat pauses

Put Sts in pairs, **A** and **B**. **A** is Izzy and **B** plays the parts of all the passersby. Get Sts to read the conversation aloud and then change roles.

f In pairs, Sts are going to role-play asking for and giving simple directions using the map on *p.62*. Go through the instructions with Sts, making sure they start where their instructions say.

Now focus on role-play 1. Sts **A** start by saying *Excuse me. Can you tell me…?* Monitor and help.

Now focus on role-play 2. Sts should change roles in their pairs.

When they have finished, you could get a few pairs to perform in front of the class.

EXTRA SUPPORT Demonstrate the activity by getting a strong student to ask you for directions to somewhere on the map.

EXTRA IDEA Give Sts clear directions from the school to somewhere nearby, and see if they can figure out what it is.

3 AT THE GALLERY

a In this part of the video, *At the gallery*, Sts will see Izzy arriving at Ben's show. While she and Ben are talking, they are interrupted by Andre, who asks Izzy if she is still taking photos. Sts find out that Izzy used to go to Tensquare School, but left without saying why.

Focus on the photos and do the question as a whole-class activity or put Sts in pairs to discuss what is happening.

If Sts worked in pairs, elicit some ideas, but don't tell them whether they are right or not.

Now play the video for Sts to check their answers.

Check answers.

ANSWERS
1 Izzy and Ben are looking at his photos / one of his photos.
2 Izzy is talking to Andre and Ben is listening.
3 Ben is in the street looking for Izzy.

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I = Izzy, B = Ben, A = Andre

I She's beautiful.
B Hi, Izzy. Thanks for coming.
I Thanks for inviting me. These photos are amazing, Ben. You're really talented. I love the light in this one.
B Oh, they're OK.
I No really, it's true. You're a great photographer!
B Thanks. I'd love to see some of your photos, Izzy.
A Yes. I'd love to see some of your photos, too, Izzy.
I Hi, Andre.
A Hello, Izzy. How are you?
I I'm great.
A You still take photographs?
I When I can. I'm very busy.
A So, what are you doing these days?
I I'm working…as a bike courier.
A That's…interesting. Yes, I taught Izzy. She's very talented – in fact, she was my best student.
B You were a student at Tensquare, too? Why didn't you tell me?
A Yes. But she didn't finish the course. One day she just stopped coming and…didn't say why.
I I never stopped taking photographs. But now I take them for me, and not for other people.
A And how is that going for you?… It's true. She was my best student, but now she's working as a bike courier. What a pity. Have a look at her photos.
B Izzy!

b Focus on questions 1–5 and give Sts time, in pairs, to see if they can remember any of the information.

Then play the video again.

Now give Sts time to answer the questions and then get them to compare with a partner. Play the video again if necessary.

Check answers.

ANSWERS

1 Andre was Izzy's teacher at Tensquare School. / Izzy was Andre's student in the past.
2 Yes, he does. (She was his best student.)
3 Because he didn't know Izzy studied at Tensquare in the past.
4 No, he doesn't. She didn't say why.
5 He thinks it isn't a good job for her.

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** with 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 Do I?
2 Yes…No.
3 Of course.
4 See you.
5 Thanks for inviting me.
6 I'm working as a bike courier.

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.

8A A murder in the family

G simple past: regular and irregular
V irregular verbs
P simple past verbs

Lesson plan

The aim of this lesson is to review all forms of the regular and irregular simple past through the context of a murder mystery book that has been adapted for TV. The lesson begins with an extract from a TV schedule about the program, which introduces the characters. Sts then read an extract from the book, where many past tense forms are reviewed and some new irregular verbs are presented. Then Pronunciation focuses on a review of the pronunciation of irregular and regular past forms. Sts then watch part of the TV adaptation, when the inspector interviews the suspects. Sts decide who they think the murderer was before watching the scene that reveals what actually happened. This lesson will work best if you can generate and maintain suspense, so that Sts want to find out who the murderer was. After the murder story, there is a grammar and vocabulary focus pulling together and reviewing the simple past. The lesson finishes with an extended Speaking activity where Sts role-play trying to break down the alibi of a robbery suspect.

Video material

Listening – *Inspector Granger questions the suspects* (Episode 2)

Listening – *Who killed Jeremy Travers?* (Episode 3)

More materials

For teachers

Photocopiables

Grammar simple past: regular and irregular *p.199*
Communicative Simple past question time *p.246* (instructions *p.219*)

For students

Workbook 8A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *detective novels and TV series* on the board and elicit names from Sts.
Now ask Sts *What usually happens in these books or series?* (A murder), *How do the police or detectives find out who the murderer is?* (They question everyone and look for evidence.), etc.
Then get Sts, in pairs, to ask each other which of the novels or TV series they like.
Finally, tell Sts they are going to read and listen to a murder mystery.

1 READING understanding what happened when

a Books open. Focus on the task, explaining the meaning and pronunciation of *kill* /kɪl/, *a victim* /'vɪktəm/, and *a suspect* /'sʌspekt/.

Focus on the photos of the victim and suspects, and give Sts a few minutes to read the information about the murder.

Focus on the speech bubbles and get Sts to cover the text and practice saying, in pairs, who everybody is in relation to Jeremy, e.g., *Who's Gordon?* (He's Jeremy's business partner). This will help Sts remember who's who as they read and watch the story, and also reviews the use of the possessive *'s*.

EXTRA SUPPORT In their pairs, **A** covers the text and **B** looks at the text to help **A**. They then change roles.

Ask a few comprehension questions, e.g., *On what day did the murder take place?* (On June 22nd), *Who is the main character and murder victim?* (Jeremy Travers), *Why was June 22nd an important day for him?* (It was his birthday), *What did he do that night?* (He had dinner with his wife, daughter, and two guests).

Ask Sts *Who do you think the murderer is?* and elicit ideas / suggestions.

b 8.1 Now focus on the story and tell Sts that they are going to read the story and listen to it at the same time.

Play the audio for Sts to read and listen. Then set a time limit and get Sts, in pairs, to reread the story and mark sentences 1–7 *T* (true) or *F* (false). They must also correct the false ones.

Check answers, getting Sts to say why the *F* sentences are false.

ANSWERS
1 F (Somebody killed Jeremy between midnight and 7:00 a.m.)
2 F (The inspector questioned Amanda in the study.)
3 T
4 F (Amanda and Jeremy slept in different rooms.)
5 F (Somebody opened and closed Jeremy's door.)
6 F (Amanda got up at about 7:15.)
7 T

8.1
See story in Student Book on *p.64*

Deal with any other new vocabulary, e.g., *pale*, *living room*, and *asleep*, but don't go over the new irregular verbs as Sts are about to focus on them.

Model and drill the pronunciation of any tricky words.

2 PRONUNCIATION simple past verbs

a Focus on the instructions and the highlighted irregular verbs in the book extract. Point out that the first three have been done for them.

In pairs, Sts write the base forms – tell them that the context will help them guess the ones they don't know.

b 8.2 Play the audio for Sts to listen and check.

Check answers. Model and drill the pronunciation. Pay particular attention to *said* /sɛd/, which has an unexpected pronunciation, and *read* /rɛd/, which is spelled but not pronounced like the base form.

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8.2

1	be	**was**	9	see	**saw**
2	be	**were**	10	hear	**heard**
3	come	**came**	11	think	**thought**
4	say	**said**	12	read	**read**
5	speak	**spoke**	13	get up	**got up**
6	sit	**sat**	14	have	**had**
7	go	**went**	15	take	**took**
8	sleep	**slept**	16	find	**found**

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

c **8.3** Remind Sts how regular simple past verbs end (*-ed*) – see **Pronunciation notes** in **7B** on *p.106* of this book. Get them to underline the nine regular simple past verbs in the story.

Play the audio for Sts to listen and check.

Check answers, getting Sts to say how they think the endings are pronounced.

ANSWERS
/d/ arrived, died, killed, followed, opened, closed
/t/ looked, finished
/ɪd/ hated

8.3

arrived	Inspector Granger arrived.
died	Mr. Travers died.
killed	Somebody killed him.
looked	He looked at them.
followed	She followed him.
finished	We finished dinner.
opened	The door opened.
closed	The door closed.
hated	I hated him.

Tell Sts that the phrases they hear aren't exactly the same as the phrases in the story, so they must listen and repeat the phrases carefully. Now play the audio again for Sts to listen and repeat. Give Sts more practice if necessary.

EXTRA CHALLENGE Get Sts to predict how the *-ed* is pronounced for each verb, /d/, /t/, or /ɪd/. Then play the audio for them to check.

3 LISTENING

using body language to infer motive, note-taking

a In this video, *Inspector Granger questions the suspects*, Sts will watch part of the TV adaptation where Inspector Granger interviews the other suspects.

Focus on the instructions and make sure Sts understand the meaning of *body language* (= the process of communicating what you are feeling or thinking by the way you place and move your body), *to tell the truth* (= to admit to sth), and *to be suspicious of somebody* (= to feel that somebody has done sth wrong, illegal, or dishonest, without having any proof). Explain that Sts are now going to watch the inspector interview the other three suspects, Barbara, Gordon, and Claudia.

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

Elicit some opinions from the class.

I = Inspector Granger, B = Barbara, G = Gordon, C = Claudia

I Ah, come in.
B Thank you.
I Can you confirm your name, please?
B Yes, I'm Barbara Travers.
I OK, Miss Travers. What did you do after dinner yesterday evening?
B After dinner? I played cards with Gordon, and then I went to bed.
I What time was that?
B It was about half past eleven. I remember, I looked at my watch.
I Did you hear anything in your father's room?
B No. I didn't hear anything.
I Miss Travers, did you have any problems with your father?
B No, I didn't have any problems with him at all. Daddy was a wonderful man, a wonderful father. Sorry, Inspector.
I OK, Miss Travers. No more questions. Could you ask Mr. Summers to come in, please?
B Of course.
I Mr. Summers.
G Call me Gordon.
I Thank you, uh…Gordon. What did you do after dinner?
G I played cards with Barbara. Then, she went to bed.
I Did you go to bed then?
G No. I stayed in the living room and then I went to bed.
I What time was that?
G I don't remember exactly. I didn't look at the time.
I Did you hear anything during the night?
G No, I didn't. I was very tired. I slept very well.
I You and Mr. Travers were business partners, weren't you?
G Yes, that's right.
I And it's a very good business, I understand.
G Yes, Inspector, it is.
I And now it's your business.
G Listen, Inspector, I did not kill Jeremy. He was my partner and he was my friend.
I Very well, Gordon. Could you ask Miss Pasquale to come in, please?
G Certainly.
I Ah, good morning, Miss…
C Pasquale. Claudia Pasquale.
I Take a seat, Miss Pasquale.
C Thank you.
I So, Miss Pasquale, what did you do after dinner yesterday evening?
C I went to my room, and I had a bath, and I went to bed.
I What time was that?
C About eleven o'clock.
I Did you hear anything?
C Yes. I heard somebody go into Jeremy's room. It was about twelve o'clock.
I Who was it?
C It was Amanda, his wife.
I Are you sure? Did you see her?
C Well no, I didn't see her. But I'm sure it was Amanda.
I You were Mr. Travers' secretary, weren't you, Claudia?
C Yes, I was.
I Were you just his secretary?
C What do you mean?
I Were you in love with Mr. Travers, Claudia?
C No, I wasn't.
I The truth please, Claudia.
C Very well, Inspector. Yes, I was in love with him and he said that he was in love with me. He said he wanted to leave his wife – Amanda – and marry me. I was stupid. I believed him. But he didn't leave her. He used me, Inspector! I was very angry with him.
I Did you kill him?
C No, Inspector. I loved Jeremy.

b Focus on the chart and elicit / explain the meaning of *motive*. Highlight that the names at the top are the four suspects in the murder mystery. Remind Sts that Amanda is Jeremy's wife, and point out that her answers to the inspector's questions have been written in the chart. Explain that Sts are now going to watch the video again and they have to complete the chart for the other three.

Play the first interview again, pausing the video when Barbara leaves the room. Give Sts time to complete the chart for Barbara. Play the interview again if necessary.

Repeat for the other two interviews with Gordon and Claudia.

c Now get Sts to compare charts in pairs.

Check answers. You could copy these onto the board.

ANSWERS

Barbara
She played cards with Gordon.
11:30
No
No motive – she loved him.

Gordon
He played cards with Barbara. Then he stayed in the living room.
He doesn't remember.
No
No motive – they were friends and business partners.

Claudia
She went to her room and took a bath.
About 11:00
She heard somebody go into Jeremy's room at about 12:00. She thinks it was Amanda, but she didn't see her.
She was in love with Jeremy, but Jeremy didn't leave his wife, Amanda.

Tell Sts to look at their completed charts again and, in pairs, decide who they think the murderer is (they don't have to agree).

Write the names of the four suspects on the board and get a show of hands for each suspect. Elicit a few reasons for each suspect.

d ▶ Tell Sts they are now going to find out who the murderer is. Play the video, *Who killed Jeremy Travers?*, for Sts to see if they were right.

EXTRA SUPPORT Pause the video after the cook says *Dinner everybody*, and ask comprehension questions, e.g., *What happened before dinner? What did Gordon tell Jeremy?*, etc., to make sure Sts are following the story. Now play the last part. Repeat it from the beginning if Sts want to hear it again.

Elicit who the murderer is and why they killed Mr. Travers.

Find out who guessed correctly.

ANSWER
The murderer was Gordon. He killed Jeremy because he wanted to marry Barbara. He says he was in love with her, but he probably wanted to marry her because her father was rich. Jeremy said that he couldn't. He said, "If you marry Barbara, when I die all my money goes to Claudia."

▶

N = narrator, G = Gordon, J = Jeremy, C = cook

N *Before dinner, Gordon had a drink with Jeremy in the library.*
G Cheers, Jeremy. Happy Birthday.
J Ah, thanks, Gordon.
G Listen, Jeremy, I want to talk to you about Barbara.
J Barbara? What's the problem?
G It's not exactly a problem. I'm in love with her, and I want to marry her.
J Marry Barbara? Marry my daughter? Are you crazy? Never! You don't love Barbara. You only want her money!
G That's not true, Jeremy. I love her.
J Listen to me. If you marry Barbara, when I die all my money goes to Claudia.
G To Claudia? To your secretary?
J Yes.
G Is that your last word, Jeremy?
J Yes, it is.
C Dinner, everybody!
N *At midnight Gordon was in the living room. He finished his drink and went upstairs.*
J Who is it? Gordon? What are you…

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.

4 GRAMMAR & VOCABULARY simple past: regular and irregular

a Tell Sts to cover the story and look at the eight verbs in the list. They must first mark the verbs *regular* or *irregular* in the simple past and then write the affirmative and negative form. Point out that the first one (*arrived*, *didn't arrive*) has been done for them.

ANSWERS
regular arrive, close, hate, kill
irregular come, sit, sleep, speak

b 8.4 Play the audio for Sts to listen and check.

Check answers.

8.4

arrive	arrived	didn't arrive
close	closed	didn't close
come	came	didn't come
hate	hated	didn't hate
kill	killed	didn't kill
sit	sat	didn't sit
sleep	slept	didn't sleep
speak	spoke	didn't speak

c Tell Sts to go to **Grammar Bank 8A** on *p.146*.

Grammar notes

This **Grammar Bank** reference section is purely review and reminds Sts how to form the past tense with regular and irregular verbs using the auxiliaries *did* / *didn't*.

It also reminds Sts that *was* / *were* is the past of *be*, that questions are formed by inverting the subject and verb, and negatives are made by adding *not* / *n't*, e.g., *wasn't*.

Focus on the example sentences and play audio 8.5 for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **8A** on *p.147*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

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ANSWERS

a **1** was **2** were **3** did…do **4** watched **5** had **6** weren't **7** went **8** did…go **9** Did…hear **10** didn't hear

b **1** slept **2** heard **3** couldn't **4** read **5** arrived **6** saw **7** sat **8** didn't want

Tell Sts to go back to the main lesson **8A**.

EXTRA PRACTICE OPTION Use the **8A Grammar** photocopiable activity.

d Now tell Sts to go to **Irregular verbs** on *p.173*. Tell Sts that this is their reference list of irregular verbs. Explain that there are three columns, because irregular verbs also have irregular past participles, but that for now they should just concentrate on the first two columns.

You could go through them one by one, eliciting / teaching the meaning of any new ones, and getting Sts to put a check mark next to the ones they already know. Tell them to choose three new verbs to learn and that they should try to learn at least three more new ones every week.

Tell Sts to go back to the main lesson **8A**.

5 SPEAKING

! This activity will take at least 15–20 minutes. If you don't have time this lesson, do it next lesson.

Put Sts into groups of four, and then into pairs. Assign two the role of **A** (police officers) and two the role of **B** (friends / suspects). If you have odd numbers, have extra **A**s (i.e., three police officers and two suspects).

Tell Sts to go to **Communication** Police interview, **A** on *p.107*, **B** on *p.112*.

Go through the instructions with Sts carefully. Then give at least five minutes for Sts **A** to look at the police interview form and prepare their questions. Tell them to think of more questions. At the same time, Sts **B** prepare their alibis (*alibi* = proof that a person was in another place at the time of a crime) by figuring out where they were the previous night.

When they are ready, redivide the groups of four so that each **A** is with a different **B**. If possible, tell Sts **A** to take their suspects to different ends of the classroom to be interviewed. (It doesn't matter if they are near other police officers / suspects, they should just not be near their own "partner.")

Allow at least five minutes for the interviews, making sure the police officers (Sts **A**) take notes.

When the interviews are over, get the police officers (Sts **A**) to compare the two friends' (Sts **B**) alibis. If they are identical, Sts **B** are innocent. If there are any differences, they are guilty.

Find out, with a show of hands, how many "suspects" were found guilty.

8B A house with a history

G *there is / there are, some / any* + plural nouns
V the house
P /ɛr/ and /ɪr/

Lesson plan

This lesson links back to the murder story in **8A**. Many years later, an American couple who are looking for a house to rent are shown around Jeremy Travers's house by Barbara, his daughter, who is now elderly. It is only after they have decided to rent it that they discover the house has a dark secret: someone was murdered there. The lesson begins with a vocabulary focus on house and furniture lexis. Sts then listen to a conversation between Barbara and the young American couple as she shows them around the Travers family's old house, now for rent. Sts then hear how Kim is reluctant to rent the house, but she is talked into it by her husband, and finally how when they go to celebrate at the local restaurant, they hear the true story of the house. Sts then focus on the grammar in the conversations, and the use of *there is* and *there are*. The pronunciation focus is on /ɛr/ and /ɪr/, which prepares Sts for a Speaking activity in which Sts describe where they live. Finally, they go to the **Writing Bank** and write a description of their house or apartment.

Video material
Vocabulary – *The house*
Pronunciation – /ɛr/ and /ɪr/

More materials
For teachers
Photocopiables
Grammar *there is / there are, some / any* + plural nouns *p.200*
Vocabulary Race around the house *p.281* (instructions *p.265*)
Communicative A place to rent *p.247* (instructions *p.219*)
For students
Workbook 8B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board:
Imagine that you want to rent an apartment in (Sts' city).
What things are important to you? (e.g., location, rent, etc.)
How would you look for the apartment?
Put Sts in pairs to discuss the questions.

1 VOCABULARY the house

a Books open. Focus on the advertisement and elicit the meaning of *advertisement*, *to rent*, and *low price*. Model and drill the pronunciation of *advertisement* /ædvər'taɪzmənt/.

! You could elicit / tell Sts that the house is the same house as in **8A** (but more than 50 years later). Alternatively, you could say nothing, and wait for Sts to realize as the lesson develops.

Then focus on the questions and elicit responses. Get ideas / feedback from a few Sts.

b Get Sts to cover the advertisement, and elicit what they can remember about the house.

POSSIBLE ANSWER
It's in the country. It's very quiet. It has six bedrooms, four bathrooms, and a large yard. It's five miles from town. It isn't expensive.

c Tell Sts to go to **Vocabulary Bank The house** on *p.169*, and get them to do **a** (**1 Rooms**), **b** (**2 Parts of a room**), and **c** (**3 Things in a room**) individually or in pairs. You might want to point out to Sts that the parts of the house (i.e., *Rooms*, *Parts of a room*, *Things in a room*) and the numbered items are color-coordinated.

Vocabulary notes

Highlight that:

- *a wardrobe* is in a bedroom and for keeping clothes and is free standing (movable), but *a cupboard* is built-in (attached). It is more common in the US to keep clothes in *a closet*. *A cupboard* can be anywhere, e.g., in a kitchen or a living room, and you can keep anything in it.
- we use *a light* to refer to a ceiling light and *a lamp* for all other types, e.g., *a floor lamp*, *a table lamp*.

8.6 Now do **d**. Play the audio for Sts to listen to **a**–**c** and check.

Check answers.

8.6
The house
1 Rooms
4 a bathroom
5 a bedroom
7 a dining room
10 a garage
1 a half bathroom
8 a hall
9 a kitchen
3 a living room
2 a study / an office
6 a yard
2 Parts of a room
12 a balcony
11 a ceiling
15 a floor
14 stairs
13 a wall
3 Things in a room
22 an armchair
23 a bathtub
26 a bed
29 a cupboard
32 a dishwasher
21 a fireplace
18 a light
30 a microwave
16 a mirror
19 a plant
28 a refrigerator / a fridge
27 a rug
17 a shelf
24 a shower
33 a sink
20 a sofa / a couch
34 a stove
25 a wardrobe
31 a washing machine

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

Now focus on the **Heat and central air conditioning** box and go through it with the class.

In **Activation**, get Sts to cover the words and use the picture to test themselves or a partner. Finally, elicit things you usually find in a bedroom, bathroom, and living room.

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Write any new words on the boards. Model and drill pronunciation.

Tell Sts to go back to the main lesson **8B**.

EXTRA PRACTICE OPTION Use the **8B Vocabulary** photocopiable activity.

d In this video, Sts will see Paula, an Argentinian woman, showing them around her house. Tell Sts the first time they watch they just need to name the rooms.

Play the video for Sts to watch and make a note of the rooms Paula goes into.

Check answers.

ANSWERS
the living room, the dining room, the study, the bathroom, the bedroom, the kitchen

Elicit / Teach the meaning and pronunciation of *furniture* /'fərnɪtʃər/, and point out that it is singular but has a plural meaning.

Now play the video again for Sts to make a note of furniture that they see.

Elicit answers.

POSSIBLE ANSWERS
Living room: a sofa / couch, a (coffee) table
Dining room: a table, chairs, shelves
Study: a chair, a desk, shelves
Bedroom: bed
Kitchen: stove, microwave, sink

Hey, whassup everyone. I'm Paula, and this is my house.
Hey, this is the living room where I relax and watch TV.
What? This is the dining room where I have lunch and dinner with my family.
Hey, this is my study where I work all day.
Hey! This is the bathroom where I take showers. Get out.
And this is my bedroom where I sleep.
And this is the kitchen where I cook delicious recipes. See you.

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

2 LISTENING tuning in to help predict outcome

a **8.7** Focus on the photo and instructions.

Now tell Sts to close their books or to cover the conversation and listen for the answer to *Which three rooms in the house do they go into?* Stress that Sts should listen to find out which rooms they actually go into, not which ones they mention.

Play the audio once, and check answers.

ANSWERS
They go into the living room, the library, and the kitchen.

8.7
See conversation in Student Book on *p.66* and answer key **b**

Highlight that Leo pronounces *garage* in the American way /gə'rɑdʒ/, whereas Barbara uses British pronunciation /'gærɑʒ/.

b Tell Sts to open their books or uncover the conversation, and focus on the conversation with blanks. Point out that the first one (*garage*) has been done for them. Play the audio again for Sts to fill in the blanks. Play again if necessary.

EXTRA SUPPORT You could give Sts time to read through the conversation and think about what the missing words could be before you play the audio.

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

ANSWERS
2 living room **3** fireplace **4** kitchen **5** bathroom
6 downstairs **7** neighbors **8** upstairs

Go through the conversation, making sure Sts understand it. They should be able to understand the examples of *there is / there are* from the context. Tell Sts that this structure will be focused on in **Grammar**.

c **8.8** Tell Sts that Barbara and the young couple now go upstairs. Focus on the questions. Then play the audio twice.

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

ANSWERS
She says the bedroom is cold.
It was Barbara's father's bedroom (Jeremy Travers).
Yes, they do.

8.8
(script in Student Book on *p.129*)

B = Barbara, L = Leo, K = Kim

B Now, let's go upstairs. Follow me. Be careful. The ceiling is very low here.
L It's a very old house.
B Yes, the house is three hundred years old. My family lived here for nearly eighty years. There are six bedrooms. This was my father's bedroom.
K Is there heat in the house?
B Yes, there is. Why do you ask? Are you cold?
K Yes, it's very cold in here.
L That's because we're from California.
B Let's go and see the other bedrooms.
L Yes, of course.
L Well, what do you think, Kim? I love it! Don't you?
K I'm not sure. There's something about the house I don't like.
L Kim, it's perfect for the kids. Think of the yard. And it's a real authentic country house. What do you say?
K I suppose so. If you're sure.
L I am sure! Miss…uh, Barbara. We want it. We want to rent the house.
B Excellent.
L When can we move in?
B As soon as you like.

Ask a few more comprehension questions, e.g., *How old is the house?* (300 years old), *Where is the couple from?* (California), etc.

d **8.9** Focus on the photo and ask *Where are Kim and Leo?* (In a restaurant).

Go through the instructions and make sure Sts understand this is not a conversation, but extracts from a conversation.

Play the audio for Sts to listen and fill in the blanks.

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

ANSWERS
1 house **2** wrong **3** thought **4** tell **5** what **6** horrible

8.9
See extracts in Student Book on *p.67* and answer key

Focus on the question *What do you think they find out?* Elicit ideas from Sts, but don't tell them if they're right or not.

e **8.10** Focus on the task and make sure Sts understand the question.

Play the audio at least twice for Sts to listen and answer the questions.

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

ANSWERS
They decide not to rent the house. They don't want to live in a house where somebody was murdered.

8.10
(script in Student Book on *p.129*)

L = Leo, S = server, K = Kim

L Hello.
S Good evening, sir, madam. What can I get you?
K How about a coffee? I'm still cold.
S Yes, madam. And you, sir?
L You know, I'm cold, too. I'll also have a coffee, thanks.
S Here you are!
L Well, here's to our new house!
K Yes!
S You're new around here, aren't you?
L Yes, that's right.
K We just rented the big house on Darwin Road.
S Which house? The Travers family's house?
L Yes.
S Oh.
L Is something wrong?
S Who showed you the house?
K Barbara. The old lady who lived there before.
S Ahh. Barbara. Old Mr. Travers's daughter. Some people thought that she was the one who did it.
K The one who did what? What happened?
S Didn't she tell you?
K Tell us what?
S About the murder.
L & K Murder?
S Yes, Mr. Travers was murdered in that house in 1965…in his bed.
K Oh, how horrible!
S The man who killed Mr. Travers was Barbara's lover. The family never lived there again. They tried to sell the house, but nobody wanted to buy it. Not after a murder. That's why that house is always rented. Barbara never married, of course.
L Kim?
K Yes?
L Are you thinking what I'm thinking?
K Yes – I don't want to live in a house where somebody was murdered. Come on. Let's go.
S Hey, hey, your coffee! You didn't drink your coffee…Ah, well.

Ask a few more comprehension questions, e.g., *Why do they want coffee?* (They're cold), *Why does the Travers family always rent out the house?* (Because nobody wants to buy it), *Do they finish their coffee?* (No).

Finally, ask Sts if they would rent a house where somebody was murdered.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on *p.129* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

3 GRAMMAR

there is / there are, some / any + plural nouns

a Put Sts into groups of three and get them to practice the conversation in **2b**.

When they have finished, tell them to focus on the chart and complete it.

Check answers.

ANSWERS

	Singular	Plural
+	There's a library.	There **are** some families…
−	There **isn't** a dishwasher.	There aren't any neighbors.
?	**Is there** a garage?	**Are there** any neighbors?

b Give Sts a moment to look at the question and discuss it in pairs.

Check answers.

ANSWERS
Three is a specific number. *Some* means "more than one," but isn't a specific number.

c Tell Sts to go to **Grammar Bank 8B** on *p.146*.

Grammar notes

there is / there are

Some Sts tend to always use *there is* for both singular and plural nouns because in their language there is only one form. They may also confuse *There is / There are* and *It is / They are*.

some* and *any

Some and *any* are indefinite articles used here with plural, countable nouns. For simplicity's sake, *some* is taught here as only being used in affirmative sentences; however (as will later be pointed out in **Grammar Bank 9A**), it can also be used in questions and especially in requests, e.g., *Do you want some cookies? Can we have some more chairs?*

Some and *any* with uncountable nouns is presented in **9A**.

Focus on the example sentences and play audio **8.11** for Sts to listen and repeat. Then go through the rules with the class.

Focus on the ***There is / There are* or *It is / They are*?** box and go through it with the class.

Now focus on the exercises for **8B** on *p.147*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS
a **1** Are there **2** Is there **3** There are **4** There's **5** There are **6** Is there **7** There are **8** Is there **9** There's **10** Are there
b **1** There's a table in the kitchen.
2 Is there a fireplace in the living room?
3 There aren't any plants in my apartment.
4 Are there any people in the yard?
5 There are some pictures in my bedroom.
6 There isn't a TV in the kitchen.
7 There's a computer in the study.
8 There aren't any cupboards in the dining room.
9 Is there a bathtub in the bathroom?
10 There isn't a light in the garage.

Tell Sts to go back to the main lesson **8B**.

EXTRA PRACTICE OPTION Use the **8B Grammar** photocopiable activity.

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d Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** *Is there…? Are there…?*, **A** on *p.107*, **B** on *p.112*.

Go through the instructions with them carefully and focus on the two questions (*Is there a…?* and *Are there any…?*).

Tell Sts they have to ask these questions for items 1–6.

Point out the four possible answers and tell Sts to give as much information as they can when answering.

Sit **A** and **B** face-to-face if possible. **A** asks questions to **B**. Then they change roles.

Get feedback from various pairs.

Tell Sts to go back to the main lesson **8B**.

4 PRONUNCIATION /ɛr/ and /ɪr/

a Focus on the two sound pictures *chair* /ɛr/ and *ear* /ɪr/.

Play the video for Sts to watch and repeat the picture words, the sounds, and watch the mouth position.

See words and sounds in Student Book on *p.67*

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

b Get Sts to look at the words in the list and decide which sound they will go with in the chart in **a**. Remind Sts to say the words aloud to themselves and then write them in the correct row.

c **8.12** Play the audio for Sts to listen and check.

Check answers.

8.12
chair /ɛr/ there, careful, wear, they're, stairs, where
ear /ɪr/ here, dear, near, we're, hear

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

Ask Sts which three pairs of words are pronounced exactly the same.

ANSWERS
there – they're
here – hear
wear – where

d **8.13** Tell Sts they are going to hear six sentences or questions and they need to write them.

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

Check answers.

8.13
1 Here you are.
2 I can't hear you.
3 Where's the kitchen?
4 She always wears pants.
5 Is there a washing machine?
6 They're from America.

5 SPEAKING

a Tell Sts they are going to do a role-play between someone who wants to rent a house or apartment and the person who owns it.

Put Sts into pairs, **A** and **B**. Tell Sts **A** they want to rent a place and should ask Sts **B** the questions in the book. Tell Sts **B** to imagine they want to rent out the house or apartment that they live in to Sts **A**, and need to answer **A**'s questions.

Now get Sts to interview each other. Monitor and help.

Make sure they change roles.

b Focus on the instructions. To demonstrate, quickly sketch a basic plan of your living room on the board and describe it to the class (you don't need to draw everything, just the main pieces of furniture).

Sts do the same in pairs. Monitor and help Sts with any other vocabulary they need.

6 WRITING describing your home

Tell Sts to go to **Writing Bank 8** on *p.122*.

a Focus on the task. Give Sts a few minutes to read the website.

Ask the class *Would you like to stay in the apartment? Why (not)?* and elicit some answers.

b Now tell Sts to read the description of the apartment again and number the questions in the correct order.

Check answers, making sure Sts understand all the lexis.

ANSWERS
4 What are some of the rooms like?
1 Where's the apartment?
7 How far is the apartment from the city center?
2 What floor is the apartment on?
3 What rooms are there?
6 What interesting places are nearby?
5 What you can see from the apartment?

c Focus on the ***because* and *so*** box and go through it with the class.

Give Sts time to complete sentences 1–6 with *because* or *so*.

Check answers. You might want to point out that *so* is preceded by a comma.

ANSWERS
1 so 2 because 3 because 4 so 5 so 6 because

d Tell Sts to look for the adjectives the writer used to describe the four places in the list.

Check answers.

ANSWERS
the city: wonderful, historic
the kitchen: modern
the view: great
the parks: beautiful

e Tell Sts they are now going to advertise their house or apartment on the website. First, they should make notes about their house / apartment using the seven questions in **b**. Get them to think of adjectives to make the description more interesting.

f When Sts have finished their notes, get them to write the full description. They should use their notes from **e**, *so* and *because*, and at least three adjectives.

g Sts check their own descriptions for mistakes.

EXTRA IDEA Get Sts to exchange descriptions with another student. Would they like to rent their friend's apartment?

8C Do you believe in ghosts?

G *there was / there were*
V prepositions: movement and place
P silent letters

Lesson plan

This lesson is based on real information about a hotel in Los Angeles that is said to be haunted. An article about the hotel provides a context for Sts to practice *there was / there were* and prepositions of movement and place. The lesson begins with Sts reading the article and listening to two guests describing their experiences of staying in room 928, where the ghosts are said to appear – this provides the context for the grammar presentation of *there was / there were*. It then leads into a vocabulary focus on more prepositions of movement and place (Sts have already focused on simple ones, e.g., *in*, *on*, *under*, and *to*). Pronunciation focuses on silent letters in words like *ghost* and *guest*. Then Sts do a Speaking activity to practice the grammar and vocabulary. The lesson finishes with a documentary about Portchester Castle in England.

Video material

Vocabulary – prepositions: movement and place

Listening – *A haunted castle*

More materials

For teachers

Photocopiables

Grammar *there was / there were* *p.201*
Vocabulary Prepositions of place *p.282* (instructions *p.266*)
Communicative What's different? *p.249* (instructions *p.220*)

For students

Workbook 8C

OPTIONAL LEAD-IN (BOOKS CLOSED) Play the long sentence game to review *there is* and furniture. You begin the game. Say *In my living room there's a sofa*. Then choose a student to continue. They must repeat your sentence and add one more piece of furniture, e.g., *In my living room there's a sofa and two armchairs*.
Now point to another student, who must continue, repeating the sentence and adding to it, e.g., *In my living room there's a sofa, two armchairs, and a table.*
After all the Sts have added their words, see if the whole class can repeat the list from memory.

1 READING & LISTENING reading for specific factual information, identifying the details in two similar stories

a Books open. Focus on the task, making sure Sts know the meaning of *ghost* (= the form of a dead person that a living person thinks they see) and *haunted* (= if a place is haunted, people think there are ghosts there).

Elicit answers. You could start the activity by telling Sts whether or not you believe in ghosts.

b Focus on the photo and tell Sts that this is a real hotel in Los Angeles.

Now focus on the instructions and point out the **Glossary**, making sure Sts understand the words. Model and drill the pronunciation of *weird* /wɪrd/.

Give Sts time to read the article.

EXTRA CHALLENGE Put Sts in pairs and get them to discuss what each of the three paragraphs is about. Elicit answers.

ANSWERS
Paragraph 1 is about the history of the hotel and famous people who stayed there.
Paragraph 2 is about the hotel's ghosts and the rooms they haunt.
Paragraph 3 is about the experiences of a partygoer at an Oscars viewing party held in the hotel.

Put Sts in pairs and get them to find the information for 1–7.

Check answers.

ANSWERS
1 1927
2 Marilyn Monroe, F. Scott Fitzgerald, Prince
3 *Catch Me If You Can* and *Curb Your Enthusiasm*
4 Marilyn Monroe
5 a trumpet
6 the hotel's halls
7 He was in the hotel's ballroom, and it was ten degrees colder in one spot.

c 8.14 Focus on the questions and make sure Sts know the meaning of *guest*. Model and drill pronunciation.

Before you play the audio, you might want to tell Sts that the hotel stories they are going to hear are based on real TripAdvisor reviews.

Play the audio for Sts to listen and answer the first question.

Check the answer.

ANSWER
No, but they both heard strange noises.

8.14
(script in Student Book on *pp.129–130*)

1 **Man:** We stayed at the Hollywood Roosevelt for two nights. It's a really nice place – a very elegant, very "LA" hotel. The service, atmosphere, and room were excellent, and we really enjoyed our stay. But we had a really strange experience. On the first night, we woke up at 3:30 in the morning. There was a strange noise outside our door, like someone softly playing a trumpet. To tell you the truth, we were a little bit frightened. Why would someone play the trumpet in the middle of the night? Then we thought that it was probably another guest in the hall, and maybe they were listening to music on their cell phone or something, and we went back to sleep. But on the second night, the same exact thing happened. So, we just thought, strange, maybe it's because it's an old hotel and the walls are thin. But when we got home, we told the story to a friend, and he told us that the Hollywood Roosevelt is haunted. We looked on the internet, and we read that people say that room 928 has a ghost! And our room was 926, the next room! We sent an email to the Hollywood Roosevelt and told them about it, and they sent us some really interesting information about the ghost stories. We'd really like to stay in this fantastic hotel again, but maybe not in room 926!
2 **Woman:** I stayed at the Hollywood Roosevelt in May of last year with my husband. It's a beautiful hotel, with a great location. It's right on Hollywood Boulevard. We were in a room on the eighth floor. We knew that people said there were ghosts, and we knew

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about room 928, but we weren't worried at all. We had a nice meal at a nearby restaurant and then we went to bed. But in the middle of the night – about three in the morning – we suddenly woke up and we could hear loud noises from the room above us. They were really loud noises – like people were dropping their heavy suitcases on the floor. Anyway, after two or three minutes, the noises stopped and we went back to sleep. There weren't any more strange noises, and we slept for the rest of the night. The next morning, we went to reception and said, "We slept very poorly last night – the people in the room above us made so much noise." The man at reception asked for our room number and said, "Let me check." He looked on the computer and he said, "The room above you is empty." So I said, "Are you sure?" And he said, "Yes. The room above yours is room 928. There wasn't anybody in that room last night." We checked out of the hotel the same morning. Never again!

Elicit from the class who they think had the more frightening experience.

d Focus on the task. Give Sts time to read 1–8, and make sure they understand all the vocabulary. Point out that both answers (the man and the woman) are possible in some cases.

Play the audio again for Sts to listen and complete the task.

Check answers (M = The man, W = The woman).

ANSWERS
1 W **2** M / W **3** M / W **4** M **5** W **6** M **7** W **8** W

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *pp.129–130*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e Focus on the task and give Sts time to complete the verb phrases.

Check answers, getting Sts to explain each verb phrase.

ANSWERS

1	got **up**	got out of bed
2	woke **up**	opened your eyes after sleeping
3	went **back**	returned, did something again
4	checked **out**	paid your bill and left

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

f Do this as a whole-class activity. You could tell the class whether you would like to stay there.

2 GRAMMAR *there was / there were*

a **8.15** Focus on the four sentences and get Sts to complete them.

Play the audio for Sts to listen and check.

Check answers.

ANSWERS
1 was **2** weren't **3** were **4** wasn't

8.15
See sentences in Student Book on *p.69* and answer key

b Tell Sts to go to **Grammar Bank 8C** on *p.146*.

Grammar notes

There is / there are can be used in any simple tense (i.e., not continuous) simply by changing the form of *be*, thus the past is *there was / there were*.

Although it works in exactly the same way as *there is / there are*, Sts have a tendency to forget the plural form *there were*.

Focus on the example sentences and play audio **8.16** for Sts to listen and repeat. Then go through the rules.

Now focus on the exercises for **8C** on *p.147*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS
a **1** There were **2** There was **3** there were **4** Was there **5** there wasn't **6** there was **7** Was there **8** there was **9** there weren't **10** were there
b **1** There was a **2** there wasn't a **3** there were some **4** there weren't any **5** there weren't any **6** there was a **7** there wasn't a

Tell Sts to go back to the main lesson **8C**.

EXTRA PRACTICE OPTION Use the **8C Grammar** photocopiable activity.

3 VOCABULARY
prepositions: movement and place

a In this video, Sts will watch a ghost move around a house, and learn prepositions of movement.

Give Sts time to read the six sentences about the ghost. Point out that the first one (*into the wardrobe*) has been done for them.

Play Part 1 of the video for Sts to watch the ghost.

Pause the video when all six clips appear on the screen at the same time (00:47).

Give Sts time to number the sentences.

Play the rest of the video for Sts to check answers.

Check answers.

ANSWERS
2 from the bedroom to the bathroom.
1 into the wardrobe.
5 out of the wardrobe.
6 through the window.
3 up the stairs.
4 down the stairs.

EXTRA SUPPORT Demonstrate the meaning of the prepositions using, e.g., a chair in the classroom.

b Tell Sts to go to **Vocabulary Bank Prepositions** on *p.170*.

Focus on **1 Movement** and get Sts to do **a** individually.

Vocabulary notes

Highlight that if we use *into* and *out of* without a place, we just use *in* and *out*, e.g., *Come in. Come into the kitchen. Go out. Go out of the room.*

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

Check answers.

8.17
Prepositions, 1 Movement

1 into	4 down
2 from…to	5 out of
3 up	6 through

Highlight the pronunciation of *through* /θru/ and drill it for Sts to repeat.

Now focus on the example in **Activation**. Sts cover the prepositions and test each other in pairs by pointing to pictures and asking *Where's the ghost going?*

Vocabulary notes

Highlight the difference between *in* (= inside an enclosed space, e.g., *in a drawer*) and *on* (= touching an external surface, e.g., *on the wall*), and between *across from* (= face-to-face) and *in front of*, demonstrating with objects / people in the classroom.

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

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

Check answers.

8.18
Prepositions, 2 Place

8 in	13 between
11 in front of	14 across from
15 on	12 next to
9 under	10 over
7 behind	

Highlight the pronunciation of *behind* /bɪ'haɪnd/ and *between* /bɪ'twin/, and drill them for Sts to repeat.

EXTRA IDEA Give more practice with the prepositions by asking questions about things / people in the classroom.

Now focus on the example in **Activation**. Sts cover the prepositions and test each other in pairs by pointing to pictures and asking *Where's the ghost?*

Focus on the ***above* and *below*** box and go through it with the class.

Tell Sts to go back to the main lesson **8C**.

EXTRA PRACTICE OPTION Use the **8C Vocabulary** photocopiable activity.

4 PRONUNCIATION silent letters

Pronunciation notes

Encourage and help Sts cross out silent letters when they learn new words, like this: *listen*.

Emphasize that if Sts can recognize the phonetic transcriptions next to words in the dictionary, this will help them identify silent letters.

a **8.19** Focus on the **Silent letters** box and go through it with the class. Elicit the pronunciation of *ghost*, so Sts can hear the *h* isn't pronounced. Point out the phonetic scripts also make this clear.

Get Sts to say the words aloud to themselves to help them decide which they think is the silent letter in each word, and then cross it out. Meanwhile, write the words on the board to help check answers.

Play the audio for Sts to listen and check.

Check answers by eliciting which letter is silent and crossing it out (the silent letters are in red below).

8.19
could cupboard friend guest half hour island know listen talk what write

Highlight that in words that begin with *kn-* (e.g., *knee*) or *wr-* (e.g., *wrong*), the *k* and the *w* are always silent.

EXTRA IDEA If Sts have dictionaries, you could get them to check their answers with the phonetic scripts in their dictionary. This will help build their confidence in dictionary use.

b Get Sts to practice saying the words.

5 SPEAKING

Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** A haunted room, **A** on *p.107*, **B** on *p.112*.

Give Sts one minute to look at the photo. Then focus on the questions and elicit that they start with *Was there…?* for singular nouns and *Were there…?* for plural nouns.

EXTRA SUPPORT You could get Sts to write the questions.

Get Sts to sit face-to-face if possible. **A** (book open) asks questions to **B** (book closed), who has to answer.

Then they change roles.

Get feedback. Who had the most correct answers, **A** or **B**?

Tell Sts to go back to the main lesson **8C**.

6 LISTENING focusing on detail

a Tell Sts they are going to watch a documentary about Portchester Castle and its ghosts. Portchester Castle is on the south coast of England, near Portsmouth.

Focus on the questions and the photo, and point out the ghost of the monk.

Play the video for Sts to watch.

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

ANSWERS
Four times: at 01:18, 03:17, 03:53, 4:11
There is interference before the presenter goes into the castle.

Hi, I'm Ned. Welcome to Portchester Castle. Portchester Castle is over one thousand seven hundred years old. It's near Portsmouth, a city on the south coast of England. The castle is part of English Heritage. English Heritage is a charity which manages over four hundred old buildings and monuments in England.
With so many old buildings, there are also lots of reports of ghosts. And ghosts are sometimes a problem for staff and visitors at English Heritage. In fact, some staff decided to leave their jobs because of the ghosts. I've come here to Portchester to find out more about reports of not one, but four ghosts! And many of the ghosts come from different times in Portchester's long history.
Portchester Castle dates back to Roman Britain; the Romans built the original castle here in the year two hundred and ninety. The first ghost report also comes from Roman times. Visitors report that they see the ghost of a Roman soldier guarding the walls, but they say they don't feel frightened.
In the Middle Ages, Portchester became a favorite castle for the kings and queens of England. During this time, a small monastery was built. There's a church here now in place of the monastery. People say that they see a man dressed in black here and they think

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he is the ghost of a monk from the monastery. Surprisingly, people don't feel frightened when they see him. They say that he disappears when they look at him.
Our first two ghosts are not very frightening, but the next ghost really frightens people – the White Lady. Some people believe that this is the ghost of Charlotte White. She was a woman who visited the castle in the nineteenth century. Charlotte's baby fell into the water and poor Charlotte also died when she tried to save her child.
The most frightening ghost of all is a man on a black horse. Both castle visitors and staff say that they see him. One of the staff who saw the ghost said, "It got bigger and bigger. It started to come towards me and I screamed and ran away." People also say they hear the sound of horses; one visitor even heard the sound of horses on a video he filmed. One of the strange things about the man on the horse is that we don't know who he is or which part of Portchester's long history he is from.
I was quite sure I didn't believe in ghosts before I came here, but, after a day at Portchester, I'm not so sure.

b Focus on the task. Go through 1–7 with Sts, making sure they understand all the lexis, e.g., *charity*, etc.

Now play the video again.

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

ANSWERS
1 1,700 **2** English **3** left **4** aren't **5** child
6 horses running **7** don't 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.

c Finally, focus on the question and ask the whole class.

7&8 Review and Check

For instructions on how to use these pages, see *p.51*.

Video material

Can you understand these people? 7&8

More materials

For teachers

Oxford English Hub

Quick Test 8

File 8 Test

GRAMMAR

ANSWERS

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

VOCABULARY

ANSWERS

a **1** actor **2** artist **3** singer **4** musician **5** scientist

b **1** have **2** get **3** have **4** get **5** go

c **1** out **2** by **3** to **4** in **5** back

d **1** an armchair **2** a rug **3** a washing machine **4** a stove **5** a sofa / couch

e **1** behind **2** next to **3** up **4** down **5** on

PRONUNCIATION

ANSWERS

c **1** h**a**ll /ɔ/ **2** h**ere** /ɪr/ **3** liv**ed** /d/ **4** look**ed** /t/ **5** th**ere** /ɛr/

d **1** sc<u>i</u>entist **2** a<u>go</u> **3** <u>ye</u>sterday **4** be<u>tween</u> **5** <u>fire</u>place

CAN YOU understand this text?

ANSWERS

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

CAN YOU understand these people?

ANSWERS

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

1 Joelle

I = interviewer, J = Joelle

I Where were you born?
J I was born in North Carolina.
I Do you have family there?
J No, not currently.
I Where do you live now?
J Uh, now I live in New York City. Uh, I live in Soho.

2 Katie

I = interviewer, K = Katie

I Did you go out last weekend?
K I did go out last weekend.
I What did you do?
K Um, I spent like all Saturday with some friends just going out to different restaurants and seeing parts of the city.

3 Maura

I = interviewer, M = Maura

I What's your favorite room in your house?
M Probably my bedroom. I love sleeping.
I Can you describe it?
M Um, yes, it's got a bed and two bedside tables, a wardrobe, and a chest of drawers.

4 Asya

I = interviewer, A = Asya

I What did you do yesterday evening?
A Last night I had dinner with my brother in Brooklyn.
I What time did you go to bed?
A I went to bed around 1:00 a.m.

5 Jake

I = interviewer, J = Jake

I What did you do on New Year's Eve last year?
J Last year on New Year's Eve, I went to a club in Las Vegas.
I Did you have a good time?
J I did not have a good time.

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9A What's for dinner?

G countable / uncountable nouns, *a / an*, *some / any*
V food and drink
P the letters *ea*

Lesson plan

Food and drink provide the context for looking at the grammar of countable and uncountable nouns and the related use of *a*, *an*, *some*, and *any*. The lesson begins with a quiz that reviews food and drink words that have come up so far in Level 1, and Sts then go to the **Vocabulary Bank** to learn more words. Sts then read part of an article where a woman describes why she eats the same thing every time she eats out. This leads into the grammar focus, and Sts go on to practice the new grammar. Sts then listen to four people describing their dinner the previous night. The pronunciation focus looks at the vowel combination *ea*, which can be pronounced in several different ways and occurs in many common food words, e.g., *bread*, *meat*, and *steak*. In Speaking, Sts tell each other what they ate and drank yesterday, and they discuss their eating habits to find out if they are similar or not. Finally, in Writing, Sts describe a memorable meal.

Video material

Grammar – countable / uncountable nouns; *a / an*, *some / any*

More materials

For teachers

Photocopiables

Grammar countable / uncountable nouns; *a / an*, *some / any* *p.202*
Vocabulary Food *p.283* (instructions *p.266*)
Communicative Shopping list *p.251* (instructions *p.220*)

For students

Workbook 9A

OPTIONAL LEAD-IN (BOOKS CLOSED) Play ten chances (see *p.34*) with the word RESTAURANT.
Then ask Sts *When did you last eat in a restaurant? Who were you with? Did you enjoy it?*

1 VOCABULARY food and drink

a Books open. Focus on the instructions and point out that the first answer (*milk*) has been done. Go through the clues, eliciting / explaining any words Sts don't know.

Give Sts two minutes, individually or in pairs, to try to write down all words in the quiz.

Check answers by getting Sts to spell the words, and write them on the board. Model and drill the pronunciation.

Find out with a show of hands how many pairs got all the answers correct.

ANSWERS
1 sugar **2** tomatoes, cheese **3** meat, fish **4** water
5 ice cream **6** potato **7** eggs **8** chocolate **9** sandwich
10 breakfast, lunch, dinner

b Tell Sts to go to **Vocabulary Bank** Food and drink on *p.171* and get them to do **a** individually or in pairs. There are more words than usual, but Sts will probably already know some of them.

Vocabulary notes

This is a limited list of food and drink words in order to not overload Sts. If there are any food or drink items that are very common in your Sts' country, you may want to get Sts to add them to the lists.

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

Check answers.

9.1
Food and drink

Breakfast
9 bread
12 butter
7 cereal
1 cheese
6 coffee
11 eggs
3 jam
4 juice
8 milk
10 sugar
2 tea
5 toast

Lunch or dinner
18 fish, for example salmon, tuna
17 herbs
15 meat, for example chicken, sausages, steak
14 oil
21 pasta
27 rice
26 salad
23 seafood
28 spices

Vegetables
29 carrots
16 French fries
13 lettuce
30 mushrooms
20 onions
24 peas
19 peppers
22 potatoes
25 tomatoes

Fruit
41 apples
39 bananas
35 oranges
32 a pineapple
36 strawberries

Desserts
43 cake
38 fruit salad
33 ice cream

Snacks
44 candy
42 chocolate
37 cookies
40 nuts
34 potato chips
31 a sandwich

Then 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**. Get Sts to cover the words and use the photos to test themselves or their partner.

Tell Sts to go back to the main lesson **9A**.

EXTRA PRACTICE OPTION Use the **9A Vocabulary** photocopiable activity.

c Focus on the questions and give Sts time to think about their answers. Elicit / Teach words for any food that is very common in your Sts' country, but is not in the **Vocabulary Bank**.

Put Sts in pairs or small groups to discuss the questions. You could demonstrate by telling Sts what your favorite breakfast is and if there is any food or drink you don't like.

Get some feedback from various pairs or groups.

2 GRAMMAR countable / uncountable nouns, *a / an, some / any*

a Focus on the instructions. Then focus on the photo and elicit opinions from Sts, but don't tell them if they are right or not.

Then set a time limit for them to read the article and check their answers.

Check answers.

ANSWER
It's unhealthy. She orders it because she likes it.

b Focus on the instructions. Give Sts time to read the article again and answer the question for each paragraph. Get them to compare with a partner, and then check answers. You may want to explain that a Caesar salad usually consists of lettuce, fried bread (called *croutons*), parmesan cheese, and often chicken with a dressing made with anchovies, mustard, and oil, egg, or mayonnaise.

ANSWERS
1 A Caesar salad and a seafood salad
2 creamy dressing and fried bread
3 when Spanish restaurants arrived in her city, and with them, tapas
4 Lettuce, cheese, chicken, and fries

c Do this as a whole-class activity and elicit answers from Sts. Tell them if there's anything you always or often order.

d Give Sts time to complete the blanks in sentences 1–3.

Check answers.

ANSWERS
1 a, some 2 a 3 some

e Tell Sts to go to **Grammar Bank 9A** on *p.148*.

Grammar notes

Countable / uncountable nouns

The concept of countable and uncountable nouns shouldn't cause too many problems (unless they do not exist in the Sts' own language), but what may cause confusion is that some words are countable in English, but uncountable in other languages, or vice versa.

You may need to give more examples of when a noun can be countable or uncountable. This occurs when we can think of e.g., *a chicken* (a whole chicken) and *chicken* (e.g., chicken pieces).

Other examples: *a water* (= a bottle or glass of water), *water* (= the liquid in general); *a coffee* (= a cup of coffee), *coffee* (= the drink in general).

a / an, some / any

Sts have already learned the rules for *a / an*, *some,* and *any* plus singular and plural countable nouns in **8B**.

Here they learn that *some* can also be used with uncountable nouns to mean "a quantity of," "not an exact amount," e.g., *some butter*, *some milk*.

Sts may find it strange using *some* and *any* with "singular" words, e.g., *butter*, since they previously used *some* and *any* with plural nouns, and may have translated them in their heads as plural words.

Make sure you point out the exception of using *some* for requests and offers. Sts usually assimilate this rule instinctively through learning set phrases like *Would you like some coffee?*

Focus on the example sentences and play audio **9.2** for Sts to listen and repeat. Then go through the rules with the class. You could point out that a good dictionary will tell Sts if a noun is countable or uncountable.

Focus on the ***some* in** [?] box and go through it with the class.

Now focus on the exercises for **9A** on *p.149*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences in **b**.

ANSWERS
a 1 some milk 2 a sandwich 3 some French fries 4 some lettuce 5 an egg 6 some carrots 7 some chocolate 8 a cake
b 1 any 2 some 3 any 4 some 5 any 6 any 7 some 8 an 9 some 10 a

Tell Sts to go back to the main lesson **9A**.

EXTRA PRACTICE OPTION Use the **9A Grammar** photocopiable activity.

f In this video, Sts will see a woman unpacking her groceries. When they have finished watching, they must circle the items they saw.

Play the video once for Sts to watch the woman unpacking her groceries.

Now tell them, individually or in pairs, to circle the items in the list that the woman bought.

Play the video again for them to check. Don't check answers yet.

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

g Focus on the instructions and example. Now check answers to **f** by eliciting a sentence using *a*, *some,* or *any* for each item on the list.

ANSWERS
She bought a cake. She bought some carrots. She bought some cheese. She bought a chicken. She bought some eggs. She didn't buy any fish. She bought some lettuce. She didn't buy any onions. She bought some orange juice. She bought some pasta. She didn't buy a pineapple. She bought some potatoes. She bought a red pepper. She didn't buy any rice. She bought some sausages. She didn't buy any strawberries.

3 LISTENING hypothesizing from photos to tune in to listening

a Focus on the photos and the instructions, and explain what a *hashtag* is (= a word or phrase with the symbol # in front of it, included in some messages on social media). You might want to pre-teach *take-out* (= food that you buy at a restaurant that sells hot food you can take and eat somewhere else) and *foodie* (= a person who is very interested in cooking and eating different kinds of food, who often posts photos of food on social media).

Put Sts in pairs and get them to match the photos to 1–4.

b **9.3** Point out the **Glossary**. Now play the audio for Sts to listen and check.

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Check answers, and get Sts to say what they can see in the photos. You may want to explain / translate *turkey* and the difference between *mashed potatoes* and *sweet potatoes*.

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

9.3
(script in Student Book on *p.130*)

1 This is for my foodie friends. In case you thought lettuce was only for salads, here I'm cooking it in some butter with an onion. Then I add some mushrooms, chicken, fresh tomatoes, and some other things – not sure yet. Lettuce is also great in soups, or you can grill it and serve it with blue cheese.
2 We didn't feel like cooking last night, and besides, we didn't have any food in the house, so we decided to order some take-out salads from our wonderful local pizzeria. They were all very good, but my favorite was a chicken salad with carrots, tomatoes, peppers, lettuce, and some pieces of fried bread.
3 Brunch, Sunday afternoon, at a restaurant in the East Village, called Timna. We had lots of different sharing plates. I loved everything, especially this dish called *shakshuka*, which is North African, and it's basically eggs in a tomato sauce, but the mixture of herbs and spices makes it taste great. And the bread we had to dip in the sauce was wonderful, too. Go there. Soon.
4 OK, guys, this is it! Our Thanksgiving dinner – which we had at six thirty last night. All the usual things: turkey with cranberry sauce, mashed potatoes, sweet potatoes, lots of vegetables, and more…and more…We thought about going to a restaurant this year, maybe having seafood, but then we decided, no, we like homemade and traditional, so we stayed at home and cooked together. I now need to spend a few hours on the sofa before I even think of going to bed. So how was yours?

c Focus on the task. Tell Sts they are going to listen to the audio again, and this time they need to decide which speaker talks about what. Make sure Sts understand all the lexis, e.g., *ingredients*.

Play the audio for Sts to listen and complete the task.

Check answers.

ANSWERS
Speaker 2 a good restaurant near their house
Speaker 4 how they felt after the meal
Speaker 1 ways of preparing something
Speaker 3 a dish with two main ingredients

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.130* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

d Focus on the questions and put Sts in small groups or pairs to discuss the questions.

Get some feedback. You could tell Sts your answers, too.

4 PRONUNCIATION the letters *ea*

Pronunciation notes
The combination of vowels *e* + *a* has different possible pronunciations, several of which seem irregular to Sts, e.g., *great* /greɪt/. In this exercise, we focus on common examples of this spelling occurring in food words.

a Focus on the words in the list and elicit that they all have the vowels *ea*, but that the pronunciation is not the same.

Now focus on the sound pictures and elicit the three words and sounds (*tree* /i/, *egg* /ɛ/, *train* /eɪ/).

Get Sts, in pairs, to put the words in the correct columns. Encourage them to say the words aloud to help them.

b **9.4** Play the audio once for Sts to listen and check.

Check answers.

9.4
tree /i/ eat, ice cream, meat, peas, tea
egg /ɛ/ bread, breakfast
train /eɪ/ steak

EXTRA SUPPORT Play the audio again, pausing after each word (or group of words) for Sts to repeat.

Sts now practice saying the words.

Elicit that the most common pronunciation is **/i/**, but they will need to learn unusual ones, e.g., *steak*, by heart.

EXTRA CHALLENGE On the board, write some more words with *ea* that Sts know and that have one of these three pronunciations for Sts to put in the columns, e.g., *repeat*, *easy*, *headphones*, *read* (**/ɛ/** and **/i/**), *great*, *mean*, *please*, *speak*. You may want to point out that the letters *ear* have a different pronunciation from *ea* + other consonants, and is either **/ɪr/**, e.g., *hear*, or **/ɛr/**, e.g., *wear*. Sts saw this in **8B**.

c **9.5** Focus on the instructions and make sure Sts understand what they have to do.

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

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

ANSWERS
1 healthy **2** weather **3** meal **4** seafood **5** easy **6** cheap **7** break **8** great

9.5
1 An adjective you can use to describe food. It means that it's good for you.
2 For example, sun, rain, wind, and fog. This is very important for farmers when they are growing food.
3 For example, breakfast, lunch, or dinner.
4 Some food from the ocean.
5 The opposite of difficult.
6 The opposite of expensive.
7 A short pause when you stop and rest, and maybe have a coffee or something to eat.
8 Another word for *very good*.

5 SPEAKING

a Tell Sts to make a food diary for yesterday, i.e., write down what they had to eat and drink. They can use the **Vocabulary Bank** Food and drink on *p.171* to help them. Monitor and help with any new words they need, but try not to overdo new vocabulary. Encourage Sts to use more general food words, e.g., *meat*, *fish*, *vegetables*, rather than words (e.g., *lamb*, *hake*, *eggplant*, etc.) that they probably won't know. Tell them to write *a / an* or *some* with each word, and to group them under meals.

If they have used the **Vocabulary Bank**, tell Sts to go back to the main lesson **9A**.

b You could demonstrate the activity by telling Sts what you had yesterday, where you had it, and who made it. In pairs, Sts tell each other their answers. Monitor and help with pronunciation, and correct mistakes with *a / an* or *some*.

Get some feedback. Did anyone have a very similar meal to their partner?

c Focus on the questions and make sure Sts understand all the lexis.

Put Sts in pairs to ask and answer the questions.

Monitor and help.

Get feedback from some pairs.

6 WRITING describing a memorable meal

Tell Sts to go to **Writing Bank 9** on *p.123*.

a Give Sts time to read the text and answer the question.

Ask some Sts to share their answers.

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

b Get Sts to read the description again and answer questions 1–8.

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

ANSWERS

1 It was about five years ago in Florence.
2 The writer was with their husband.
3 It was a small, traditional Italian restaurant.
4 It was very busy, and there was no menu.
5 They ordered mixed salad and Florentine steak.
6 The mixed salad was amazing, and the steak was delicious.
7 It was €25 for two people.
8 It was memorable because it was a surprise. The restaurant was small, but the food was fantastic and very cheap.

c Focus on the **Writing in paragraphs** box and go through it with the class.

Give Sts time to find 1–4 in the paragraphs in the text.

Check answers.

ANSWERS

1 C **2** D **3** B **4** A

d Individually or in pairs, Sts complete the table with adjectives from the description.

Check answers.

ANSWERS

The restaurant: small, traditional, Italian, busy
The salad: large, amazing
The steak: delicious, big

e Go through the instructions and make sure Sts understand what they have to do.

Make sure Sts are making notes and not writing full sentences.

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

g Remind Sts to check their texts for mistakes, e.g., with capital letters or spelling, and the use of paragraphs.

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9B White gold

G quantifiers: *how much / how many*, *a lot of*, etc.
V food containers
P /ʃ/ and /s/

Lesson plan

This lesson continues the theme of food and focuses on sugar and salt, which were both known at different times in history as "white gold." The lesson begins with a vocabulary focus on containers, e.g., *package* and *can*. The context for the grammar presentation is the amount of sugar and salt there is in some common food items. Sts learn about quantifiers, e.g., *much* and *a lot of*, and asking about quantity, e.g., *How much sugar is there in dark chocolate?* Pronunciation looks at two sounds, /ʃ/ and /s/. The reading text "Fascinating facts about sugar and salt" is based on several recent articles and studies. The lesson ends with Sts interviewing each other, using a questionnaire to find out how much salt and sugar they eat every day.

Video material

Grammar – quantifiers

Pronunciation – /ʃ/ and /s/

More materials

For teachers

Photocopiables

Grammar quantifiers: *how much / how many*, *a lot of*, etc. *p.203*

Communicative *How much / many* board game *p.252* (instructions *p.220*)

For students

Workbook 9B

OPTIONAL LEAD-IN (BOOKS CLOSED) Review food and countability by playing the long sentence game (see **Optional lead-in** for **8C** on *p.122*). You begin by saying *In my refrigerator there's* (e.g., *some milk*). Sts continue, remembering what the previous people have said, then adding an item of their own. Make sure they use *a*, *an*, or *some* before the food word.

1 VOCABULARY food containers

a 9.6 Books open. Focus on the pictures and explain that they are all containers that are often used for food. Then tell Sts to match the words and pictures.

Play the audio for Sts to listen and check.

Check answers.

9.6

7 a bag
4 a bottle
5 a box
2 a can
3 a carton
6 a jar
1 a package

Play the audio again, pausing for Sts to listen and repeat.

b Sts have to make their own phrases using a container from **a** and a word from the list. Point out that the first one (*a box of cereal*) has been done for them. Tell Sts to think about how they buy these things in their country.

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

POSSIBLE ANSWERS

a bag of coffee / a can of coffee / a package of coffee
a box of cookies / a package of cookies
a jar of jam
a bottle of milk / a carton of milk
a bag of potato chips
a bottle of soda / a can of soda
a box of sugar / a package of sugar
a can of tuna

EXTRA IDEA You could take this opportunity to remind Sts of linking. Elicit / Explain that when one word ends in a consonant sound and the next word begins with a vowel sound, the two words are pronounced as one. All the containers in **a** end with a consonant sound and *of* begins with a vowel sound, so the two words get run together, e.g., *a box of* = /ə bɒksəv/.

2 GRAMMAR quantifiers

a Focus on the pictures of food items. Give Sts time to think about how much sugar and salt is in each item and number them *0* (no sugar / salt) to *3* (a lot of sugar / salt).

b In this video, Sts will find out some information about the amount of sugar and salt in some food items. Before playing the video, you might want to check that Sts know what a *teaspoon* is (= a small spoon for putting sugar into tea and other drinks) – a level teaspoon of sugar weighs about 4.2 g. You could also tell Sts that a small bar of chocolate is approximately 42 g and a small bag of potato chips is approximately 25 g.

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

Check answers. Find out with a show of hands how many Sts guessed all the answers correctly.

ANSWERS

Sugar
an apple: 2
an egg: 0
a small bar of dark chocolate: 1
a can of soda: 3

Salt
a slice of white bread: 3
a bottle of olive oil: 0
a bag of potato chips: 2
a bottle of water: 1

Now ask the question to the class.

ANSWER

The healthy amounts of sugar and salt for men and women are:
Sugar: women 24 g (6 tsp), men 36 g (9 tsp) a day
Salt: men and women 6 g a day

We all know that too much sugar and salt isn't good for us. But do we really know how much sugar and salt are in some of the things we eat and drink every day?
Let's start with sugar. According to the American Heart Association, the maximum healthy limit for a woman is twenty-four grams of sugar a day. That's just six teaspoons. For a man it is no more than thirty-six grams, which is nine teaspoons.
Here we have an egg, a can of soda, a small bar of dark chocolate, and an apple. How much sugar do you think they contain?
One of them has thirty-five grams of sugar. That's eleven grams more than the healthy limit for a woman in a day. Which one do you think it is? Yes, it's the can of soda. A can of soda has approximately thirty-five grams of sugar. That is a lot.
And which has no sugar at all? Of course, it's the egg.
So what about the other two? Which do you think has more sugar, the chocolate or the apple? Surprisingly, it's the apple. The apple has approximately twenty-three grams of sugar. That's a lot. But it's fructose, a natural sugar. And remember that fruit is also good for you, because it contains vitamin C.
The chocolate bar only has a little sugar, just ten grams. But remember, it's dark chocolate, and it's only a small bar.
What about salt? How much salt can we eat a day? This time it's the same for men and women. The answer is no more than six grams.
Here we have a small bag of chips, a bottle of olive oil, a bottle of water, and a piece of bread.
So how much salt do they contain? Which one has a lot of salt, and which one has none?
You may be surprised to hear that the one with a lot of salt is the piece of white bread. It has approximately zero point five grams.
And which one has no salt? No, it's not the water, it's the olive oil. It contains no salt, and as part of a Mediterranean diet, it's very healthy.
So, what about the other two? Well, a small bag of chips has approximately zero point three four grams of salt.
And lastly, there is a little in the water. Just zero point zero zero two three grams.
So, when you're shopping, how do you know what to buy to make sure it doesn't have too much sugar or salt? The answer is, always check the list of ingredients, and remember what your daily limit is.

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

c Focus on the pictures of the spoons and make sure Sts understand the expressions for quantities from *none* to *a lot*.

Now focus on the questions and remind Sts that the question is *How much…?*, not *How many…?*, because *sugar* and *salt* are uncountable.

Individually or in pairs, Sts see if they can remember the quantities of sugar and salt in the items in 1–4.

You could play the video again or just elicit the answers from the class.

ANSWERS
1 a lot **2** a lot **3** a little **4** none

d Tell Sts to go to **Grammar Bank 9B** on *p.148*.

Grammar notes

a lot of

In affirmative sentences, native speakers normally use *a lot of* for big quantities. It is also possible to use *a lot of* in negatives and questions, although it is more common to use *much / many*.

We use *a lot* (NOT ~~*a lot of*~~) in short answers or when we don't give the noun, e.g., *I eat a lot of chocolate*, but *I eat a lot*.

In colloquial English, people often use *lots of* as an alternative to *a lot of*. It's useful for Sts to recognize both forms, but at this level, we only include *a lot of* in the **Grammar Bank** exercises.

much / many

Much and *many* are used mainly in negative sentences and questions. *Many* is also sometimes used in affirmative sentences in formal English, e.g., *Many people live in houses in the US*. However, *much* is not normally used in affirmative sentences, e.g., NOT ~~*Americans drink much coffee.*~~

Tell Sts to think of *much* as singular and *many* as plural to help them remember which one to use.

Focus on the example sentences and play audio **9.7** for Sts to listen and repeat. Then go through the rules with the class.

Focus on the ***a lot of* and *lots of*** box and go through it with the class.

Now focus on the exercises for **9B** on *p.149*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences. In **a** sentence 4, elicit / explain the difference between *some chocolate* (a bar, some pieces, etc.) and *chocolates* (individual candies covered in chocolate).

ANSWERS
a **1** How much **2** How many **3** How much **4** How many **5** How much **6** How much **7** How many **8** How many **9** How much **10** How many
b **1** a lot of **2** A little. **3** much **4** A lot. **5** a lot of **6** not much **7** many **8** None. **9** a little **10** much, any

Tell Sts to go back to the main lesson **9B**.

EXTRA PRACTICE OPTION Use the **9B Grammar** photocopiable activity.

e Focus on the instructions. Elicit / Explain the meaning of the question *How about you?* and check Sts can remember the meaning of *fast food*.

Put Sts in pairs, **A** and **B**. Demonstrate the activity by saying how much you eat of one of the things in the list. Then turn to a student and ask *How about you?*

A should start by saying how much fish they eat, give extra information, and ask **B**. They then change roles.

Get some feedback from various pairs. Find out if pairs have a similar diet, or if they found out something surprising about their partner's eating habits.

3 PRONUNCIATION /ʃ/ and /s/

Pronunciation notes

/ʃ/

sh and *-tion* are always pronounced /ʃ/, e.g., *shop*, *station*.

c before *iou* and *ia* is usually /ʃ/, e.g., *delicious*, *special*.

/s/

c before *e* and *i* is pronounced /s/, e.g., *city*, *center* (*c* before other vowels is usually /k/).

s at the beginning of a word is always /s/. The only two exceptions are *sure* /ʃʊr/ and *sugar* /'ʃʊgər/.

s in the middle of a word or at the end is sometimes /s/ and sometimes /z/.

See **Sound Bank** *p.175*.

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a Focus on the sound pictures and elicit the two words and sounds (*shower* /ʃ/ and *snake* /s/).

Play the video and get Sts to watch and repeat the sounds and words. Highlight the different mouth positions for the two sounds.

See sounds and words in Student Book on *p.74*

Now 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.

b **9.8** Sts should say each word aloud and then put it in the correct row in **a**.

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

Check answers, and elicit when *c* is pronounced /s/ (before *e* and *i* although *ci* can sometimes be /ʃ/).

9.8
shower /ʃ/ sugar, fish, delicious, fresh, information, reception, shopping, special, sure
snake /s/ salt, chocolates, center, cereal, glass, rice, salad, science, spice

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

c **9.9** Focus on the conversation. Play the audio once and get Sts to listen and read.

9.9
See conversation in Student Book on *p.74*

Then play the audio again, pausing after each sentence for Sts to listen and repeat.

Now get Sts to practice it in pairs. Monitor, helping and correcting.

Finally, you could get one pair to "perform" for the rest of the class.

4 READING categorizing information

a Tell Sts they are going to read an article entitled "Fascinating facts about sugar and salt." Elicit / Explain the meaning of *fascinating* (= very interesting). Model and drill pronunciation.

In pairs, Sts read the article and fill in the blanks with *sugar* or *salt*.

b **9.10** Play the audio for Sts to listen and check.

Check answers. Don't ask Sts about the facts at this stage, as they will be discussing them later.

ANSWERS
1 Salt **2** sugar **3** Salt **4** sugar **5** salt **6** sugar **7** sugar **8** Salt **9** sugar **10** salt **11** salt **12** sugar

9.10
See text in Student Book on *p.75* and answer key

c Tell Sts to read the article again and find the highlighted verbs. In pairs, they should try to guess the meaning and pronunciation of the verbs.

Check answers, either explaining in English or translating into Sts' L1. Model and drill the pronunciation, and get Sts to underline the stressed syllable in each verb.

ANSWERS
behave /bɪ'heɪv/ = to do things in a way that people think is correct or polite
collect /kə'lɛkt/ = to bring together things that are the same in some way, to study or enjoy them
remove /rɪ'muv/ = to make something disappear
last /læst/ = to continue for a period of time
introduce /ɪntrə'dus/ = to bring in something new

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

d Do this as a whole-class activity.

5 SPEAKING

a Focus on the questionnaire about sugar and salt. Give Sts a few minutes to fill in the blanks with *How much* or *How many*.

Check answers by going through the questions, making sure Sts understand all the lexis, e.g., *spoon* and *add*.

ANSWERS
1 How many **2** How many **3** How much **4** How many **6** How much **7** How much **8** How many

b You could demonstrate the activity by getting Sts to interview you first. Answer the questions, giving a bit of extra information where you can as a model for Sts, e.g., *I don't have sugar in my coffee*; *I hate fizzy drinks*.

Sts interview each other in pairs. When they have finished, they should tell each other if they need to eat less sugar or salt. If you didn't teach it earlier, you may want to teach Sts the phrase *too much*.

Get some feedback from individual Sts about their partner.

9C Quizzes and quizzers

G comparative adjectives
V high numbers
P /ər/, sentence stress

Lesson plan

The context of this lesson is general knowledge quizzes through which comparative adjectives are presented and practiced, and high numbers introduced. The lesson starts with a vocabulary focus on numbers greater than 100. In Listening, Sts decide if they think some statements are true or false, and then listen to a contestant answering the questions on a quiz show. The quiz questions lead into the grammar focus on comparative adjectives and a pronunciation focus on stress in comparative sentences, and the sound /ər/ in *-er* endings. This is followed by Speaking, where Sts put the grammar and high numbers into practice and role-play taking part in a quiz show. The lesson finishes with a reading text about trivia nights in the US.

Video material

Vocabulary – high numbers

More materials

For teachers

Photocopiables

Grammar comparative adjectives *p.204*
Vocabulary Guess the number *p.284* (instructions *p.266*)
Communicative Guess the comparative *p.253* (instructions *p.221*)

For students

Workbook 9C

OPTIONAL LEAD-IN (BOOKS CLOSED) Review numbers up to 100 by writing some sums on the board and eliciting answers from the class.

1 VOCABULARY high numbers

a Books open. Focus on the lesson title and elicit / explain the meaning.

Put Sts in pairs and give them a few minutes to answer the three quiz questions. If they don't know the answers, tell them to guess. Tell Sts at this point just to answer *a*, *b*, or *c* rather than trying to say the long numbers.

b **9.11** Tell Sts they are going to hear a contestant on the radio quiz show answering the three questions. Play the audio for Sts to listen and check their answers to **a**.

Check answers.

ANSWERS
1 c 2 c 3 a

9.11
(script in Student Book on *p.130*)

H = host, A = assistant

H Question one. How many US episodes were there of the TV quiz show *Who Wants to be a Millionaire?* Is it a) thirty-three, b) three hundred thirty-nine, or c) three thousand, three hundred ninety-eight?
A The answer is…three thousand, three hundred ninety-eight. There were three thousand, three hundred ninety-eight US episodes of the TV quiz show *Who Wants to be a Millionaire?*
H Question two. How many places in the US have a quiz night? Is it about a) one hundred, b) one thousand, or c) ten thousand?
A The answer is…ten thousand. About ten thousand places have a quiz night in the US.
H Question three. What is the most money that somebody won on a TV quiz show in the US. Is it a) two million, five hundred twenty thousand, seven hundred dollars, b) twelve million, five hundred twenty thousand, seven hundred dollars, or c) twenty-two million, five hundred twenty thousand, seven hundred dollars?
A The answer is…two million, five hundred twenty thousand, seven hundred dollars. The most money that somebody won on a TV quiz show in the US is two million, five hundred twenty thousand, seven hundred dollars.

Play the audio again and tell Sts this time to pay attention to how the numbers are said. Pause the audio after each answer and elicit the number from Sts, and write it on the board.

ANSWERS
1 three thousand, three hundred ninety-eight
2 ten thousand
3 two million, five hundred twenty thousand, seven hundred

Vocabulary notes

Highlight:

- as with *hundred*, there is no *s* on *million* or *thousand* after a number, e.g., we say *four million*, NOT ~~*four millions*~~. However, you may want to explain that we do add an *s* when we want to use *thousands* or *millions* (without a number) to mean "a lot," e.g., *There were thousands of people at the concert.*
- the optional use of *and* between hundreds and tens, e.g., *six hundred and fifty* or *six hundred fifty*. Sts will hear it both ways.

c Tell Sts to go to **Vocabulary Bank** Days and numbers on *p.156*.

Focus on **4 High numbers** and get Sts to do **a** individually or in pairs.

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

Check answers.

ANSWERS
200
three hundred and **fifty**
eight hundred **and** seventy-five
1,500
two thousand and **twelve**
five thousand four **hundred** and twenty
25,000
a hundred **thousand**
two million **three** hundred thousand

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9.12

4 High numbers

a hundred and five / one hundred and five
two hundred
three hundred and fifty
eight hundred and seventy-five
a thousand / one thousand
one thousand five hundred
two thousand and twelve
five thousand four hundred and twenty
twenty-five thousand
a hundred thousand / one hundred thousand
a million / one million
two million three hundred thousand

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

Focus on **Activation**. Get Sts to cover the words on the right and say the numbers. They could test themselves or their partner.

Tell Sts to go back to the main lesson **9C**.

EXTRA SUPPORT Tell Sts you are going to dictate ten numbers to them and they must write them down, e.g.,
T One: a hundred and ninety-nine. One hundred ninety-nine.
Sts write 199.

1 199 (a hundred and ninety-nine one hundred ninenty-nine)
2 450 (four hundred fifty)
3 920 (nine hundred and twenty)
4 1,300 (one thousand three hundred)
5 3,437 (three thousand four hundred and thirty-seven)
6 7,700 (seven thousand seven hundred)
7 50,000 (fifty thousand)
8 120,000 (a hundred and twenty thousand)
9 40,000,000 (forty million)
10 2,600,000 (two million six hundred thousand)

EXTRA PRACTICE Use the **9C Vocabulary** photocopiable activity.

d In this video, Sts are going to hear six general knowledge quiz questions that have numbers as answers. When they have seen all six questions, Sts can confer.

Put Sts in teams (pairs or small groups) and tell them to write down their answers individually as they watch. Highlight that the idea is for them to guess the answer – they are not expected to know it!

Play the video and pause it after the six questions at 01:26, as indicated on the screen.

Give Sts time to compare and discuss their answers, and to decide on an answer.

When time is up, play the video again from the beginning, pausing after each question to elicit answers from the teams. Write their guesses on the board, but don't tell them if they are right or not.

Then play the rest of the video for Sts to check the answers. The team whose answer is closest to the real answer gets a point. At the end, find out which team was the winner.

1 How many different sports were there in the two thousand twenty-four Olympic Games?
2 How many politicians are there in the US Congress?
3 How far is it in kilometers from New York to San Francisco?
4 How high in meters is Mount Everest?
5 How many different kinds of birds are there in the world?
6 How many people in the world speak Spanish as their first language?

1 thirty-two
2 six hundred and fifty
3 about four thousand five hundred
4 eight thousand eight hundred and forty-nine meters
5 about ten thousand
6 about four hundred and eighty-three million

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

EXTRA CHALLENGE Get Sts to write out the numbers in words as well, and then elicit both versions of the numbers and write them on the board.

2 LISTENING understanding instructions, focusing on reasons

a **9.13** Focus on the task. Tell Sts that they are going to listen to another quiz show called *Quiz Night*, and give them a few minutes to read questions 1–4. Make sure all the questions are clear – check, for example, that Sts know *How long* (= How much time), *contestant*, *to win*, and *to lose*.

Play the audio twice.

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

ANSWERS

1 Ten seconds
2 **a** $100 **b** $200 **c** $400 **d** $12,800
3 All the money
4 Call a friend

9.13

(script in Student Book on *p.130*)

H = host, E = Eddie

H Good evening. Welcome to *Quiz Night*. Our first contestant is Eddie from Washington, DC. Hi, Eddie. Are you nervous?
E No, not really. I think I'm, uh, ready.
H Well, let's hope so. The rules are the same as always. I'm going to read you some sentences, and you have ten seconds to say if the sentence is true or false. If you get the first answer right, you win one hundred dollars. Then for each correct answer, you double your money, so if you get the second answer right, you win two hundred dollars, and for the third correct answer, you win four hundred dollars. For eight correct answers, you win twelve thousand eight hundred dollars! But if you get an answer wrong, you lose all the money. Remember, you can also call a friend, so if you're not sure about one of the answers, you can call your friend to help you. Is that OK, Eddie?
E Yeah, OK.

b Focus on the pictures and elicit *wolf*, *lion*, *elephant*, *panda*, *Stonehenge*, and *the Pyramids*. Write the new words on the board, and model and drill pronunciation.

Focus on sentences 1–8 in *Quiz Night*. Elicit / Teach that the sentences are comparing two things, e.g., the first one is comparing a wolf and a lion, using the adjective *loud*. Highlight that the *-er* ending means *more*.

Get Sts to read the sentences in pairs and decide whether they are true or false. Don't check answers yet.

c 9.14 Tell Sts they are now going to hear Eddie doing the quiz. They should listen and check their answers to **b**.

Play the audio and get Sts to check their answers in pairs.

Check answers.

ANSWERS
1 F 2 T 3 T 4 F 5 T 6 T 7 T 8 F

9.14
(script in Student Book on *p.130*)

H = host, E = Eddie, M = Mia

H OK, Eddie, first question for one hundred dollars. A wolf can make a louder noise than a lion. True or false?
E A wolf can make a louder noise than a lion. Uh, false, I'd say.
H Correct. Wolves make a sound of approximately ninety decibels when they howl, whereas a lion's roar is about one hundred fourteen decibels. Now, for two hundred dollars, Stonehenge, the stone circle in southwest England, is older than the Pyramids of Giza in Egypt. True or false?
E Uh, I think it's true.
H Correct. It's true. The construction of Stonehenge began about five thousand years ago, but the construction of the pyramids actually began about four hundred fifty years later. Next, for four hundred dollars, the island of Cuba is bigger than the island of Iceland.
E I think it's true. Cuba is much bigger than people think. So yes, it's true.
H Correct, though it's not by much. Cuba is forty-two thousand, eight hundred three square miles and Iceland is thirty-nine thousand seven hundred sixty-eight square miles. Next, for eight hundred dollars, Ireland is wetter than Brazil. True or false?
E Ireland is wetter than Brazil. Uh, false. I know it rains a lot in Ireland, but Brazil has rainforests, so I'm sure it rains more there.
H Correct. The average rainfall in Brazil is sixty-nine inches a year, and in Ireland it's only forty-four. Well, I say only, but it's still a lot! Well done, Eddie, that's four correct answers so far. Next, for one thousand six hundred dollars, a baby elephant is heavier than an adult panda. True or false?
E Uh, true. No, uh, false. Uh, I'm not sure.
H Do you want to call a friend?
E No, I think it's true. I know baby pandas are tiny, and maybe even full-grown ones aren't as heavy as we might think. I'm saying it's true.
H Correct. A newborn baby elephant can weigh as much as two hundred sixty-four pounds, but an adult panda never weighs more than two hundred fifty pounds. Huh. OK, for three thousand two hundred dollars, life in New York is more expensive than life in Paris.
E Uh, true. I'm pretty sure New York is more expensive.
H Correct. New York is usually in the top five in the list of expensive cities to live in, along with Hong Kong and Singapore. Paris is still expensive of course, but it's a lot cheaper than New York right now. OK, Eddie, now question seven, for six thousand four hundred dollars – the mountain K-two is more difficult to climb than Mount Kilimanjaro. True or false?
E Uh, I think that's true. I know K-two is incredibly dangerous.
H Well done, Eddie. Twenty-five per cent of the people who climb K-two die, usually on the way down, but fewer than 1% of the people who climb Kilimanjaro die. And finally, the last question. Be very careful, Eddie. If you get it right, you win twelve thousand eight hundred dollars, but if you get it wrong, you get nothing. Are you ready?
E Yes, ready.
H OK, for twelve thousand eight hundred dollars, white chocolate is better for you than milk chocolate.
E Uh…uh…
H I need your answer, Eddie.
E I think it's true, but I'm not sure. I want to call a friend.
H OK, Eddie. So, who do you want to call?
E Uh, my dad, Brian.
H OK, then. Hello, is this Brian?
M No, it's Mia.
H Uh, I'm calling from *Quiz Night*. Is Brian there?
M Dad's not here. I'm Eddie's sister. I can help.
H OK, Mia, Eddie needs some help. You have thirty seconds, Eddie. Here she is.
E OK…Hi, Mia, listen…
M Hi, Eddie.
E It's the last question in the quiz. "White chocolate is better for you than milk chocolate." I think it's true.
M Uh, OK, I'm sure there's more sugar in white chocolate. I think it's false.
E Um, I don't think so. I think white chocolate is healthier.
M I'm right on this one, Eddie.
E OK, um, really difficult, I can't decide.
H Time's up, I'm afraid. OK, Eddie. So, true or false?
E Uh, oh, I don't know, I don't think she's right. I'm going to say true.
H Final answer?
E Final answer. True.
H Aah. I'm sorry, Eddie, it's false. In one hundred grams of white chocolate, there are fifty-nine grams of sugar; in milk chocolate it's fifty-two grams. Eddie, you had six thousand four hundred dollars, but now you go home with…nothing.

Find out if any pairs got all the answers correct. Now ask how much money Eddie wins.

ANSWER
He doesn't win anything.

d Tell Sts to listen again and write down why the answers are true or false. They must also write the important numbers they hear in the answers.

Play the audio, pausing after each answer to give Sts time to write. Play the audio again if necessary.

Check answers.

ANSWERS
1 F – Wolves make a sound of approximately **90** decibels when they howl, whereas a lion's roar is about **114** decibels.
2 T – The construction of Stonehenge began about **5,000** years ago, but the construction of the pyramids actually began about **450** years later.
3 T – Cuba is about **42,803** square miles and Iceland is **39,768** square miles.
4 F – The average rainfall in Brazil is **69** inches a year, and in Ireland it's only **44**.
5 T – A newborn baby elephant can weigh as much as **264** pounds, but an adult panda never weighs more than **250** pounds.
6 T – New York is usually in the top **5** on the list of expensive cities to live in.
7 T – **25**% of the people who try to climb K2 die, but fewer than **1**% of the people who try to climb Kilimanjaro die.
8 F – There are **59** g of sugar in **100** g of white chocolate and **52** g in milk chocolate.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on *p.130* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

3 GRAMMAR & PRONUNCIATION
comparative adjectives, /ər/, sentence stress

a Focus on the instructions. Give Sts time to answer the questions in pairs.

Check answers.

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ANSWERS
1 *-er* **2** Because you double the final *g*. **3** Change *y* to *i* and add *-er*. **4** more **5** better **6** than

b Tell Sts to go to **Grammar Bank 9C** on *p.148*.

Grammar notes

There are clear rules governing the formation of comparative adjectives.

In one-syllable adjectives, a final *-w* after a vowel doesn't count as a consonant, and is not doubled, e.g., *new*, *newer*. Depending on your Sts' L1, they may try to use *that* instead of *than* after comparative adjectives.

Focus on the example sentences and play audio **9.15** for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **9C** on *p.149*. Sts do the exercises individually or in pairs.

Check answers. Get Sts to spell the *-er* adjectives in **a** and write them on the board. In **b**, get them to read the full sentences.

ANSWERS
a **1** higher **2** dirtier **3** more important **4** later **5** lower **6** more bored **7** wetter **8** more modern **9** more comfortable **10** happier
b **1** cheaper, than **2** easier, than **3** more tired, than **4** busier than **5** better than **6** more interesting than **7** further, than **8** shorter than **9** worse than **10** more difficult than

Tell Sts to go back to the main lesson **9C**.

EXTRA PRACTICE OPTION Use the **9C Grammar** photocopiable activity.

c **9.16** Focus on the sentence from the quiz. Play the audio once for Sts to hear how *-er* and *than* are pronounced, and then check answers. Tell Sts that the final *-er* is never stressed, e.g., *safer* NOT ~~*safer*~~.

ANSWERS
The final *-er* is pronounced /ər/.
than is pronounced /ðən/.

9.16
See sentence in Student Book on *p.77*

d **9.17** Tell Sts they are going to hear six comparative sentences, and they must write them down.

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

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

9.17
1 Carrots are sweeter than tomatoes.
2 Air travel is safer than train travel.
3 London is wetter than Milan.
4 A horse is heavier than a car.
5 Oranges are healthier than strawberries.
6 Istanbul is further north than New York.

e Play the audio again, pausing after each sentence for Sts to repeat. Highlight that *is / are* and *than* are not stressed.

Play the audio again, pausing after each sentence, and elicit whether the sentence is true or not.

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

4 SPEAKING

Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** Quiz Night, **A** on *p.108*, **B** on *p.113*.

Go through the instructions with them carefully. They are going to play a slightly simplified version of the game.

Then give Sts time to complete their sentences with comparative adjectives. Before they start, you could quickly check they have the correct comparative forms.

ANSWERS

Student A	Student B
1 smaller	**1** older
2 colder	**2** smaller
3 older	**3** higher
4 shorter	**4** bigger
5 more expensive	**5** more popular
6 drier	**6** larger
7 farther / further	**7** warmer
8 hotter	**8** busier

Write the amounts of money that they win on the board, e.g., 1 = 100 (dollars or a currency that your Sts are familiar with), 2 = 200, 3 = 400, etc. (up to 12,800), and check Sts can say the numbers correctly. Explain that if you get, for example, question 4 wrong, you continue playing, but you lose the money you had and the prize starts again from 100 dollars.

Sit **A** and **B** face-to-face if possible. **A** reads their sentences to **B**. Monitor and help Sts get the rhythm right when they read their quiz sentences.

B then reads **A** their sentences.

EXTRA SUPPORT You could do the above activity in groups of four instead of pairs. Divide the class into groups of four and have two **A**s and two **B**s in each group. They prepare their quiz sentences together, and take turns reading them to the other pair.

EXTRA CHALLENGE Encourage **A** to "play the role" of the host. Give Sts a few minutes to look at the script on Student Book *p.130* and make a note of any useful language (e.g., *Good evening*).

When both Sts have played the game, get feedback to see who won the most money.

Tell Sts to go back to the main lesson **9C**.

5 READING reading and remembering information

a Tell Sts they are now going to read an article about trivia nights in the US. Make sure they understand the questions and that they only read the first part. Before they start, you might want to elicit / explain the meaning of *general knowledge*.

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

ANSWERS
1 In the 1970s
2 About 5 or 6
3 From about $5 to $25 per person
4 Nights that aren't usually busy, like Mondays or Tuesdays
5 At least 300,000

b Focus on the instructions and elicit the meaning of *tips*. Now focus on *A–G* and make sure Sts understand them.

Tell Sts to read the tips and fill in the blanks with *A–G*. Point out that the first one (*D*) has been done for them.

Check answers.

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

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

c Put Sts in pairs and get them to discuss the six questions.

You could demonstrate the activity by answering a few questions yourself.

Get some feedback from various pairs.

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EPISODE 5 PICTURES OF YOU

On Primrose Hill

Practical English going out for dinner
Vocabulary understanding a menu

Lesson plan

In this lesson, Sts learn some common vocabulary to help them understand menus and they practice ordering food and drink in a restaurant.

In this episode of *Pictures of you*, Izzy explains to Ben why she left Tensquare School and how she feels about her decision. After going for dinner, Izzy shows Ben some of her photos and tells him that she has applied for a job as photo editor for an online magazine.

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 asking for directions.

1 IZZY EXPLAINS EVERYTHING

a Books open. In this section, *Izzy explains everything*, Sts will see Ben and Izzy meeting in the park, and Izzy explains why she left Tensquare School.

Focus on the lesson aims and the title of the lesson, *On Primrose Hill*. Explain that Primrose Hill is a famous hill and park situated in north London, near Regent's Park. From the top of the hill there are spectacular views of London.

Focus on the question and the three options. This is a simple, first watch task that Sts can do while enjoying the video and interpreting both dialogue and body language.

Play the video for Sts to watch and choose the correct answer.

Check the answer.

ANSWER
b

I = Izzy, B = Ben

I Sorry I'm late.
B No problem. Are you OK?
I Yeah, I'm fine. Congratulations, Ben. Your show was great. I'm sorry I left like that.
B That's OK.
I No, it's not OK. I don't know why I did that.
B Don't worry. I understand. Andre isn't easy sometimes. Is that why you left the school?
I I didn't really like him as a teacher, but no. Andre wasn't the problem.
B What was the problem?
I I love taking photos, but…when I was at the school, I stopped loving it. I thought it was what I wanted to do, but it wasn't.
B That's too bad.
I Yeah…but it was a good decision. I love photography again. And now I'm in the "real world."
B And how is it? The real world?
I I like it. I think I like it. Let's go. Where's the restaurant?
B It's this way. Can I see some of your photos now, please?
I Oh, I don't take many photos these days.
B Yes, you do. You take photos all the time.
I Do I? Do I take photos all the time? Mm? Mm? Smile, please…

b Give Sts time to read the three questions and options.

Play the video again.

Give Sts time to choose the correct options, and then get them to compare with a partner.

Check answers.

ANSWERS
1 c **2** b **3** c

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 GOING OUT FOR DINNER

a Focus on the menu and get Sts to fill in the three blanks. Check answers, and model and drill the pronunciation of the words. Focus especially on the stress in *desserts* /dɪˈzɜrts/ (you could point out that if they stress it on the first syllable, it will sound like *deserts*). Point out that in American English *starters* are usually called *appetizers*.

ANSWERS
1 Starters **2** Main courses **3** Desserts

b **9.18** Tell Sts to look at the highlighted words on the menu and, in pairs, to try and guess their meaning.

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

ANSWERS
courses /kɔrsɪz/ = the separate parts of a meal
soup /sup/ = liquid food that you make by cooking things like vegetables or meat in water
grilled /grɪld/ = cooked on metal bars under or over heat

homemade /ˌhoʊm'meɪd/ = made in your house, not bought in a shop or made in a factory
sauce /sɔs/ = a thick liquid that you eat on or with other food
fresh /freʃ/ = made or picked not long ago, and not frozen
gluten-free /glutən 'fri/ = not containing gluten (= a sticky substance found in some grains, especially wheat)
service charge /'sɜrvɪs tʃɑrdʒ/ = an amount of money that is added to the bill, as an extra charge for the restaurant staff

9.18
See highlighted words in Student Book on *p.78*

Now play the audio for Sts to listen and repeat the words.

c Get Sts to cover the menu or close their books. Write on the board *starters*, *main courses*, *desserts*. In pairs, see if Sts can remember the two starters, three main courses, and three desserts.

Get feedback, asking the class to say what was on the menu.

EXTRA SUPPORT You could simply elicit the dishes from the whole class.

d In this part of the video, *Going out for dinner*, Sts will see Ben and Izzy arriving at the restaurant, and going in for dinner.

Focus on the photo and ask *Where are Ben and Izzy?* (At a restaurant), *What are they doing?* (They're ordering their food), *Who is the other person?* (She's the server).

Focus on the instructions and tell Sts to look at the menu on *p.78* as they listen. They should put a check mark next to the dishes Ben and Izzy order.

Play the video for Sts to watch and check the items on the menu.

Get Sts to compare with a partner, and then check answers. Ask *What's Izzy having for a starter?*, etc.

ANSWERS
Ben: soup; mushroom ravioli
Izzy: mozzarella salad; chicken

B = Ben, S = server, I = Izzy
B Hello, we have a reservation. The name is Ben Fischer.
S Yes, here we are. A table for two?
B Yes, that's right.
S OK, come this way.
S Are you ready to order?
B Yes, I'll have the soup and the mushroom ravioli, please.
I I'd like the mozzarella salad and then the chicken, please.
B What would you like to drink?
I Just water for me.
B A bottle of mineral water, please.
S Still or sparkling?
B Is sparkling OK?
I Yes, sparkling.
S Perfect.
B Thank you.
I Thank you.
S How was your food?
B It was great, thanks.
I Really delicious.
S Would you like a dessert?
B No, thank you. Could we have the bill, please?
S Of course.
B Thank you.

e Now focus on the conversation in the chart. Elicit that the **You hear** phrases are said by the server, and **You say** is what the customer says, here Ben and Izzy. These phrases will be useful for Sts if they need to order food in English in a restaurant.

Give Sts a minute to read through the conversation and think what the missing words might be. Then play the video again, and get Sts to fill in the blanks.

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

ANSWERS
1 table **2** way **3** order **4** drink **5** Still **6** food **7** dessert

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

Make sure Sts understand the two kinds of mineral water, *still* (= no gas / not fizzy) and *sparkling* (= with gas / fizz). You could tell Sts it is common in the UK and Europe to order mineral water, but less common in the US.

f Now focus on the **You say** phrases. Tell Sts they're going to hear the conversation again. They should repeat the phrases when the video pauses. Highlight the different ways of ordering food here:

1 *I'll have the soup and the mushroom ravioli, please.* Point out that *I'll* is the contracted form of *I will,* which is the future tense (fully taught in Level 2).

2 *I'd like* (= *I would like*) *the mozzarella salad and then the chicken, please.*

Highlight that it's also very common to use *Can* (or *Could*) *I have…?* to order in a restaurant. (Ben uses *Could we have…?* to ask for the bill).

3 *The chicken for me, please.*

Play the video. Encourage them to copy the rhythm and intonation. Point out that Ben pronounces *water* as /'wɔdər/, but the server uses the British English pronunciation of *water* /'wɔtə/.

Same as previous video with repeat pauses

Put Sts in groups of three **A**, **B**, and **C**. **A** is the server, and **B** and **C** are Ben and Izzy. Get them to read the conversation aloud and then change roles.

g Sts now role-play the conversation. **A** is the server. **B** and **C** are customers. Tell **A** to give **B** and **C** one of their books, open on *p.78*, to use as a menu.

If there's time, get Sts to change roles. Monitor and help.

When Sts have finished, get feedback to find out what Sts ordered.

EXTRA IDEA Print a menu for Sts to use in the role-play.

3 IZZY HAS SOME NEWS

a In this part of the video, *Izzy has some news*, Sts will see Izzy and Ben sitting on a bench on Primrose Hill, talking about Izzy's future.

Give Sts time to read the three questions, and make sure they understand them.

Play the video for Sts to watch.

Give Sts time to answer the questions. Play it again if necessary.

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

ANSWERS
1 She sent an application for a job (as a photo editor) and got an interview.
2 He is very happy. Ben thinks Izzy can do the job well.
3 They kiss.

B = Ben, I = Izzy
B It's a beautiful evening.
I Yes, it is. I love it here. I came here a lot with my dad when I was a child.
B Did you live near here?
I Not far. We lived in Camden Town.
B Oh, nice.
I So…do you really want to see my photos now?
B Yes, I do.
I Here. Go ahead. This is my portfolio.
B Wow, these are…really professional. Amazing, Izzy!
I Thanks…You know, there's this job I really want…well, I think I want it…
B What job?
I I want to be a photo editor. I…sent in an application and I got an interview.
B Wow, that's great!
I But…I don't know.
B You don't know, what?
I Well…I've never worked in a job like that before. I'm not sure I'm ready for it.
B Izzy. Your photos are awesome! I think the magazine would be lucky to have you.
I Do you think so?
B Yeah! Of course!
I I think so, too. You can say more nice things about my photos now.
B Ah, yes, ma'am. Ah, wow, look at this one. Now that is amazing! And that one? Incredible! That, now that is just wonderful. Perfection, perfection.
I Thank you, Ben.

b Focus on the two questions and make sure Sts understand that they have to try and remember what Izzy and Ben say about the bulleted topics.

Put Sts in pairs and get them to say what they can remember about the video *Izzy has some news*.

Play the video again.

Give Sts time to answer the questions, and then get them to compare with their partner.

Check answers.

ANSWERS
What does Izzy say about…?
the park: When she was a child, she came here a lot with her dad. They lived near the park, in Camden Town.
the job she wants: Photo editor. She sent an application and got an interview. She isn't sure she's ready for it.
What does Ben say about…?
Izzy's photos: He really likes them ("they're really professional, amazing, awesome")
the job Izzy wants: He thinks she is perfect for the job.

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** with 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 Sorry I'm late. No problem.
2 Are you OK? Yes, I'm fine.
3 I'm sorry I left like that. That's OK.
4 It's a beautiful evening. Yes, it is.
5 I got an interview. Wow! That's great!

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 two questions.

Elicit some feedback from the class.

10A Top of the list

G superlative adjectives
V places and buildings
P consonant groups

Lesson plan

Places, buildings, and other geographic features provide the context to present and practice superlative adjectives. The lesson starts with Vocabulary, where Sts learn the words for landmarks and buildings in a town or city. In Grammar, Sts make the logical progression from comparatives to superlatives, and look at some "extreme" places in the world, e.g., *the biggest station*, *the widest bridge*, etc. Pronunciation focuses on consonant clusters, which occur in superlatives, e.g., *the most expensive*, and then Sts role-play being a tourist in their town, using superlatives to ask questions. Sts then read an article on a travel website about the most dangerous place in the world to cross the road. Writing focuses more directly on the Sts' own environment, and they write about their own town / city.

Video material

Vocabulary – places and buildings

More materials

For teachers

Photocopiables

Grammar superlative adjectives *p.205*
Vocabulary Places and buildings puzzle *p.285* (instructions *p.266*)
Communicative What do you know about the US? *p.254* (instructions *p.221*)

For students

Workbook 10A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board *famous tourist sights*. Elicit the meaning, and then elicit the names of famous tourist sights in Sts' own country (in their L1), and write the names on the board.
Then ask Sts to vote with a show of hands for which they think is the most popular, and write _____ *is the most popular tourist sight in* _____.

1 VOCABULARY places and buildings

a Books open. In this video, Sts will see six clips of famous buildings or places from around the world and find out a little information about each one. They watch the video and then complete the names of the tourist sights.

Focus on the instructions and, if you didn't do the **Optional lead-in**, make sure Sts know what *famous tourist sight* means.

Play the video for Sts to watch. Make sure they don't write anything yet (you could ask them to close their books).

Then get Sts to complete 1–6 with the words from the list.

Check answers.

ANSWERS
1 Square 2 Bridge 3 Park 4 Castle 5 Street 6 Gallery

1 Times Square is the center of New York's theater district.
2 Sydney Harbour Bridge and the famous opera house are iconic images of Australia.
3 Hyde Park in central London has four thousand trees, a lake, and a memorial to Diana, Princess of Wales.
4 Edinburgh Castle stands on a rock above the city and is one of Scotland's most popular tourist attractions.
5 Wall Street, in the business district of New York, is home to the New York Stock Exchange.
6 The National Gallery is London's most famous art museum.

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.

b Put Sts in pairs or small groups to see what they can remember about each place.

Elicit as much information from the class as possible. You could play the video again to check answers. Ask Sts if any of them have visited any of these places.

c Tell Sts to go to **Vocabulary Bank** Places and buildings on *p.172* and get them to do **a** individually or in pairs.

Vocabulary notes

You may want to highlight the difference between *a road* (= connects different towns or cities) and *a street* (= in a town or city).

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

Check answers.

10.1
Places and buildings

9 a church
4 a department store
6 a hospital
5 a market
2 a park
3 a pharmacy
11 a police station
8 a post office
10 a shopping mall
7 a supermarket
1 a town hall
15 an art gallery
16 a castle
14 a museum
12 a theater
13 a zoo
20 a bridge
19 a river
18 a road
21 a square
17 a street
23 a bus station
24 a parking lot
22 a train station

Then either use the audio to drill the pronunciation of the words, or model and drill them yourself. Remind Sts that in compound nouns (e.g., *post office*, *art gallery*), the main stress is on the first word. Don't forget to remind Sts of the silent *t* in castle. Give further practice of any other words your Sts find difficult to pronounce.

Focus on the **Other places of worship** box and go through it with the class.

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Now focus on **c**. Get Sts to cover the words and use the photos to test themselves or their partner.

Finally, focus on **Activation** and model and drill the question. Put Sts in pairs to ask and answer the question. Tell Sts to go back to the main lesson **10A**.

EXTRA PRACTICE OPTION Use the **10A Vocabulary** photocopiable activity.

EXTRA IDEA Get Sts to use their phones to make their own video guide of tourist sights in their town.

2 GRAMMAR superlative adjectives

a Tell Sts to look at photos 1–6 and ask if they know or can guess which countries they are in. Elicit some ideas, but don't tell them if they are right or not.

b Focus on the instructions. In pairs, Sts complete sentences 1–6 using phrases from the list. Establish that the phrases are all superlative adjectives.

c **10.2** Before you play the audio, tell Sts they are going to hear a little more information about each place. Play the audio for Sts to listen and check their answers to **a** and **b**.

Check answers. Note that in 2, the country isn't mentioned. It is assumed that Sts will know that New York is in the US. You might want to tell Sts that Grand Central Station in New York has the most platforms, but Nagoya Station in Japan is largest in size. If you have a map of the world in class, you could show Sts where each country is.

ANSWERS

a **1** Mexico **2** the US **3** Canada **4** United Arab Emirates **5** 11 different African countries **6** Türkiye

b **1** The busiest **2** The biggest **3** The widest **4** The tallest **5** The longest **6** The most dangerous

10.2

1 The busiest street in the country is Madero Avenue, in Mexico City. Up to five hundred thousand people a day walk along this street in the capital of Mexico.
2 The biggest train station in the world is Grand Central Terminal in New York. It has forty-four platforms and covers nearly two million square feet.
3 The widest bridge in the country is the Port Mann Bridge, near Vancouver. This Canadian bridge is two hundred thirteen feet wide – wide enough for ten lanes of traffic.
4 The tallest building in the world is Burj Khalifa in the United Arab Emirates. It is two thousand seven hundred sixteen point five feet tall.
5 The longest river in the world is the Nile. It's four thousand two hundred fifty-eight miles long and goes through eleven different African countries.
6 The most dangerous road in the world is Bayburt D nine fifteen in Türkiye. The sixty-five-mile road is very high up and the weather is often foggy and rainy. Even really good drivers find driving extremely difficult.

EXTRA CHALLENGE Get Sts to listen again and write down any extra information they hear about each place.

d Focus on the chart and the three column headings. Point out that the first one (*the oldest*) has been done for them.

Get Sts to complete the chart with the adjectives from **b**.

Check answers. Model and drill pronunciation.

ANSWERS

tall longer the biggest busy the most dangerous

e Do this as a whole-class activity.

ANSWERS

For one-syllable adjectives, we add *-est* (and not *-er*) to the end of the adjective. For longer adjectives with two or more syllables, we put *the most* instead of *more* before the adjective.

f Tell Sts to go to **Grammar Bank 10A** on *p.150*.

Grammar notes

Make sure Sts are clear about the difference between comparatives (to compare two things or people, etc.) and superlatives (to say which is, e.g., the smallest / largest in a group of three or more). In your Sts' L1, they may just use the comparative form + *the*. (Typical error: ~~*the better place in the world*~~…)

Formation of superlatives is very easy once Sts know comparatives. *-er* changes to *-est* with most short adjectives, and *more* changes to the *most* before long adjectives.

Spelling rules

These are exactly the same as for comparatives, e.g., *hotter / the hottest*; *prettier / the prettiest*.

Highlight that we use ***in*** *the world*, ***in*** *the class*, etc., after superlatives, NOT ~~*of*~~.

Focus on the example sentences and play audio **10.3** for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **10A** on *p.151*. Sts do the exercises individually or in pairs.

Check answers. Get Sts to spell the *-est* adjectives in **a** where there's a spelling change and write them on the board. In **b**, get them to read the full sentences, helping them with the rhythm.

ANSWERS

a **1** the hottest **2** the cheapest **3** the worst **4** the easiest **5** the wettest **6** the tallest / longest **7** the farthest / the furthest **8** the dirtiest

b **1** the biggest **2** the best **3** the smallest **4** the most comfortable **5** the noisiest **6** the most stressed **7** the youngest **8** The most beautiful

Tell Sts to go back to the main lesson **10A**.

EXTRA PRACTICE OPTION Use the **10A Grammar** photocopiable activity.

g **10.4** Tell Sts they are going to hear six questions with superlatives and they must write them down.

Play the audio, pausing after each question to give Sts time to write. Play again if necessary.

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

10.4

1 What's the noisiest city in the world?
2 What's the driest city in the US?
3 Which US city has the biggest population?
4 What's the highest capital city in the world?
5 Which city has the busiest airport in the world?
6 Which city has the worst traffic in the world?

h Focus on the possible answers and make sure Sts know where they all are.

Put Sts in small groups. Get them to ask the questions from **g** and choose an answer from **h**.

Elicit answers from the class.

ANSWERS
1 Dhaka 2 Las Vegas 3 New York 4 La Paz 5 Atlanta 6 Istanbul

3 PRONUNCIATION & SPEAKING consonant groups

a 10.5 Focus on the **Consonant groups** box and go through it with the class.

Tell Sts to look at **a** and play the audio once for them just to listen.

10.5
See word and phrases in Student Book on *p.81*

Now play the audio again and get Sts to listen and repeat.

b 10.6 Now tell Sts they are going to do the same with the adjectives in 1–4. Tell them the word in parentheses is the noun they need to use with the adjective. If Sts are confused, write *beautiful (square)* on the board and show them the example in **a**.

Then play the audio for Sts to listen and repeat.

10.6
1 old – the oldest – the oldest building – What's the oldest building?
2 interesting – the most interesting – the most interesting museum – What's the most interesting museum?
3 good – the best – the best shopping mall – What's the best shopping mall?
4 nice – the nicest – the nicest place – What's the nicest place?

You may want to repeat it, pausing after each word / phrase, and get individual Sts to say the phrase and question.

EXTRA CHALLENGE Get Sts to say the word, phrases, and question first. Then play the audio for them to listen and check.

c Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** I'm a tourist. Help!, **A** on *p.108*, **B** on *p.113*.

Go through the instructions with Sts carefully. Highlight that the tourist only speaks English, so the local person must explain everything in English. Highlight, too (if your Sts are from the same town), that the tourist should pretend not to know anything and should ask for as much information as possible, and the local person should try to answer all their questions in as much detail as possible.

Now focus on questions 1–6 and the examples, and explain that Sts have to complete the questions with the superlative of the adjective in parentheses. You might want to elicit / explain the meaning of *typical* and *popular*.

EXTRA SUPPORT Get Sts to write in the superlatives, and check them before they start.

ANSWERS

Student A	Student B
1 the most beautiful	1 the oldest
2 the easiest	2 the nicest
3 the most interesting	3 the best
4 the best	4 the most typical
5 the nicest	5 the most popular
6 the most famous	6 the most beautiful

If you are not from the same city / country as your Sts, get them to interview you first with their first two questions to find out about your town / city.

! Don't be afraid to say *I don't know, but I think it's…* This will provide a good model for Sts.

Get Sts to role-play the conversation. First, Sts **A** are the tourists. Monitor and help, especially with superlatives.

Then tell Sts to change roles, so now Sts **B** are the tourists.

Get some feedback. Where Sts are from the same town / city, see if they agree.

Tell Sts to go back to the main lesson **10A**.

4 READING identifying paragraph endings from context

a Focus on the photo and the title of the article, and elicit / explain the meaning of the title.

Tell Sts to read the article and decide which suggestion in the article is the most useful.

When Sts have finished, elicit responses.

b Now set a time limit for Sts to read the article again and fill in the blanks with A–E.

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

ANSWERS
1 D 2 E 3 B 4 A 5 C

c Tell Sts to cover the article, and elicit / explain the meaning of *vehicle* (= a thing that takes people from one place to another). Model and drill pronunciation /'viəkl/.

In pairs or as a whole-class activity, Sts try to remember all seven words.

If Sts worked in pairs, check answers. You could draw a mind map on the board with *vehicles* in the middle. Elicit / Explain that a *scooter* is a light motorcycle with a small engine.

ANSWERS
cars, trucks, bikes, buses, motorcycles, scooters, taxi

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

d Focus on the six questions and make sure Sts understand all the lexis.

Put Sts in small groups and get them to discuss the questions.

Get some feedback from various groups. You could also tell Sts if you have had problems crossing a road.

5 WRITING an ad for your town

Focus on the instructions and read the example about Eagle Rock. Tell Sts to write an ad for their town / city, and to include some superlatives. If your Sts are all from the same town / city, you could give them the option to write about another place they know well. You could assign this as homework and ask Sts to add some photos to their ad.

Put the ads around the class for Sts to read.

Ask Sts if they found out anything new / interesting about the places.

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10B In the footsteps of Marco Polo

G *be going to* (plans), future time expressions
V city vacations
P sentence stress

Lesson plan

The context of this lesson is travel and vacations, and specifically, the travel plans of Vienna Cammarota, a 72-year-old Italian woman who was, at the time of the interview, planning to walk from Venice to Beijing (she should have arrived by the time of publication). The lesson starts with an interview with her where the grammar focus *be going to* for future plans is presented and practiced. Pronunciation focuses on sentence stress in *be going to* sentences. In the Listening, Sts hear an expert from a website called Responsible Travel giving advice about how to plan a vacation. In Vocabulary and Speaking, Sts look at some common vacation phrases and then plan their own dream trip. Finally, in Writing, they write a formal email, booking some accommodations for a vacation.

More materials

For teachers

Photocopiables
Grammar *be going to* (plans) *p.206*
Communicative Future plans *p.255* (instructions *p.221*)

For students
Workbook 10B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board *Venice* and *Beijing*. Elicit where they are (*In Italy and China*). Then get Sts in pairs or small groups to guess what the distance is in miles overland between the two cities. Elicit ideas and write them on the board. Then tell them that it is approximately 13,000 miles.

1 GRAMMAR *be going to* (plans)

a 10.7 Books open. You could quickly focus on the title of the lesson, *In the footsteps of Marco Polo*, and find out what Sts know about him (*He was a 13th-century traveler*). Don't spend long on this as Sts will read about him.

Focus on the task and make sure Sts understand what Vienna is planning to do. Sts may be a bit surprised by her first name, but tell them that names of cities, countries, and even continents can be first names, e.g., *Paris* and *India* are common nowadays.

Tell Sts to cover the interview on the right and focus on the photos.

Play the audio for Sts to listen and number the photos in the order in which Vienna mentions them.

Check answers.

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

10.7
See interview in Student Book on *p.82* and answer key **b**

b Tell Sts to uncover the interview and look at the verbs in the list. Point out that the first two (*walk* and *do*) have been done for them.

Give Sts time to read the interview and fill in the blanks.

Play the audio for Sts to listen and check.

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

ANSWERS
3 leave **4** start **5** go **6** take **7** be **8** use **9** stay **10** follow

c Either put Sts in pairs and get them to answer the questions, or do this as a whole-class activity.

If Sts worked in pairs, check answers.

ANSWERS
1 base form **2** the future

d Tell Sts to go to **Grammar Bank 10B** on *p.150*.

Grammar notes

be going to + base form is the most common way to express future plans and the main future form taught in this level. It is often used with time expressions like *tonight*, *next week*, and *next summer*. Sts don't usually find the concept of *be going to* a problem, but the form needs plenty of practice. A typical error is the omission of the auxiliary *be*, e.g., ~~*I going to have dinner*~~, or using the simple present of *go*, e.g., ~~*I go to have dinner*~~.

In song lyrics, *going to* is sometimes spelled *gonna* because of the way it is pronounced (see **Pronunciation notes** in **2**). Discourage Sts from using this in written English.

Some Sts may know the future form *will* and may ask about this. Explain that both *be going to* and *will* are used to talk about the future. In the *American English File* series, *be going to* is presented first to talk about plans and predictions, and *be going to* for predictions is practiced in the next lesson. Sts will learn the grammar of *will* in *American English File* Level 2 but will see some examples in **Practical English**.

Focus on the example sentences and play audio **10.8** for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **10B** on *p.151*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS
a **1** 're going to book **2** 'm going to stay **3** 's going to study **4** are going to get **5** 's going to work **6** isn't going to go **7** aren't going to visit
b **1** 'm going to call **2** are, going to have **3** isn't going to come **4** are, going to get **5** aren't going to buy **6** Are, going to watch

Tell Sts to go back to the main lesson **10B**.

EXTRA PRACTICE OPTION Use the **10B Grammar** photocopiable activity.

e **10.9** Remind Sts of Vienna's plan. Focus on the question.

Play the audio. Ask Sts whether they think Vienna succeeded.

10.9
(script in Student Book on *p.131*)
Vienna left Italy in April twenty twenty-two and when I spoke to her again, she was in Kazakhstan. By December twenty twenty-four, she hoped to reach Mongolia, where the true story of Marco Polo began. We asked her if she had any plans for more traveling, and she said, "In the future, I'd like to travel around the world. But nothing is certain."

EXTRA IDEA Before playing the audio, you could ask Sts what they think success or failure depended on, e.g., her health, the weather, etc.

2 PRONUNCIATION & SPEAKING
sentence stress

Pronunciation notes
When native speakers speak quickly, they tend to pronounce *going to* as *gonna* /ˈgənə/. It is a good idea to point out this pronunciation to Sts, as they will hear it if they have contact with native speakers or listen to songs, and they will see it written down in song lyrics.

This pronunciation is widespread in American and British English, particularly in conversation, although it might not be appropriate in some formal situations.

At this level, we recommend that it is better to teach the more "correct" pronunciation, i.e., pronouncing both *going* and *to* (using the weak form of *to*). Sts can use the more colloquial form later when their speed of speech increases.

a **10.10** Tell Sts they are going to listen to the two conversations. Before playing the audio, focus on the first question and ask Sts which words are stressed (*What*, *do*, and *summer*).

Play the audio once for Sts just to listen.

10.10
See conversations in Student Book on *p.83*

Play the audio again, pausing after each line for Sts to listen and repeat. Encourage Sts to get the right rhythm.

EXTRA IDEA Get Sts to read the conversations aloud in pairs.

b Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** What are you going to do?, **A** on *p.108*, **B** on *p.113*.

Tell Sts they need to complete their questions with *be going to*. Point out the example.

Sit **A** and **B** face-to-face if possible. **A** asks their questions to **B**. Monitor and help Sts get the rhythm right when they read their questions.

B then asks **A** their questions.

When both Sts have answered the questions, get feedback from the class.

Tell Sts to go back to the main lesson **10B**.

3 LISTENING using prior knowledge to predict content; note-taking

a Focus on the task and make sure Sts understand *plan*.

Give Sts time to read the four questions and make sure they understand *previous*.

Now get Sts to number the questions.

Put Sts in pairs and get them to compare answers.

Get some feedback.

b **10.11** Focus on the task and make sure Sts understand who Justin Francis is.

Play the audio for Sts to listen and complete the task.

Check answers. Find out, with a show of hands, if anyone had the same order as Justin. Don't ask Sts if they agree with Justin, as they will be doing this later in the lesson.

ANSWERS
1 What am I going to do?
2 Who am I going to go with?
3 What previous vacations did I really enjoy?
4 Where am I going to go?

10.11
(script in Student Book on *p.131*)
You're thinking of taking a vacation or traveling somewhere nice – but there are so many different ways of traveling, and thousands of places to go. Where do you start? Why not follow these three simple steps to find the right vacation for you?
Step one. Think about what you want to do on your vacation.
The first thing people usually try to decide is where they want to go, but it's probably better to start by thinking about what you want to do.
Do you want to relax? Then think about how you relax. For example, do you like reading, or doing yoga, or do you like doing something more active?
Do you want to visit an exciting new city, or see some scenery and animals that are different from where you live? Seeing something completely new is a great way to forget about your normal life.
Do you want to go on an adventure? Perhaps you're dreaming about climbing Mount Fuji or living in Kenya with the Maasai people. You could use your vacation to make one of those dreams come true.
Do you want to learn something new? Not everybody wants to sit in a classroom learning a new language or be in a kitchen learning to cook when they're on vacation, but some people love it. And nowadays you can take courses in many countries and experience a different culture at the same time.
So now, step two. Think about the people you're going to go with. Are they family or friends? Do they have children? What do they want to do? People have different needs and interests, and if you're all going to enjoy the vacation, you need to make sure you all want the same things. But if what you really want to do is to meet new people, maybe it would be better to travel alone.
And finally, step three. Think about good vacations you had in the past.
Why were they good? Maybe it was the people you were with. Maybe it was something you learned, or an experience you had. What can you repeat from those vacations?
Of course, there are always other things you need to consider, like how much money you can spend, and how much time you can be away. But, first, follow these three steps, and then you're ready to start thinking about where you want to go.

EXTRA IDEA Ask Sts what else Justin said is important to think about.

ANSWER
How much money you can spend and how much time you can be away

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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.

c Now tell Sts they are going to hear the audio again and they must answer questions 1–5.

Go through the questions before Sts listen, making sure they understand all the lexis, e.g., *skill*, *to consider*, etc.

Now play the audio again, pausing after Justin has answered each question.

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

ANSWERS

1 • Reading, doing yoga
• Visit an exciting new city, or see some scenery and animals that are different from where you live
• Climb Mount Fuji or live in Kenya with the Maasai people
• Learn a new language or learn to cook
2 Make sure everyone wants the same things.
3 To travel alone
4 The people you were with, something you learned, or an experience you had
5 Where you want to go

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

d Either put Sts in pairs and get them to answer the questions, or do this as a whole-class activity.

If Sts worked in pairs, get feedback.

4 VOCABULARY & SPEAKING city vacations

a Tell Sts to look at the nine phrases related to vacations and to complete each one with a verb from the list.

Check answers.

ANSWERS

1 book 2 go 3 rent 4 stay 5 eat 6 visit 7 buy 8 meet 9 have

Now get Sts to cover phrases 1–9 (but not the verbs in the list) and see if they can remember the vacation phrases.

b Focus on the task and put Sts in pairs.

Monitor and help while Sts try to find things they both like doing on vacation.

Get some feedback from various pairs.

c Focus on the task and the five questions. Tell Sts they are going to plan a dream trip in their pairs. Their plan must be a visit to three cities on the same continent, and the vacation can be a maximum of ten days.

Before Sts start, focus on the **Making suggestions** box and go through it with the class. Encourage them to use these phrases when planning their trip with their partner. You could write them on the board to serve as an extra reminder.

Give Sts about five minutes to make their plans for each of the five questions. Monitor and help, encouraging them to use *Why don't we…?*, etc. for making suggestions.

Monitor and help.

d Now tell Sts to change partners and tell their new partner the agreed plan from **c**. Focus on the example in the speech bubble before they start.

e Finally, ask Sts if they are still happy with their original plan, or if they prefer their new partner's plan. Get some Sts to tell the class their plans.

EXTRA IDEA Get one pair to come out to the front of the class. Act as a TV host and interview them, using the questions from **c**, e.g., *What cities are you going to visit?*

5 WRITING a formal email

Remind Sts of / Elicit the difference between informal and formal writing: *informal* = e.g., to a friend, and *formal* = e.g., to a person we don't know, or to a company or institution. We need to use a different style of writing depending on whether it is an informal or formal situation. Before going to the **Writing Bank**, quickly elicit what Sts can remember about writing an informal email, e.g., how you begin (*Hi / Dear…*) and end (*Best wishes / Write soon*, etc.).

Now tell Sts to go to **Writing Bank 10** on *p.124*.

a Focus on the advertisement and the email. Make sure Sts know what a *bed-and-breakfast* is. Tell Sts to fill in the blanks in Carl's email with the words in the list.

Check answers.

ANSWERS

1 booking 2 double 3 website 4 car 5 place 6 would 7 problem 8 confirm

Ask Sts some comprehension questions to make sure they understand the email, e.g., *Who are Mr. and Mrs. Hunter?* (The owners of the bed-and-breakfast), *Why is Carl writing to Mr. and Mrs. Hunter?* (To confirm his booking / reservation, ask about parking, and make sure he gets the right rooms), *How many nights does Carl want to stay?* (Three nights), etc.

b Do this as a whole-class activity.

ANSWER

parking and rooms

c Focus on the **Formal emails** box and go through it with the class. Elicit / Remind Sts of the difference between *Mrs.* and *Ms.* (some married women use *Mrs.* Many women use *Ms.* as this gives no indication of marital status). Highlight that we don't usually use contractions in formal writing.

Do the question as a whole-class activity.

ANSWERS

Dear Mr. and Mrs. Hunter,
Sincerely,

d Give Sts time to rewrite sentences 1–5 without contractions.

Check answers.

ANSWERS

1 We are visiting the area in June.
2 I would like a single room.
3 I did not receive your email.
4 I am planning to arrive by train.
5 There is a problem with my booking.

e Go through the instructions and make sure Sts understand what they have to do.

Make sure Sts are making notes and not writing full sentences.

f Now tell Sts to write their email to the bed-and-breakfast. They should include answers to the questions in **e**, i.e., who they are traveling with, which rooms they want, how many nights they want to stay, etc.

As this writing task is fairly short, you may want to get Sts to do it in class.

EXTRA IDEA If your Sts also need to write formal letters, not just emails, tell them they can use exactly the same language to begin and end as in an email, but they should put:

- their address in the top right-hand corner
- the name and address of the person / company they're writing to on the left-hand side, slightly lower down
- the date under the name and address
- *Sincerely, Regards,* or *Yours truly* to end the letter.

You could also teach as a set phrase *I look forward to hearing from you*.

g Remind Sts to check their texts for mistakes, e.g., with capital letters or spelling, that they start and finish the email the correct way, and use formal language.

10C The cards don't lie.

G *be going to* (predictions)
V playing cards
P the letters *ear*

Lesson plan

This lesson looks at another use of the future *be going to* to express predictions (what we think or are sure is going to happen in the future). The context is a short story written in the 1920s about a fortune-teller. The lesson starts with Sts discussing cards and card games, and looking at related words or phrases. Then Sts read and listen to a short story about a fortune-teller, which has a "twist" at the end. As they read / listen to the story, Sts have to make a series of predictions about the outcome. After the story, in Pronunciation, Sts look at words with the letters *ear*, such as *appear*, *earn*. Sts then look at the grammar of using *be going to* for predictions, and in Speaking, they go to Communication where they have cards to tell each other's fortunes. If you would like to give Sts the actual cards to use for this stage, go to Student Book *p.114* to photocopy them and cut them up. The lesson ends with a documentary about the history of playing cards.

Video material

Listening – *The fascinating history of playing cards*

More materials

For teachers

Photocopiables

Grammar *be going to* (predictions) *p.207*
Communicative Predictions *p.256* (instructions *p.222*)

For students

Workbook 10C

OPTIONAL LEAD-IN (BOOKS CLOSED) Review *be going to* for plans. Write the following prompts on the board:
tonight *tomorrow night* *next weekend* *next summer*
Get Sts to ask you *What are you going to do…?* with the prompts.
Sts ask each other in pairs.

1 VOCABULARY playing cards

a Books open. Focus on the cards and do the questions as a whole-class activity.

b Now get Sts to match the cards and the words or phrases.

c **10.12** Play the audio for them to listen and check.

Check answers, and model and drill pronunciation.

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

10.12
See words and phrases in Student Book on *p.84* and answer key

Get Sts to test each other's memory by covering the words and phrases and pointing at the cards.

2 READING & LISTENING following the events in a story, understanding specific information, checking a prediction

a Focus on the picture with the title of the story and make sure Sts know what a *fortune-teller* is. Explain that the verb is *to tell somebody's fortune*.

Do the questions as a whole-class activity. You could tell the class whether you believe in fortune-telling or not.

b **10.13** Focus on questions 1–3 and make sure Sts can remember the meaning of *to be suspicious of somebody* (they saw it in **8A**). You might want to model and drill the pronunciation of the names: *Myers* /'maɪərz/ and *McCleary* /mə'klɪri/. You could point out that Mrs. McCleary is the woman on the left of the picture, and Mrs. Myers is on the right.

Give Sts time to read and listen to **Part 1** of the story and answer the questions.

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

ANSWERS
1 Because she lives so luxuriously.
2 She dresses like a young girl and takes off her wedding ring. She wants to make Mrs. Myers think she's young and not married.
3 She's going to tell her fortune.

10.13
See text in Student Book on *p.84*

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

c **10.14** Focus on the cards and elicit what they are (the jack of hearts, the king of clubs, the seven of diamonds, the queen of hearts, the ten of spades).

Now play the audio for Sts to listen to **Part 2** of the story and number the cards in the order in which they hear them.

Check answers.

ANSWERS
1 the seven of diamonds
2 the jack of hearts
3 the ten of spades
4 the king of clubs
5 the queen of hearts

10.14
(script in Student Book on *p.131*)
Part 2
Mrs. Myers turned over the first card. "The seven of diamonds. That means money. You're going to be rich! And the jack of hearts! That's a good card. It means you're going to meet a young man."
"Ah," said Mrs. McCleary. "And what next?"
"The ten of spades," said Mrs. Myers, as she turned over the third card. "That means you're going to travel. But then," she exclaimed, "we have the king of clubs! Clubs always mean problems. Somebody's going to try to stop you. An old man…"
"Probably my father!" Mrs. McCleary exclaimed.
"But let's look at the last card," said Mrs. Myers. "Ah! The queen of hearts! You're going to fall in love with a young man. Dear Miss Jones, in one year's time, you're going to marry a very rich young man, a businessman – he travels a lot. An old man is going to try to stop your

marriage, but he's not going to succeed. You're going to move far away from here, probably abroad. That will be one pound, please."
"Thank you so much," said Mrs. McCleary. She took a pound from her purse and gave it to Mrs. Myers.
"Thank you," said Mrs. Myers. "Goodbye, my dear Miss Jones…Next please!"
When Mrs. McCleary got home, she told her husband everything.
"I don't like it," Inspector McCleary said. "What should we do about her? I know! I'll report her."
And that's what Inspector McCleary did.

d Focus on the questions and the five sentences with blanks. Then play the audio again and tell Sts to listen to **Part 2** again and fill in the blanks with a word or phrase.

Give Sts time to compare answers and answer the question in pairs.

Check answers.

ANSWERS

1 rich
2 meet, young man
3 travel
4 stop her
5 fall in love, young man

The reading costs one pound.
After she returns home, she tells her husband everything.
He decides to report Mrs. Myers.

e **10.15** Focus on the questions and elicit / teach the meaning of the noun *fine* here (= a sum of money that must be paid as punishment for breaking a law or rule). You might also want to pre-teach *court* (= the place where legal trials take place) and *a judge* (= a person in a court who has the authority to decide how criminals should be punished). Go through the **Glossary** with the class.

Now give Sts time to read and listen to **Part 3** of the story and answer the questions.

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

ANSWERS

1 To earn money
2 She tells them what they want to hear.
3 Because Mrs. McCleary said she was single
4 For a pound, she needed to say something more.
5 Because the judge decides she's a fraud.

10.15
See text in Student Book on *p.85*

f **10.16** Do this as a whole-class activity. Elicit some ideas, but don't tell Sts if they are right or not.

Then play the audio and tell Sts to listen to **Part 4**.

Elicit the ending.

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

10.16
(script in Student Book on *p.131*)
Part 4
About a year later, Judge Kelly met Inspector McCleary. "Nice weather we're having," said the judge. "By the way, how's Mrs. McCleary?"
Inspector McCleary looked sad. "Well, sir," he said, "Mrs. McCleary… the thing is…she left me."
"No! Really?" said the judge. "I thought she was a wonderful young woman."
"That was just the problem," said McCleary sadly. "A young man fell in love with her. He was a millionaire businessman from Melbourne. They left for Australia last week."

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

3 PRONUNCIATION the letters *ear*

Pronunciation notes

The most common pronunciation of *ear* is /ɪr/, followed by /ər/. However, you may want to point out to Sts that it is also occasionally pronounced /ɛr/ – the most common words with this pronunciation are *wear, bear,* and *pear*. *Heart* is the only word where *ear* is pronounced /ɑr/.

a Focus on the instructions and give Sts time to put the words in the correct column.

Get Sts to compare answers with a partner.

b **10.17** Play the audio for Sts to listen and check.

Check answers.

10.17
ear /ɪr/ appear, dear, hear, year
car /ɑr/ hearts
bird /ər/ earn, learn

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

Then ask Sts if they know how the three words *early, heard,* and *near* are pronounced (these are not from the story, but Sts have met them before).

ANSWERS
early /'ərli/, heard /hərd/, near /nɪr/

4 GRAMMAR *be going to* (predictions)

a Focus on the two sentences and make sure Sts understand *a prediction* (= something you think is going to happen). Do this as a whole-class activity.

ANSWERS
1 is a prediction and 2 is a plan.

b Tell Sts to go to **Grammar Bank 10C** on *p.150*.

Grammar notes

Sts learned the use of *be going to* to express future plans in the previous lesson. Here, the same structure is used to make predictions (what we think or are sure will happen).

Will can also be used to make predictions. This is taught in Level 2.

Focus on the example sentences and play audio **10.18** for Sts to listen and repeat. Then go through the rules with the class.

Focus on the exercises for **10C** on *p.151*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

a 1 They're going to have
2 It's going to be
3 He's going to get
4 She's going to make
5 She's going to send

b 1 're going to have
2 isn't going to pass
3 are going to buy
4 'm not going to finish

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5 're going to win
6 're going to be
7 'm not going to like
8 's going to forget
9 's going to sleep
10 're going to have

Tell Sts to go back to the main lesson **10C**.

EXTRA PRACTICE OPTION Use the **10C Grammar** photocopiable activity.

c Tell Sts to write one prediction for each category – the weather, sports, their town / country, and the student themselves. All four sentences should start with *I think*.

d In pairs, Sts now read their predictions to each other and say whether or not they agree with their partner's predictions.

Get some feedback.

5 SPEAKING

Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** Fortune-telling on *p.114*.

Go through the instructions in **a** and then give Sts time in their pairs to match the cards and verb phrases.

Check answers.

ANSWERS
B have a surprise **C** fall in love **D** get married **E** become famous **F** travel **G** meet somebody new **H** move to a new house **I** get a new job **J** get a lot of money

Now focus on the example in the speech bubbles in **b**. Get Sts to sit face-to-face if possible.

Sts individually number the cards in **a** in a different order. Stress that it should be in a random order. Number your cards, too.

Demonstrate the activity. Get a student to tell you a number between one and ten, and "tell their fortune," depending on the card they have chosen.

Student **A** is the fortune-teller first. **B** chooses five numbers between one and ten, and tells **A**, who writes them down. **A** predicts **B**'s future according to the "cards" **B** has chosen. Then Sts change roles.

! If you have odd numbers, have a group of three, where **A** tells **B**'s fortune, **B** tells **C**'s, and **C** tells **A**'s.

Get feedback by asking a few Sts what's going to happen to them.

Tell Sts to go back to the main lesson **10C**.

6 LISTENING using visual clues to check predictions

a Tell Sts they are going to watch a documentary about the history of playing cards. Give them time to read questions 1–8 and think about their answers. You might want to pre-teach *standard* (= usual or normal). You might also want to tell them that *knave* /neɪv/ is an old-fashioned word for *jack*.

Put Sts in pairs to compare their answers.

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 in **a**.

Give Sts time to discuss the ones they got wrong in their pairs.

Now play the video again for Sts to correct any answers that were incorrect.

Check answers.

ANSWERS
1 Asia
2 Yes, the suits were different in different countries, for example, cups, swords, leaves, bells, and roses.
3 52
4 Yes
5 A flower
6 Wild cards, that is, they can be any card
7 Because they were ideal for a lot of different numbers of players
8 Fortune-telling

▶
Here is a standard deck of playing cards: fifty-two cards, four suits – spades, clubs, diamonds, hearts – twelve picture cards, two jokers. Most people are familiar with these cards. But what do they know about their history and their uses?
The first playing cards originated in Asia, probably in China in the ninth century. Between the ninth and the fourteenth centuries, they traveled west across the world, through India, Persia, and Egypt, to Europe.
The early cards looked different from the ones we know today, and the suits were different in different countries, for example, cups, swords, leaves, bells, and roses.
The picture cards were all male figures; the king, the jack, and a soldier on a horse.
From the sixteenth century, the French deck of fifty-two cards that we know today became the most common. Its design was simple and therefore cheap to print.
Why are there fifty-two cards? And why four suits…and twelve picture cards? No one knows for sure, but an interesting theory is that the fifty-two cards represent the fifty-two weeks in a year, the four suits represent the four seasons (spring, summer, fall, and winter), and the twelve picture cards represent the twelve months of the year.
The highest picture card is the king. On the king card, the king always has a sword or an axe. The kings also always have mustaches, except for the king of hearts, who sometimes doesn't have one.
The second highest picture card is the queen. The French introduced the queen instead of the soldier on a horse. On the queen card, the queen always has a flower in her hand.
In English decks of cards, the jack was originally called the knave. However, because the initials of the picture cards appear on the corner of each card, and there was already a "K" for "king," "knave" became "jack."
The jokers were first added to the deck in the eighteen fifties. They soon became a standard part of the deck, and in some games they are "wild cards," that is, they can be any card.
Playing cards quickly became very popular. This was because previously most games were for two players. Card games were ideal for a lot of numbers of players, and were especially popular with women.
The international fifty-two-card deck is still very popular all over the world with people of all ages: easy children's games, games for one person, and serious games like bridge or canasta.
But playing cards are not only for games.
Although there are special fortune-telling card decks, like tarot cards, the standard deck was also a very popular way to tell people's fortune in the eighteenth, nineteenth, and twentieth centuries.
The four suits represent four themes: spades are about challenges or difficulties, hearts are about feelings and relationships, clubs are about positive things, diamonds are about money. Each number and picture card also has a special meaning.
You can have all kinds of fun with cards in many different ways.

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 Do this as a whole-class activity.

9&10 Review and Check

For instructions on how to use these pages, see *p.51*.

Video material

Can you understand these people? 9&10

More materials

For teachers

Oxford English Hub
Quick Test 10
File 10 Test

GRAMMAR

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

VOCABULARY

ANSWERS
a **1** snack (the others are meals)
2 strawberries (the others are vegetables)
3 sugar (the others are drinks)
4 tomatoes (the others are, or are made from, potatoes)
5 chicken (the others are desserts)
b **1** chocolates **2** tomatoes **3** honey **4** rice **5** fruit juice
c **1** a hundred and twenty **2** million **3** department store
4 square **5** station
d **1** stay **2** rent **3** buy **4** visit **5** book
e **1** jack **2** ace **3** joker **4** seven of spades
5 seven of clubs

PRONUNCIATION

ANSWERS
c **1** br**ea**d /ɛ/ **2** dec**k** /k/ **3** **oi**l /ɔɪ/ **4** t**ow**n /aʊ/
5 **wr**ote /r/
d **1** chocolate **2** dessert **3** supermarket **4** interesting
5 dangerous

CAN YOU understand this text?

ANSWERS
a **1** C **2** A **3** B
b **1** A **2** B **3** A **4** C **5** B **6** A **7** B **8** C

CAN YOU understand these people?

ANSWERS
1 vegetables **2** husband **3** night **4** 14 / fourteen **5** food

1 Graziella
I = interviewer, G = Graziella
I Do you think you have a healthy diet?
G Um, for the most part, I would say I have a healthy diet. Uh, lots of fruits and vegetables, and a little bit of chocolate, here and there.
I How much sugar and salt do you eat?
G Um, I don't have that much salt in my diet, but with all of the fruit that I have, I would say I have quite a bit of sugar, natural sugars.

2 Kara
I = interviewer, K = Kara
I Do you like cooking?
K I love to cook.
I Do you think you're a good cook?
K I do think I'm a good cook.
I What's your specialty?
K Um, my husband is Cuban, so I learned to cook Cuban food for him, so that's my speciality.

3 James
I = interviewer, J = James
I What's the most beautiful city you know? Why?
J I really love Paris. I think the Eiffel Tower is beautiful at night.

4 Kevin
I = interviewer, K = Kevin
I Where are you going to go for your next holiday?
K Uh, we've booked that for January and we're going to Thailand for two weeks.
I Where are you going to stay?
K We're staying three nights in Bangkok, three nights in an island called Ko Samui, and five nights in an island called Ko Tao.
I How are you going to get there?
K We are flying from Edinburgh to, uh, Dubai, Dubai to Bangkok, and then it's another flight from Bangkok to Ko Samui, and then a ferry from Ko Samui to Ko Tao.

5 Mica
I = interviewer, M = Mica
I What's the biggest difference between the US and the UK?
M Um, so the biggest difference between the US and the UK in New York City, uh, food's very different here compared to the UK. Um, lots of burgers and pizza, and fast food and things like that.

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11A Culture shock

G adverbs (manner and modifiers)
V common adverbs
P connected speech

Lesson plan

People's first impressions of a new country provide the context for learning common adverbs of manner and modifiers. This lesson starts with Sts reading some posts on a forum written by people who moved to another country, and about what surprised them when they first arrived. This leads into the grammar focus on the formation and position of adverbs. In Listening, a British teacher talks about living in Costa Rica, followed by Pronunciation, where the focus is on understanding connected speech. Finally, Sts discuss habits and behavior in their own country / city.

Video material

Grammar – adverbs
Listening – *Life in Costa Rica* (extracts)
Listening – *Life in Costa Rica* (full video)

More materials

For teachers

Photocopiables
Grammar adverbs (manner and modifiers) *p.208*
Communicative Read slowly *p.257* (instructions *p.222*)

For students

Workbook 11A

OPTIONAL LEAD-IN (BOOKS CLOSED) Tell Sts to imagine they have to go and live for a year in a foreign city. Then tell them, in pairs, to decide which city they would like to go to and why.
Get feedback about the cities Sts chose and their reasons.

1 READING understanding opinions

a Books open. Do this as a whole-class activity. You could tell the class about your own experience.

b Focus on the title of the forum and the question below it.
Make sure Sts understand the topic.
Give Sts a few minutes to read the posts and decide which topic isn't mentioned.
Check the answer.

ANSWER
exercise

c Get Sts to read the posts again and match sentences 1–8 to the people who said them. The sentences are paraphrases and not the exact wording in the posts.
Get Sts to compare with a partner, and then check answers.

ANSWERS
1 J 2 N 3 M 4 J 5 N 6 B 7 N 8 B

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

d Tell Sts to read sentences 1–8 again and, with a partner, discuss whether each one is true in their country. You could do the first one with the whole class to start them off. If your Sts come from the same country, you could do this as a whole-class activity.
If Sts worked in pairs, get some feedback from various pairs.

2 GRAMMAR adverbs

a Tell Sts to look at the highlighted phrases in sentences 1–8 in **1c** and choose option *a* or *b* in questions 1–3.
Check answers.

ANSWERS
1 a 2 b 3 b, a

EXTRA SUPPORT Get Sts to work in pairs.

b Tell Sts to go to **Grammar Bank 11A** on *p.152*.

Grammar notes

Adverbs of manner

Sts usually find formation of these adverbs fairly straightforward.

The most common word order with these kinds of adverbs is to put the adverb after a verb or verb phrase, e.g., *He drives very quickly*, *I speak English very well* (typical error: ~~*I speak very well English*~~).

Sts may try to use *hardly* instead of *hard*, e.g., ~~*I work hardly*~~. Explain that *hard* is irregular and doesn't add *-ly*.

Hardly is a word that means *almost not*, e.g., *I hardly slept last night*, *I hardly ever go to the theater*. Sts learned *hardly ever* in **4C**. *Barely* has a similar meaning.

Modifiers

The position of these is fairly straightforward. You may want to point out that you can't use *very* with strong adjectives, e.g., *great*, *fantastic*, *awful*, etc.

Focus on the example sentences and play audio **11.1** and **11.2** for Sts to listen and repeat. Then go through the rules with the class.

Focus on the **Words ending in *-ly*** box and go through it with the class.

Now focus on the exercises for **11A** on *p.153*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

Help with rhythm, and tell them that adverbs are always stressed.

ANSWERS
a **1** carefully **2** polite **3** beautifully **4** unhealthy **5** slowly **6** really **7** well **8** perfectly **9** casual **10** incredibly
b **1** quietly **2** fast **3** well **4** carefully **5** hard **6** healthily **7** badly **8** easily

Tell Sts to go back to the main lesson **11A**.

EXTRA PRACTICE OPTION Use the **11A Grammar** photocopiable activity.

c In this video, Sts will see ten clips of people doing actions. They need to describe what is happening, using a verb and adverb. Tell Sts they can repeat verbs and adverbs as appropriate.

Play the video and pause after a few seconds of the first clip. Elicit where they think the people are (*in a library*) and then focus on the example. Tell them they are going to see nine more clips and they have to describe what is happening using a verb and an adverb each time. Encourage Sts to use a modifier if appropriate.

Play the video and pause it after a few seconds of each clip. Give Sts time to write down a verb and an adverb (not a full sentence). You could give Sts time, in pairs, to discuss what is happening.

Then play the video again and elicit a sentence in the present continuous with an adverb for each clip. You could get Sts to agree which sentence they think describes each clip the best.

POSSIBLE ANSWERS

2 They're driving (really) fast / quickly.
3 She's dancing (really) beautifully / well.
4 It's eating (incredibly) slowly.
5 He's working (really) hard.
6 He's playing tennis (very) badly.
7 She's eating healthily.
8 They're walking (very) carefully / slowly.
9 They're running (really) fast / quickly.
10 She's drinking (very) noisily / loudly.

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

3 LISTENING & PRONUNCIATION using visual clues to identify attitude, connected speech

a In this video, Jack Horton, a British computer science teacher, talks about what surprised him when he first came to live in Costa Rica.

Focus on the photo of Jack, and ask Sts if they know where Costa Rica is (Central America). Make sure Sts understand the task. You could tell Sts that Jack Horton is from the UK.

Tell Sts that they are going to watch some extracts from the full video, and the first time they watch, there isn't any script. Sts just need to watch and decide how Jack feels about living in Costa Rica.

Play the *Life in Costa Rica* (extracts) video for Sts to watch and answer the questions. Elicit some ideas, but don't tell Sts if they are right or not.

b Tell Sts they are now going to watch the whole video and they need to check their answers in **a**.

Play the *Life in Costa Rica* (full video) for Sts to watch and check their answer.

Check the answer.

ANSWER

He's positive. He says the people are friendly, the scenery is beautiful, the coffee is amazing, and above all, he ends up saying, "I love it here."

Now go through sentences 1–10 with Sts, making sure they understand all the lexis, e.g., *sense of time*, *scenery*, etc.

Put Sts in pairs and get them to fill in as many of the blanks as they can in the sentences.

Then play the video again, pausing after each pair of questions if necessary.

Check answers.

ANSWERS

1 friendlier
2 problem
3 77 degrees
4 rains, heavily
5 more beautiful
6 very frightened
7 fruit, vegetables, coffee
8 coffee
9 dangerous
10 terrible

Jack Horton lives in San José in Costa Rica, where he teaches computer science in a secondary school.
When he arrived in Costa Rica, the first thing that Jack noticed was how incredibly friendly the people are. Jack says the "ticos" – as they're called in Costa Rica – are much friendlier than people in his home country. They always say *buenos días* to you even if they don't know you. If something's good, like a beautiful day or a good meal, the ticos say *pura vida*. It literally means "pure life," but Jack thinks it really means "things are great."
One thing that can be difficult for foreigners is that the sense of time is completely different in Costa Rica. The Costa Ricans call it "tico time." If there is an appointment at seven in the evening, *ticos* probably leave home at seven o'clock. But everyone knows it's OK not to arrive on time and it's not a problem.
Another thing that surprised Jack was the weather. He thought Costa Rica was hot and sunny all the time. That's true in the dry season, and the temperature's about seventy-seven degrees all year round, but in the rainy season, especially in September and October, it rains heavily for about two hours a day.
Everyone told Jack that the scenery was beautiful in Costa Rica. But it was even more beautiful than he expected, with incredible animals, birds, trees – and volcanoes. Some of the volcanoes are active and smoke quietly, and then suddenly there's a big bang and they start erupting. Jack was very frightened the first time it happened.
At first, Jack thought life in Costa Rica was going to be cheap. But in fact, Jack found out that food is expensive, especially imported food. The only thing that's cheap is fruit, vegetables, and the wonderful, wonderful coffee.
And the fruit and vegetables are very different from those in Jack's home country. One day he went to a market and he didn't recognize any of the fruit.
Jack likes San José. Some people think it can be dangerous, but Jack doesn't feel that it is. He says it's true that some of the roads are terrible, but in general, he really loves it in Costa Rica.

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.

c **11.3** Tell Sts they are now going to hear seven phrases taken from the video and they must write each one down. Each phrase has three or four words in it. Point out the example.

Play the audio, pausing after each phrase to give Sts time to write. Play again if necessary.

Check answers.

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11.3

1 how incredibly friendly
2 things are great
3 the sense of time
4 seven in the evening
5 hot and sunny
6 all year round
7 two hours a day

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

d Do this as a whole-class activity and give your opinion.

4 VOCABULARY & SPEAKING common adverbs

Focus on the task. Then look at the questions and make sure Sts understand all the verb phrases, e.g., *treat tourists*, *behave*, etc.

Put Sts in small groups. Focus on the example, or demonstrate first if you are from a different country / city, by telling Sts, e.g., *In Canada, I think most people drive very carefully. I drive…*

Give Sts time in their groups to discuss all the points. Remind them to first say what they think about the people in their country and then about themselves.

Get some feedback from various groups.

11B It's on my list.

G verb + infinitive
V more verb phrases
P weak *to*, sentence stress

Lesson plan

This lesson is based on a vlog by Aartie Dharampuriya, an Indian influencer. She is passionate about new experiences, and has written a list of 30 things she wants to do before she reaches 30. In the first half of the lesson, Sts watch a video that introduces them to the concept of bucket lists, and they then read part of Aartie's list. In the second half of the lesson, in Grammar, they focus on the structure verb + infinitive, which is common when talking about plans and dreams, e.g., *I want to climb a mountain*, and they learn some common verbs that are followed by the infinitive. In Pronunciation, Sts work on the weak pronunciation of *to* in verb phrases and sentence stress. Then, in Speaking, they talk about their dreams and plans for the future. The Writing task, which links back to Reading, gets Sts to write their forum post about their dreams and ambitions.

Video material

Listening – *Bucket lists*

More materials

For teachers

Photocopiables

Grammar verbs + *to* + infinitive *p.209*
Communicative Dreams and plans *p.258* (instructions *p.222*)

For students

Workbook 11B

OPTIONAL LEAD-IN (BOOKS CLOSED) Tell Sts to imagine that they have won, for example, $1,000 in the lottery. Ask who would buy something with it (what?), and who would spend it on an experience, e.g., a trip (where to?).

1 LISTENING & VOCABULARY using visual clues to identify categories, more verb phrases

a In this video, Sts will find out what a bucket list is and see some examples of what people put on their lists.

Books open. Focus on the photo and give Sts time to read the two questions. Elicit ideas as to what a bucket list is, but don't tell Sts if they are right or not.

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

Check answers.

ANSWERS
1 A list of things that you want to do before you die
2 Travel, adventures, learning new skills, other things

What is a bucket list?
It's a list of things that you want to do before you die. The expression comes from an English idiom, "to kick the bucket," which means to die. Some people make a new bucket list every year. Others start one when they're young and keep on adding to it. Others set a time limit, for example, "Things I want to do before I'm thirty."
What kind of things do people put on them? All sorts of things. Many are to do with travel, for example, travel to all seven continents, go on a cruise, see the northern lights, go on a safari.
Others are about adventures, for example, do a bungee jump, hike through a rain forest, ride a horse on the beach.
Some involve learning new skills, for example, learn to scuba dive, learn to play an instrument, learn to play chess, learn to cook.
And others are just random things people would like to do, for example, see the sun rise, go on a blind date, be an extra in a movie, get a tattoo, be on TV, see a tennis match at Wimbledon, read a classic novel.
What would you put on your bucket list?

b Tell Sts to complete 1–10 with the verbs in the list.

Get Sts to compare with a partner. Make sure Sts understand all the lexis, e.g., *blind date*, *classic*, etc.

Then play the video again for Sts to check their answers.

Check answers.

ANSWERS
1 go 2 learn 3 see 4 be 5 get 6 do 7 hike 8 ride 9 read 10 travel

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.

c Focus on the task and then get Sts to close their books.

Give Sts time, individually, to write down ten activities from the video.

Now put Sts in pairs and get them to tell their partner which three things from their list they would put on their bucket list.

Elicit some feedback and find out if any pairs made similar choices.

2 READING completing information from context

a Focus on the task and make sure Sts know what a *vlogger* is (= a person who creates a video blog).

Tell Sts to read Aartie's list and say which one she did the most recently. Tell them not to worry about understanding all the items.

Check the answer.

ANSWER
Go trekking

b Before Sts read Aartie's list again, you might want to elicit / teach some of the items, e.g., *babysit*, *phobia*, etc. Point out the photos of the ashram and the lizard.

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Now focus on the task. Do the first one with the class. Focus on the first blank in the second item in the list. Then ask Sts to find the next sentence from A to K and elicit that it's *E*. Finally, ask them which word helped them find the answer (*pink*) and tell them that there is always a word or phrase that helps you link the phrases or sentences.

Give Sts time to fill in the blanks.

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

ANSWERS
1 E 2 B 3 C 4 F 5 A 6 G 7 D 8 I 9 K 10 H 11 J

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

c Focus on the task and give Sts time, individually, to choose three things from Aartie's list that they would most like to do. You could demonstrate the activity by telling Sts three you would like to do, and explaining why.

Put Sts in pairs and get them to compare their lists. Tell them to say why they have chosen each item.

Get some feedback from individual Sts.

3 GRAMMAR verb + infinitive

a Tell Sts to match the sentence beginnings 1–4 to the endings A–D, and then answer the question.

Check answers.

ANSWERS
1 D I decided to stop eating sugar for one month.
2 B I need to exercise more, too.
3 A I want to do them before I'm 30.
4 C Try not to get angry so often.
The missing word is *to*.

b Tell Sts to go to **Grammar Bank 11B** on *p.152*.

Grammar notes

There are two forms of the infinitive in English, e.g., *live* and *to live*.

Live is often known as the "base form" and *to live* as the "infinitive." The negative is formed by adding *not*, e.g., *to be* or *not to be*.

The base form (*live*) is used, for example, in questions and negatives with *do / does* and *did*, e.g., *Where do you live?*, *I don't live here.*

The infinitive (*to live*) is used very widely in English. One of its main uses is after a lot of common verbs, like *want*, *need*, *decide*, *hope*, etc., e.g., *I want to live in the city*.

Some verbs – a smaller group – are followed by the gerund (*-ing*), e.g., *like*, *love*, *hate* (*I like cooking*), which Sts learned in **6B**.

However, English speakers also use the infinitive after *like*, e.g., *I like to cook*.

Focus on the example sentences and play audio **11.4** for Sts to listen and repeat. Highlight the pronunciation of *would* /wʊd/, reminding Sts that the *l* is silent. Then go through the rules with the class.

Focus on the ***would like* and *like*** box and go through it with the class.

Now focus on the exercises for **11B** on *p.153*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS
a 1 to drive 2 to buy 3 to be 4 to call 5 to stay 6 to see 7 to get married 8 to have 9 to go 10 to leave
b 1 to have 2 to speak 3 to travel 4 relaxing 5 to play 6 to get 7 going 8 reading 9 to wear 10 cooking

Tell Sts to go back to the main lesson **11B**.

EXTRA PRACTICE OPTION Use the **11B Grammar** photocopiable activity.

4 PRONUNCIATION weak *to*, sentence stress

a **11.5** Tell Sts they are going to hear six sentences with verb + infinitive in them, and they must write them down.

Play the audio, pausing after each sentence for Sts to listen and write down the sentence.

Get Sts to compare with a partner, and then check answers by eliciting the sentences and writing them on the board.

11.5
1 I'm planning to buy a new car.
2 He decided to walk home.
3 I hope to hear from you soon.
4 Do you want to stop now?
5 I need to go to the supermarket.
6 They'd like to have dinner with us.

Now play the audio again. Pause after 1 and ask the class how *to* is pronounced.

ANSWER
It is pronounced /tə/.

Play 1 again and get Sts to listen and repeat.

Then play 2–6 for Sts to listen and repeat.

b **11.6** Remind Sts that all the stressed words are in **bold**. Play the audio once the whole way through for Sts just to listen.

11.6
See conversation in Student Book on *p.91*

Play the audio again, pausing after each line for Sts to listen and repeat. Encourage them to copy the rhythm by saying the stressed words more strongly.

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

Get a few pairs to read the conversation to the class.

EXTRA CHALLENGE Ask Sts to memorize the conversation, then close their books and practice saying it.

c Put Sts in pairs and focus on the task. First, they need to look at the verb phrases in **1b**, and then they should ask their partner five questions, using *Would you like to…?* followed by an item in the list. Before they start, focus on the speech bubbles. Tell Sts to ask and answer like this and, if possible, as in **4b**, to give a reason.

Get some feedback from various pairs on their partner's dreams.

5 SPEAKING

a Focus on the instructions and give Sts a few minutes to look at the ten bullet points and think about their answers.

Now put Sts in pairs and focus on the example.

Monitor and help, especially correcting any errors with infinitives.

Get some feedback. Find out if any Sts had the same answers, or if any answers were surprising.

b Tell Sts to write a bucket list with five things they want to do this year.

Put Sts in pairs and get them to compare lists. They should see if any of the items are the same or if their partner wrote something they also want to include in their list.

Get some feedback from various pairs.

6 WRITING a forum post

Tell Sts to go to **Writing Bank 11** on *p.125*.

a Focus on the title of Mason's post and make sure Sts know the meaning and pronunciation of *ambition* (= sth that you want to do or achieve very much). Now give Sts time to read the post and replies.

Either do the question as a whole-class activity or get Sts to compare with a partner.

If Sts compared with a partner, elicit some feedback.

b Tell Sts to read the posts again and answer questions 1–5. Point out that the first one (*Aisha*) has been done for them.

Check answers.

ANSWERS
2 Max **3** Ximena, Diana **4** Kenji **5** Enzo

c Focus on the **Giving a reason** box and go through it with the class. You may want to remind Sts that *so* is preceded by a comma, but *because* isn't (they saw this in **8B**).

Give Sts time to complete the table.

Check answers.

ANSWERS

Name	Dream or ambition	Reason
Aisha	run a half marathon	raise money for charity
Ximena	finish her studies	teach her subject at a high school
Max	go to Cambodia	see Angkor Wat
Kenji	live in own apartment	have his own bedroom
Diana	open her own restaurant	vegetarian food is delicious

d Focus on the instructions and give Sts time to plan their own post in reply to Mason using the three questions. Make sure they write notes and not full sentences.

EXTRA IDEA Give Sts time, in pairs or individually, to find five verbs in the posts used to talk about dreams and ambitions. You could do the first one as a whole class. Then check answers.

ANSWERS
plan, would like, hope, need, be going to

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

f Remind Sts to check their posts for mistakes, e.g., with capital letters or spelling, and the use of verbs for talking about dreams and ambitions. Also, tell Sts to check that they give reasons for their dreams and ambitions.

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11C Download the app.

G definite article: *the* or no *the*
V phones and apps
P *the*

Lesson plan

The topic of this lesson is phones and apps. The lesson starts with the introduction of some useful phone- and app-related language. Sts then listen to three people talk about what they use their phones for, and Sts do the same. Reading focuses on life before the internet – something that you and your Sts may not be able to imagine! This is followed by the grammar focus, which looks at the uses of the definite article, with a special focus on the nonuse of articles when generalizing, e.g., talking about things or people in general. The lesson finishes with a Pronunciation and Speaking activity that reviews the different uses of articles.

More materials

For teachers

Photocopiables

Grammar definite article: *the* or no *the p.210*
Communicative Speak for 30 seconds *p.259* (instructions *p.222*)

For students

Workbook 11C

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board:
phone calls
using social media apps
internet search
sharing / sending photos and videos
listening to music
Tell Sts that globally, as of 2023, these were the top five things that people used their phones for. Tell Sts to number them in what they think is the correct order (1 = most common).
Find how many people numbered each category as 1. Then give them the answers and ask if anyone guessed all of them correctly.

ANSWERS
1 Internet search / web browsing
2 Phone calls
3 Listening to music
4 Using social media apps
5 Sharing / sending photos and videos

1 VOCABULARY phones and apps

a Books open. Focus on the phone screen. Give Sts time to look at all the apps and count how many they have on their phone.

Elicit some answers.

b Get Sts to match the icons in **a** to the activities.

Check answers.

ANSWERS
share a photo or a video: phone, WhatsApp, Facebook, Gmail, YouTube, Instagram, TikTok
make a video call: phone, WhatsApp, Facebook, Gmail, Instagram
stream a video: Safari, WhatsApp, Facebook, YouTube, Instagram, TikTok
text a friend: phone, WhatsApp, Facebook, Gmail, Instagram, TikTok

c Tell Sts to match phone activities 1–11 to the apps in **a**. They could do this individually or in pairs.

Check answers.

ANSWERS
1 App Store
2 Gmail
3 Camera
4 Google Maps
5 Kindle
6 Fitbit
7 Spotify, YouTube
8 JetBlue
9 Health
10 BBC News
11 Sudoku

2 LISTENING & SPEAKING understanding habits and preferences

a 11.7 Focus on the task and then play the audio for Sts to listen and fill in the blanks in questions 1–7.

Check answers.

ANSWERS
1 kind 2 old 3 often 4 use 5 make 6 apps 7 unusual

11.7
See questions in Student Book on *p.92* and answer key

EXTRA CHALLENGE Get Sts to read the questions first and try to fill in the blanks. Then they listen and check their answers.

b 11.8 Focus on the instructions and tell Sts they are going to hear three different interviews about what apps people have on their phone and how they use them.

Tell Sts they must listen and label 1–8 according to which speaker says it.

Give Sts time to read 1–8.

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

Check answers.

ANSWERS
1 S 2 J 3 R 4 J 5 S 6 R 7 R 8 S

11.8
(script in Student Book on *p.131*)

I = interviewer, J = Jackson, S = Sophie, R = Rose
Jackson, 17
I What kind of phone do you have?
J An iPhone fourteen.
I How old is it?
J I'm not sure how old it is. I got it in August, but it was my mom's old phone.
I How often do you change phones?
J Probably every eighteen months to two years.
I What do you use your phone for the most?

J Texting friends and social media.
I How often do you make actual phone calls?
J Almost never.
I What apps do you use a lot?
J I play a lot of sudoku. I have a sudoku app.
I Do you have any unusual apps on your phone?
J Not really. I think all my apps are pretty normal.

Sophie, 40

I What kind of phone do you have?
S It's a Samsung phone.
I How old is it?
S About a year old, I think.
I How often do you change phones?
S I hate changing phones, so not often. Unfortunately, my last phone only lasted three years because the battery stopped working.
I What do you use your phone for the most?
S I checked this on my phone, and it said mainly Google. I research places I'm going to go to, I check my email, I plan trips using Google Maps, I look for reviews for things I'm thinking of buying, I look up meanings of words, I use Google Translate. All on Google.
I How often do you make actual phone calls?
S Once in a blue moon.
I What apps do you use a lot?
S I also checked this, and it said a game called Tile Match! I was really surprised!
I Do you have any unusual apps on your phone?
S I use an app called FlightTracker to pass the time while I'm waiting for a flight or waiting to meet someone. You can follow the path of a plane when it's coming toward the airport. I also have an app for jigsaw puzzles. It's really relaxing to do jigsaw puzzles on your phone. Who knew!

Rose, 65

I What kind of phone do you have?
R I think it's an iPhone thirteen. An iPhone anyway.
I How old is it?
R I got it about two years ago.
I How often do you change phones?
R Every three or four years, usually because the battery isn't working very well.
I What do you use your phone for the most?
R Texting people, checking the news and weather, sometimes Google Maps for directions, calling taxis, taking photos, listening to the radio. Oh, and I sometimes play solitaire.
I How often do you make actual phone calls?
R Very rarely. Only to family or friends when I get bored of writing really long messages.
I What apps do you use a lot?
R WhatsApp, Uber, and other taxi apps I have, the camera, BBC News, BBC Sounds (that's the radio app). And banking apps.
I Do you have any unusual apps on your phone?
R I have an app for identifying birds by recording their songs and another to identify flowers by taking a photo. I sometimes use them when I go for a walk in the country.

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.

c Focus on the task. Remind Sts that they saw adverbs of frequency in **4C**.

Either do this as a whole-class activity or put Sts in pairs and get them to answer the questions.

If Sts worked in pairs, check answers.

ANSWERS
The question was: *How often do you make actual phone calls?* All three answers mean "hardly ever."

d Put Sts in pairs and get them to ask and answer questions 1–7 in **a**.

Get some feedback from various pairs. You could also tell Sts how you use your phone.

3 READING identifying paragraph topics

a Do this as a whole-class activity. Don't tell Sts if they are right or not.

b Tell Sts to read the article, complete the headings with the items in the list, and check their answers to **a**.

Check answers. If you used any of these things yourself, tell the class about your experiences.

ANSWERS
1 B carbon paper **2** C fax machines **3** F the Yellow Pages
4 D encyclopedias **5** E Walkmans **6** A a Thomas Guide

Deal with any new vocabulary. Model and drill the pronunciation of any tricky words. You might want to model and drill the pronunciation of *encyclopedia* /ɪnˌsaɪkləˈpidiə/ and explain that, in the past, many people had / used one called the *Encyclopaedia Britannica*.

Ask Sts *Are there any machines or devices, etc., which existed when you were young, but don't exist any more?*

c Focus on the task, making sure Sts know all the lexis, and point out the example.

Put Sts in pairs and get them to tell their partner if they do any of the activities (the chances are they rarely do any of them – the objective here is to get them to explain how they do these things, e.g., book tickets, find information, etc., nowadays).

Get some feedback from various pairs.

EXTRA IDEA You could expand this activity by writing on the board more things that people used to do, but now do on their phones, e.g., *listen to a CD, look something up in a reference book, use a paper map.*

4 GRAMMAR definite article

a You could do this as a whole-class activity, discussing each sentence in turn, or Sts could do it in pairs or small groups.

If Sts worked in pairs or small groups, get some feedback.

b Tell Sts to look at the three sentences in **a** and complete rules 1–4 in **b**.

Check answers.

ANSWERS
1 Use *the* **2** Don't use *the* **3** Don't use *the* **4** Use *the*

c Tell Sts to go to **Grammar Bank 11C** on *p.152*.

Grammar notes

This lesson focuses on the use and nonuse of the definite article. It also reviews the uses of the indefinite article that Sts have seen so far in Level 1.

The **Grammar Bank** information covers several uses / nonuses of the article but is not exhaustive, as some of the more complex rules, e.g., the use of articles with geographic words, will be dealt with at a higher level. The difficulties your Sts have with articles will depend, to a large extent, on how articles are used or not used in their L1.

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Focus on the example sentences and play audio **11.9** for Sts to listen and repeat. Then go through the rules with the class.

Focus on the ***a* / *an* or *the*?** box and go through it with the class.

Now focus on the exercises for **11C** on *p.153*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS
a **1** in college **2** by train **3** on the weekend **4** at home **5** novels **6** the youngest **7** the moon **8** the man **9** the door **10** breakfast
b **1** – **2** – **3** The **4** – **5** – **6** The **7** the **8** the **9** – **10** the

Tell Sts to go back to the main lesson **11C**.

EXTRA PRACTICE OPTION Use the **11C Grammar** photocopiable activity.

5 PRONUNCIATION & SPEAKING *the*

a **11.10** Focus on the task and play the audio for Sts just to listen. If necessary, play it again.

Check the answer.

ANSWERS
1 /ði/ **2** /ðə/

11.10
See phrases in Student Book on *p.93*

Now ask what difference there is between the words after *the* in each group. Elicit that in group 1, the words after *the* (= /ði/) begin with a vowel and in group 2, the words after *the* (= /ðə/) begin with a consonant.

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

EXTRA SUPPORT Play the audio again, pausing after each phrase for Sts to listen and repeat. Then get Sts to practice saying the phrases.

c The aim of this exercise is to get Sts talking about topics, often generalizing, which will encourage them to use the definite article correctly.

Go through the instructions with Sts. Focus on the speech bubbles and highlight that because the person is speaking in general, they say *teenagers* and *adults*, and not *the teenagers* and *the adults*.

Give Sts time to read the topics. Then put Sts in pairs, **A** and **B**.

Sts **A** choose a topic and talk about the three things. Sts **B** listen, react, and ask extra questions. Monitor and help Sts, making sure they use articles correctly.

Then Sts **B** choose a topic and talk about three things, and Sts **A** ask for more information. Monitor and help as before.

When Sts **B** have finished, Sts **A** should choose another topic and continue alternating until they've talked about all the topics.

Get feedback to see if any of the information was surprising / funny / interesting, etc.

EPISODE 6 PICTURES OF YOU

Good news, bad news

Practical English using public transportation
Vocabulary public transportation

Lesson plan

In this Practical English lesson, Sts learn some vocabulary related to transportation and practice booking a taxi by phone and buying a train ticket.

In this final episode of *Pictures of you*, Izzy goes for her job interview and Ben gets a phone call from his aunt Jenny, telling him that he has to come home because his sister, Emma, has had a car accident and is in the hospital. Ben rushes to Victoria Station to get the Gatwick Express to the airport. Izzy, hearing his message, gets a taxi to Victoria to say goodbye and give him some good news.

Pictures of you continues in *American English File* Level 2.

Video material

Pictures of you Episode 6

More materials

For teachers

Oxford English Hub
Quick Test 11
File 11 Test

For students

Workbook Practical English 6
Can you remember…? 1–11

THE STORY SO FAR (books closed)

▶ Play the first part of the video – the recap of Episode 5 (*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 ordering food.

1 EVERYTHING CHANGES

a Books open. Focus on the task and give Sts time to read the questions.

Tell Sts to look at the photos. Elicit some ideas about where they think Izzy is going (Sts will probably guess she's going to the interview), but don't tell Sts if they are right or not.

Now elicit whether Sts think Ben's phone call is good news or bad news. (Sts will probably say bad news because he looks worried.)

b ▶ In this part of the video, *Everything changes*, Sts will see Izzy talking to her landlady, Pamela, and then heading off to her interview. Meanwhile Ben gets a phone call from his aunt, saying that his twin sister has had a car accident and he needs to come home.

Play the video for Sts to watch and check their ideas in **a**.

Check answers.

ANSWERS
1 She's going to her interview.
2 Ben's phone call is bad news. He looks upset. (His sister, Emma, was in a car accident.)

▶

I = Izzy, P = Pamela, J = Jenny, B = Ben, O = Ola, M = Max

I You can do this.
P Oh, hey, Izzy! Good luck!
I Thanks, Pamela.
P What time's the interview?
I It's at four p.m.
P Are you nervous?
I Well, a little bit.
P Don't worry! It's going to be fine. They're going to love you.
J Ben. Ben. Can you hear me? I'm driving.
B Yes, I can hear you, Jenny. Is everything OK?
J Ben, listen. It's your sister. She had an accident this morning. I'm going to the hospital now.
B Emma? An accident? Is she OK?
J A car accident. You need to come home today. I bought you a plane ticket. Check your email. You're on the eight o'clock flight this evening.
B Is she OK?
J Ben? I can't hear you. The signal's really bad.
B Jenny, I can't hear you. Is she OK?
I Hmm. OK. I think this works here, but maybe…What about this?
O Yes, I like that.
M Did you say something?
I No, nothing. I think it was the door.
B Hey, Izzy. I hope the interview went well. Listen, I got some bad news from home. My sister, Emma, was in a car accident. I'm going back to the US tonight. I'm on the eight p.m. flight from Gatwick Airport. I'm on my way to Victoria Station. Call me.
Ben's voicemail This is Ben. I can't take your call, please leave a message.

c Focus on the task and give Sts time to read the events. Point out that the first one (*Izzy leaves the house*) has been done for them.

Now play the video again for Sts to watch and number the events in the order they happen. Pause the video if necessary.

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

ANSWERS
5 Ben packs his bag.
8 Izzy gets a text message from Ben's aunt Jenny.
2 Ben gets a call from his aunt Jenny.
1 Izzy leaves the house.
3 Ben calls Izzy, but she's in her interview.
4 Ben sees his phone has no battery.
7 Izzy finishes her interview and listens to Ben's message.
6 Ben leaves the house.

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.

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d Put Sts in pairs and get them to speculate on what Izzy does next. (Sts will probably say that Izzy is going to go to the airport to see Ben).

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

2 USING PUBLIC TRANSPORTATION

a Focus on the task and tell Sts to underline the vehicles that are used for public transportation.

Check answers, making sure Sts understand the meaning of all the vehicles. You may want to explain that a coach is more commonly used in British English and is similar to a bus, but goes from one city to another rather than within a city. Model and drill pronunciation of all the words.

ANSWERS
bus / coach, taxi, train, underground / subway

b ▶ In this part of the video, *Using public transportation,* Sts will see Izzy booking a taxi to Victoria Station and Ben buying a train ticket to Gatwick Airport.

Give Sts time to read the sentences.

Now play the video for Sts to watch and complete the task.

Check answers.

ANSWERS
1 taxi, station
2 train, airport

▶

T = taxi company, I = Izzy, C = ticket clerk, B = Ben

T (automated voice) Good afternoon. Thank you for calling Express Taxis. To book a taxi, press one. For customer service, press two.
T Hello. Express Taxis. How can I help?
I Hello. Can I book a taxi from one hundred and nine The Strand, please?
T Of course. Where to?
I Victoria Station.
T Train station or coach station?
I Train station.
T And when would you like it for?
I As soon as possible.
T OK. About ten minutes?
I Thanks. How much is it?
T That's fourteen pounds.
I Can I pay by card?
T Yes, of course.
I Perfect. Thank you.
C Can I help?
B Yes, can I have a ticket to Gatwick Airport, as soon as possible, please?
C No problem, the next train is at seventeen fifteen.
B OK, that's fine.
C Single or return?
B Uh…single.
C That's eighteen pounds fifty. Cash or card?
B Card, please.
C Do you need a receipt?
B No, thank you. Which platform is it?
C Platform thirteen.
B Thanks.

c Now focus on the conversations in the chart. Point out the two headings, *Booking a taxi* and *Buying a train ticket*, and ask Sts *Who says the* ***You hear*** *sentences in each conversation?* Elicit that it is the receptionist at the taxi firm in the first conversation, and then the ticket clerk in the second.

Then ask *Who says the* ***You say*** *sentences?* and elicit that it is Izzy in the first conversation and Ben in the second. Tell Sts that if they want someone to call them a taxi, or want to use public transportation, they will need the **You say** phrases.

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

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

ANSWERS
1 book **2** help **3** Where **4** station **5** when **6** That's
7 17:15 **8** return **9** card **10** 13

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

d ▶ Now focus on the **You say** phrases. Tell Sts they're going to hear the conversations again. They should repeat the phrases when the video pauses. Encourage them to copy the rhythm and intonation.

Play the video.

▶
Same as previous video with repeat pauses

Put Sts in pairs, **A** and **B**. Tell Sts **A** to read the part of the receptionist and then the ticket clerk, and Sts **B** to read Izzy and then Ben.

In pairs, Sts read the conversations aloud.

Then Sts change roles.

e Sts now role-play the conversation. In their pairs, get them to read the information for their roles. **A** is the taxi receptionist to start. **B** is Izzy.

EXTRA CHALLENGE Ask Sts **B** to close their books and write the information they need on the board.

When they finish that conversation, Sts **B** are the ticket clerk and Sts **A** Ben.

EXTRA CHALLENGE Ask Sts **A** to close their books and write the information they need on the board.

Monitor and help. Make sure Sts change roles when they have finished.

You could get one or two pairs to perform in front of the class.

3 SAYING GOODBYE

a ▶ In this part of the video, *Saying goodbye*, Sts will see Izzy and Ben at Victoria Station. Izzy gives Ben some good news about Emma's condition and about how her interview went. Then they say goodbye and promise to meet when Ben gets back.

Focus on the photos and ask Sts what's happening (They're talking / saying goodbye).

Now focus on the question and elicit some ideas from the class, but don't tell Sts if they are right or not.

Finally, play the video for Sts to watch and check their ideas.

Elicit some feedback.

POSSIBLE ANSWER
It's a happy ending. Ben's sister is in the hospital, but she's OK. Ben is going to come back in one or two weeks.

I = Izzy, B = Ben, A = announcement

I Ben! Are you OK?
B Yeah, I'm OK. I'm just really worried about Emma.
I Listen, your Aunt Jenny sent a message. She says your sister's OK. She's in hospital, but she's OK.
B She's OK…She's OK. What a relief!
I Yeah. She's OK.
B Thanks…thanks for coming.
I Of course I came.
B Oh, uh…How did the interview go?
I It went very well. I was amazing!
B Of course you were. I knew it. When are they going to tell you if you got the job?
I They're going to call me tomorrow.
B I'm sure you're going to get it!
I I hope so.
A The next train to Gatwick Airport leaves from platform thirteen.
B That's me. See you, Izzy.
I When are you going to come back?
B I don't know. In a week or two…It depends…
I See you when you get back.
B Yeah. Uh,…here?
I Right here…well, if I'm not working in my cool new job.
B Of course.
I Or if I'm just too busy to see you. Or if it's raining!
B I'm going to miss you, Izzy. Bye.
I Bye.

b Give Sts time to read sentences 1–6 and see if they can remember who said them.

Play the video again so Sts can watch and complete the task.

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

ANSWERS
1 I 2 I 3 I 4 B 5 I 6 B

c Put Sts in pairs to discuss what or who the **bold** words in sentences 1–6 in **b** refer to. You could do the first one together.

Check answers.

ANSWERS
1 She = Emma
2 It = the interview
3 I = Izzy
4 me = Ben
5 you = Ben
6 I = Ben, you = Izzy

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** with 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 Thanks, (Pamela).
2 Well, a little bit.
3 What a relief!
4 It went very well.
5 I hope so.
6 I don't know. In a week or two. It depends.

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. You may want to motivate them to continue their English studies by telling them that Season 2 of *Pictures of you* is in Level 2

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12A It's a classic!

G present perfect
V irregular past participles
P sentence stress

Lesson plan

The topic of movies and TV series that are based on books provides the context for a simple introduction to the present perfect. The lesson begins with the grammar presentation through a conversation about movies, TV series, and musicals that were originally books. The pronunciation focus is on sentence stress, and Vocabulary looks at common irregular past participles. The main context of the final Listening and Speaking activity is a survey asking about movie, TV, and book experiences, and Sts learn how to ask present perfect questions with *ever*.

Note that in **12B,** Sts learn other regular and irregular past participles and contrast the present perfect with the simple past.

More materials

For teachers

Photocopiables

Grammar present perfect *p.211*
Communicative Have you done it? *p.260* (instructions *p.222*)

For students

Workbook 12A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the following movie questionnaire on the board:
How often do you go to the movies?
How often do you watch a movie on TV or online?
What kind of movies do you like?
What's the last movie you saw? Did you like it? Why (not)?
Do you have a favorite actor or director?
Get Sts to ask you first, then ask and answer in pairs.
Get some feedback from various pairs.

1 GRAMMAR present perfect

a Books open. Focus on the lesson title and elicit / explain the meaning of *a classic* (= a book, movie, or song that is well-known and considered to be very high quality). You could elicit a few examples.

Then focus on the photos showing scenes from a classic movie (*1*), musical (*2*), and TV series (*3*), and get Sts to match them to the books.

Check answers.

! Don't ask Sts if they have read any of the books or seen the movie, musical, or TV series, as they will be doing this later in the lesson.

ANSWERS
1 B 2 C 3 A

b 12.1 Tell Sts they are going to listen to three conversations about the items in **a**, and they must fill in the blanks with the phrases in the list. Point out that the first one (*Have you seen it*) has been done for them.

Play the audio, pausing after each conversation to give Sts time to fill in the blanks with the phrases.

Check answers.

ANSWERS
1 Yes, I have, I've read the book
2 No, I haven't
3 I haven't seen it

12.1
See conversations in Student Book on *p.96* and answer key

EXTRA CHALLENGE Get Sts to fill in the blanks before they listen to the audio. They then listen and check their answers.

c Tell Sts to read the conversations while they listen again. Play the audio again the whole way through.

Now focus on the chart and ask Sts, in pairs, to complete it, using the conversations to help them, and to answer questions 1–5. Point out that the first one (*I've read*) has been done for them.

Check answers.

ANSWERS
[–] **I haven't read** the book. [✓] Yes, **I have.**
[?] **Have you read** the book? [✗] No, **I haven't.**
1 I have read 2 has, hasn't 3 see, read, hear
4 watch, download 5 No, we don't.

EXTRA CHALLENGE Get Sts to complete the chart before they listen to the audio again. They then listen and check their answers.

d Do this as a whole-class activity.

e Tell Sts to go to **Grammar Bank 12A** on *p.154*.

Grammar notes

Present perfect

The present perfect is presented here in two of the most basic uses, i.e., for recent past actions and past experience when the time is not referred to. These uses may be difficult for Sts if they don't have an equivalent in their language.

The form of the present perfect may also be problematic, as it is the first time Sts have seen *have* used as an auxiliary verb with all its contractions (*I've…*, *he's…*, etc.).

Regular and irregular past participles

Past participles of regular verbs should not cause any problems for Sts since they are the same as the simple past. Sts simply have to remember the pronunciation rules for *-ed* endings.

Many irregular past participles also have the same form as the simple past. However, ones that are different (e.g., *speak–spoke–spoken*) may cause problems, as Sts may confuse the two forms. For this reason, it is worth giving special attention to these verbs.

Focus on the example sentences and play audio 12.2 for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **12A** on *p.155*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences. In **a**, write the contracted forms on the board. In **b** and **c**, tell Sts to use contractions in [+] and [−] after *I*, *he*, etc.

ANSWERS

a
1 She hasn't read the book.
2 You haven't finished your ice cream!
3 We've heard the news.
4 He's arrived at the airport.
5 They haven't asked for the check.
6 We haven't seen him before.
7 It's stopped raining.

b
1 I've changed my email address.
2 My boyfriend hasn't worked abroad.
3 Have you decided what to do?
4 They haven't passed the exam.
5 Has he accepted the invitation?
6 She's studied three languages.
7 The train hasn't arrived.
8 Have the children cleaned their room?
9 My girlfriend hasn't texted me.
10 My father's helped me a lot.

c **1** They've seen **2** He's passed **3** She hasn't finished **4** She's painted **5** He's asked

Tell Sts to go back to the main lesson **12A**.

EXTRA PRACTICE OPTION Use the **12A Grammar** photocopiable activity.

f Tell Sts to complete sentences 1–10 with the past participle of a verb from the list. Point out that the first one (*opened*) has been done for them.

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

ANSWERS

2 booked **3** acted **4** played **5** worked **6** asked
7 traveled **8** watched **9** celebrated **10** posted

g In pairs, Sts say true sentences for them with *I've* or *I've never*.

Get some feedback from various pairs. Encourage Sts to say why, but don't correct misuse of tenses at this point.

Finally, go through each sentence and find out, with a show of hands, how many Sts have done each one.

2 PRONUNCIATION sentence stress

a **12.3** Focus on the conversation. Play the audio once for Sts just to listen.

12.3
See conversation in Student Book on *p.97*

Now play the audio again, pausing after each line for Sts to listen and repeat. Remind Sts that the words in **bold** are the ones they should stress more strongly.

Get Sts to practice the conversation in pairs, changing roles.

b Tell Sts to think of three more movies, TV series, or musicals from books. Monitor and help Sts write their three titles. The titles can be in any language, depending which country the movies or series are from – but in a monolingual class, for American or British movies and series, tell Sts the original title in English if you can.

EXTRA SUPPORT Some Sts might have trouble thinking of movies, TV series, and musicals, so put Sts in pairs to brainstorm some names, and then write them on the board.

Sts ask and answer with a partner. Monitor, helping Sts get the right rhythm in their questions.

Get feedback from the class.

EXTRA CHALLENGE If Sts have seen a movie / TV series / musical and read the book, ask which one they preferred and why.

3 VOCABULARY irregular past participles

a Tell Sts to focus on the last column of the chart. Explain that these are irregular past participles and that Sts need to write the base form and the simple past in the relevant columns. Remind Sts that past participles of irregular verbs are sometimes the same as the simple past, but sometimes different. Point out that the first one (*buy*, *bought*) has been done for them.

Get Sts to compare their answers with a partner.

b **12.4** Play the audio for Sts to listen and check.

Check answers. Elicit that the verbs where the past participles are different from the simple past are *fall*, *give*, and *see*.

ANSWERS

2 fall, fell **3** give, gave **4** hear, heard **5** leave, left
6 read, read **7** see, saw **8** tell, told

12.4
See chart in Student Book on *p.97* and answer key

Now ask Sts what the difference is between the base form of the verb *read* and the simple past and past participle.

ANSWERS

read base form = /rid/
read simple past and past participle = /rɛd/

Play the audio again, pausing after each past participle for Sts to listen and repeat the three forms. Help with pronunciation where necessary.

c **12.5** Focus on the instructions and the example. Tell Sts they are going to hear the base form, and they must say the simple past and the past participle. Tell Sts that the verbs are from **a**, but they will hear them in a different order. Play the audio for Sts to see what they have to do.

Get Sts to either cover **a** or to close their books. If Sts close their books, write *simple past* and *past participle* on the board.

Play the audio, pausing after each infinitive, and elicit the simple past and past participle from the whole class.

12.5
buy (*ping*) bought, bought
see (*ping*) saw, seen
give (*ping*) gave, given
fall (*ping*) fell, fallen
leave (*ping*) left, left
read (*ping*) read, read
tell (*ping*) told, told
hear (*ping*) heard, heard

Now repeat the activity, eliciting responses from individual Sts.

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d Tell Sts to look at 1–8 and to complete the **Verb** column in each one with a past participle from **a**.

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

ANSWERS
1 read **2** fallen **3** told **4** heard **5** seen **6** bought **7** left **8** given

e Tell Sts to cover the **Verb** column and to say the sentences, completing them from memory.

4 LISTENING & SPEAKING understanding topic questions, note-taking

a Focus on the *Movies, books, and TV* questionnaire and go through 1–12, making sure Sts understand the vocabulary, e.g., *soundtrack*, *subtitles*, etc.

Give Sts a few minutes to put the verbs in parentheses into the past participle, and then check answers. Model and drill pronunciation.

ANSWERS
1 fallen **2** bought **3** left **4** seen **5** cried **6** seen **7** told **8** read **9** stopped **10** listened **11** given **12** watched

! Don't get Sts to ask and answer the questions at this stage, as they will be doing it later in the lesson.

b **12.6** Now tell Sts they are going to listen to six people (A–F), each answering one of the 12 questions in **a**. Elicit / Teach that *ever* in the question *Have you ever…?* means (at some time) in your life.

Play the audio, pausing after each speaker to give Sts time to figure out which question each speaker is answering.

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

ANSWERS
A 10 **B** 4 **C** 1 **D** 12 **E** 8 **F** 2

12.6
(script in Student Book on *p.131*)

A Yes, I have. I drive a lot in my job, several hours a day, and I like listening to books – it's much better than listening to the radio. I probably listen to a couple of books every week.

B Yes, I've seen *The Lord of the Rings* movies at least four times. They're really great movies. I never get tired of them. I always notice something new.

C Yes, I've definitely fallen asleep watching a movie on TV, but never in the movie theater.

D Yes, I have. I watched the complete fourth season of *Stranger Things* in one evening.

E No, I haven't. It usually takes me a long time to finish a book, so I never read them again.

F Yes, I loved *Encanto*, you know, the Disney movie, so I downloaded the soundtrack. It's got some great songs, by a lot of different singers.

c Now tell Sts that they should listen again and make notes about each speaker's answer. Play the audio, pausing after each speaker to give Sts time to write.

Check answers.

ANSWERS
See script 12.6

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 the follow-up question. Get Sts to ask you question 1. If you answer *Yes, I have*, get them to ask *What movie was it?* If you answer *No, I haven't*, get them to continue with the other questions until you answer *Yes, I have*.

Give Sts time to choose six questions in **a** that they want to ask their classmates.

Set a time limit, e.g., five minutes. Tell Sts to stand up and start. Take part in the activity yourself. Tell Sts that for each question they must try to find a different person who answers *Yes, I have*. Remind them to write down people's answers.

Stop the activity after five minutes (or when you think Sts have had enough time, or when someone has found people for all their questions). Get Sts to sit down again.

EXTRA IDEA If it is difficult for Sts to mingle in your classroom, you could get Sts to interview each other in pairs using the 12 questions.

e Get Sts to look at their answers and choose two that they think are the most interesting.

Get Sts to tell the class their two most interesting answers.

12B Let's go out for dinner!

G present perfect or simple past?
V learning irregular verbs
P irregular past participles

Lesson plan

The main context of the lesson is a conversation between a group of friends about where to go for dinner. One of the friends has tried all the restaurants his friends suggest. Their conversation contrasts the present perfect and the simple past in a natural context: *Have you been to…? When did you go?* The lesson starts with a video drama in which Sts are exposed to both the present perfect (for past experiences) and the simple past. This leads into the grammar focus. In Vocabulary and Pronunciation, Sts get more practice in forming and pronouncing irregular past participles. The lesson finishes with a Speaking activity in which Sts ask opening questions in the present perfect with *recently* and *ever*, and then simple follow-up questions using the simple past.

Video material

Listening – *Let's go out for dinner!*

More materials

For teachers

Photocopiables

Grammar present perfect or simple past *p.212*
Communicative Have you ever…? *p.261* (instructions *p.223*)

For students

Workbook 12B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the names of the following dishes on the board:
dim sum *green chicken curry* *fajitas* *moussaka* *sashimi* *tapas* *risotto* *tandoori chicken*
Then ask Sts *In what kind of restaurants would you find them? Have you tried them? Do you like them?*

1 LISTENING identifying specific information

a In this video, Sts will watch four housemates having a discussion about where to go for dinner to celebrate a birthday.

Books open. Focus on the task and point out that 1–5 are the names of the restaurants the friends talk about. Tell Sts that the first time they watch, they just need to identify Joe and put a check mark by the places he has been to.

Now play the video once and check answers.

ANSWERS
Joe is the man on the left.
1 Curry Up ✓
2 The Great Wall ✓
3 Thai Chi ✓
4 Mexican Wave ✓
5 The Acropolis ✗

EXTRA IDEA Focus on the restaurant names and elicit what kind of food each one serves.

C = Claire, J = Joe, A = Alison, B = Brett
C What are we going to do this weekend?
J Hey.
All Hey!
A I know, let's go out for dinner on Saturday. We can celebrate your birthday, Brett.
B Good idea. Where?
A Let's try somewhere new, somewhere we haven't been to before.
B Yeah, that's a great idea.
C How about that Indian restaurant near the station, Curry Up? Mmm, good reviews…
J Curry Up? I've been there. It wasn't very good.
C Really? OK. Joe says it's not great. What about Chinese, then? Somebody told me The Great Wall is very good.
A Yes, I haven't been there, but people say it's great.
J The Great Wall? I've been there. I went last week. It is good, but I don't really want to go again.
B Well, there's a new Thai place, Thai Chi. It opened up really recently.
J Thai Chi? I've been there, too. I went on Wednesday.
A Well, I don't know. Have you been to Mexican Wave?
J Mexican Wave? Yes, I have.
A When did you go there?
J Last month. I went for dinner with people from work.
A The Acropolis? That Greek place?
B I'm sure Joe's been there!
J No, I haven't. But it closed a few months ago.
B Oh, this is ridiculous!
A OK, Joe, here's the answer. You cook dinner for us!
J OK, sure. Come on. I can cook.
C Yeah – with a microwave!

b Tell Sts they are going to watch the video again, and this time they need to circle the correct information for each restaurant in **a**. Focus on 1–5 and give Sts time to read the sentences and the options.

Play the video again for Sts to circle the correct options.

Get Sts to compare with a partner, and then check answers. You could elicit anything else Sts can remember about the restaurants, e.g., *the Indian restaurant* (*Curry Up*) *wasn't very good*, *people say the Chinese restaurant* (*The Great Wall*) *is great*, etc.

EXTRA SUPPORT You could pause the video after each restaurant is talked about to give Sts time to choose the correct alternatives in 1–5.

ANSWERS
1 wasn't, doesn't say 2 week, doesn't want 3 is, Wednesday
4 month, work friends 5 closed

Finally, ask the class what the friends decide to do in the end.

ANSWER
In the end, they decide that Joe can cook for them.

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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.

c Do this as a whole-class activity or put Sts in pairs to discuss the questions.

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

2 GRAMMAR present perfect or simple past?

a Focus on the extract from the conversation and give Sts time, in pairs, to read it and answer questions 1–3.

Check answers.

ANSWERS
1 present perfect **2** simple past **3** the second question, *When did you go there?*

b Tell Sts to go to **Grammar Bank 12B** on *p.154*.

Grammar notes

Present perfect or simple past?

This is intended as a gentle introduction to the contrast between the present perfect and the simple past.

Many conversations typically begin with an opening question in the present perfect, e.g., *Have you been to the new French restaurant? Yes, I have*, and continue in the past tense, e.g., *What did you think of it? I loved it.*

This grammar point will be dealt with in more detail in *American English File* Level 2.

***been* or *gone*?**

This can be a tricky grammar point for Sts to assimilate. Instead of *Have you been to Mexico?*, Sts often say (incorrectly) *Have you gone to Mexico?* or *Have you been in Mexico?*

Focus on the example sentences and play audio **12.7** and **12.8** for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **12B** on *p.155*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS
a **1** haven't finished **2** gave **3** bought **4** Have you ever danced **5** went
b **1** gone **2** been **3** gone **4** been **5** been
c **1** Have, visited **2** went **3** did, go **4** paid **5** Were **6** were **7** did, stay **8** had **9** Has, invited **10** stopped

EXTRA IDEA Get Sts to read the conversation in **c** to practice their pronunciation.

Tell Sts to go back to the main lesson **12B**.

EXTRA PRACTICE OPTION Use the **12B Grammar** photocopiable activity.

c You could demonstrate this yourself first. Write on the board the name of a restaurant you've been to recently, a movie you've seen recently, and a place you've visited recently. Then ask Sts *Have you been to / seen / visited x?* If they say *Yes*, ask more questions with the simple past. Then get Sts to write down their two restaurants, movies, and places.

d Put Sts in pairs to ask and answer their questions.

3 VOCABULARY learning irregular verbs

a **12.9** Focus on the task and point out that these four irregular verbs have the same form for the simple past and the past participle.

Get Sts to write the base forms of the verbs.

Play the audio for Sts to listen and check.

Check answers. You could tell Sts that of the 50 most common irregular verbs in English, 27 have the same form for the simple past and the past participle.

ANSWERS
1 have **2** lose **3** meet **4** win

12.9
See verbs in Student Book on *p.99* and answer key

Play the audio again, pausing after each past participle for Sts to listen and repeat the two forms. Help with pronunciation where necessary.

b **12.10** Tell Sts they are now going to look at some verbs where the simple past form and the past participle are not the same. Give them time to write both the infinitive and the simple past.

Play the audio for Sts to listen and check.

Check answers.

ANSWERS
1 be, was / were **2** do, did **3** eat, ate **4** speak, spoke **5** sing, sang

12.10
See verbs in Student Book on *p.99* and answer key

Play the audio again, pausing after each past participle for Sts to listen and repeat the three forms. Help with pronunciation where necessary.

c Tell Sts to go to **Irregular verbs** on *p.173* and get them to underline the verbs that have the same form for the simple past and the past participle.

Check answers by eliciting the infinitive of the verbs.

ANSWERS
bring, build, buy
catch, cost
feel, find
have, hear
leave, lose
make, meet
pay, put
read
say, send, sit, sleep, spend, stand
teach, tell, think
understand
win

EXTRA IDEA Get Sts to test each other's memory like this: **A** (book open): *make,* **B** (book closed): *made – made* After two minutes, Sts change roles.

Then tell Sts to highlight the past participles that are different from the simple past and try to learn them.

Tell Sts to go back to the main lesson **12B**.

4 PRONUNCIATION irregular past participles

a Focus on the seven sound pictures and elicit the word and sound (*clock* /ɑ/, *fish* /ɪ/, *tree* /i/, *up* /ʌ/, *phone* /oʊ/, *saw* /ɔ/, and *egg* /ɛ/).

Now focus on the verbs in the list. Elicit that the first one (*bought*) has the /ɔ/ sound, so Sts should write it in the *saw* column.

Put Sts in pairs and get them to put the past participles into the correct columns. Remind them that this kind of exercise is easier if they say the words aloud to themselves.

EXTRA SUPPORT Model the pronunciation of the participles first, and then get Sts to put them in columns.

b **12.11** Play the audio for Sts to listen and check.

Check answers.

12.11
clock /ɑ/ gotten
fish /ɪ/ given
tree /i/ eaten, seen
up /ʌ/ done, sung, won
phone /oʊ/ spoken
saw /ɔ/ bought, fallen, lost
egg /ɛ/ left, met, read

Now play the audio again, pausing after each group for Sts to listen and repeat. Give extra practice as necessary.

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

EXTRA IDEA Draw this bingo card on the board for Sts to copy:

Sts, in pairs, complete their bingo card with six past participles from **Irregular verbs** on *p.173*. Alternatively, you could just use the past participles from **3a** and **b**.
Call out random base forms. Keep a note of the ones you call out.
If Sts have one of the verbs you call out on their card, they should cross it off. Keep calling until a pair has crossed off all their verbs, at which point they should call out *Bingo!*
Check the winning pair's card. If it's correct, they have won. If it isn't, continue the game. Once there is a winner, you can play *Bingo* again if there is time.

5 SPEAKING

a Focus on the questionnaire and highlight the two groups of questions, one group about *Recently* (= in the last few days / weeks), and the other about *In your life*. Model and drill the pronunciation of *recently*.

Point out to Sts that the first column has the heading *Present perfect* and the second, *Simple past*. Elicit which words are missing from the questions (column 1: *Have you*, and column 2: *did you*). Then elicit what form is needed for the verb in **bold** (the past participle). Finally, elicit all the questions for 1 (*Have you seen a good movie recently? What did you see? Why did you like it?*).

Give Sts time to read all the questions.

EXTRA SUPPORT Write the questions for 1 on the board (*Have you seen a good movie recently? What did you see? Why did you like it?*) and leave them up there to help weaker Sts.

EXTRA CHALLENGE You could get fast finishers to write some more *Have you ever…?* questions of their own.

b Demonstrate the activity by getting Sts to ask you some of the questions from each section. Then put Sts in pairs, **A** and **B**, and get them to take turns interviewing each other. You could get Sts **A** to ask Sts **B** questions 1–5 under *Recently* and Sts **B** to ask Sts **A** 1–5 under *In your life*. Then they change roles.

Monitor and help.

Finally, get feedback from a few Sts. Ask *Who has been to the movies recently?*, and then get the details.

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12C International stars

G review: question formation

Lesson plan

In this final lesson, Sts review grammar, vocabulary, and pronunciation from the whole course, with a special focus on question formation. The lesson is based on an interview Sir Ian McKellen kindly gave to the *American English File* authors. Sts first read the interview with Sir Ian McKellen and do some comprehension exercises. Then, in Grammar and Speaking, they review question formation before interviewing each other. Finally, Sts watch or listen to a documentary about Dame Judi Dench, an actor who has worked in famous productions with Sir Ian McKellen.

Video material

Listening – *Judi Dench – a life in acting*

More materials

For teachers

Photocopiables

Grammar review: question formation *p.213*
Communicative Review questions *p.262* (instructions *p.223*)

For students

Workbook 12C

OPTIONAL LEAD-IN (BOOKS CLOSED) Write these answers on the board, and elicit the questions from Sts:

French, German, and a little Italian.
7:00 a.m – but later on the weekend.
jazz, and some classical.
Yes, I have a dog named Spot.
I'm going to go to Egypt.

POSSIBLE ANSWERS

What languages do you speak?
What time do you get up?
What kind of music do you like?
Do you have a pet?
Where are you going to go for your next vacation?

Then tell Sts that in this lesson they're going to read an interview with a famous actor who answers these questions and others.

1 READING identifying topics in a longer text

a Books open. Tell Sts to look at the characters in the photos and ask them if they know Sir Ian McKellen. They might recognize him from movies such as *The Lord of the Rings*, *X-Men*, *Mr. Holmes*, *The Da Vinci Code*, or *The Golden Compass*.

Find out if any Sts have seen any of the movies.

b Tell Sts that the interview was given exclusively for *American English File* and that Sir Ian McKellen answered questions based on lessons in Level 1.

Put Sts in pairs and tell them to decide in which sections of the interview they think they will find 1–10.

Check which section of the interview the sentences might be in.

ANSWERS

1 F **2** C **3** B **4** E **5** B **6** F **7** A **8** C **9** B **10** D

c Tell Sts to read the interview again and to mark sentences 1–10 *T* (true) or *F* (false). Remind them to say why the *F* ones are false. Point out that the first one has been done for them.

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

ANSWERS

2 F (He lives in London.)
3 F (Sometimes he doesn't get up until 10 a.m.)
4 T
5 T
6 F (He read *The Lord of the Rings* when he was preparing to play Gandalf.)
7 F (He's reading a biography of the Hammersteins.)
8 F (He loves dogs.)
9 T
10 F (He'd like to learn to sing, play the piano, and speak foreign languages.)

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

d Put Sts in pairs and get them to discuss what three things they found the most interesting from the interview.

Get some feedback from the class.

2 GRAMMAR & SPEAKING

review: question formation

a Put Sts in pairs and get them to complete all the questions in groups 1–6. Point out that the first one (*do*) has been done for them.

b **12.12** Play the audio for Sts to listen and check.

Check answers after each group.

ANSWERS

1 do, did **2** 's, Are, Did **3** can, Can, are **4** 's, did, are
5 's, are, do **6** have, 's, Have

12.12
See questions in Student Book on *p.101* and answer key

c Focus on the task and example.

Put Sts in pairs, **A** and **B**. Sts **A** start by interviewing Sts **B** with group 1. Encourage Sts to ask for more information and react to their partner's answers.

EXTRA SUPPORT Write some phrases on the board to help Sts react and show interest, e.g., *Really? How interesting! Me too! What about you?*

When Sts **A** have finished asking the questions in group 1, Sts **B** ask the questions in group 2. Make sure they keep changing roles.

When they have finished, elicit some interesting answers from the class for each group of questions.

EXTRA CHALLENGE Get Sts to write the interview they just had with their partner. They should follow the style used in the interview with Sir Ian McKellen.

EXTRA IDEA Tell Sts that they are going to role-play being a journalist and a famous person. Tell them to think of a famous person who is still alive. When they are ready, put them in pairs, **A** and **B**. Tell Sts **A** they are journalists and Sts **B** they are the famous person. Tell Sts **B** to use their imagination and invent answers. When Sts **A** have finished their interview, they change roles.

3 LISTENING
using visual clues to understand a biopic

a Tell Sts they are going to watch a documentary about Judi Dench, one of Britain's most well-known and most successful actors.

Focus on the movie titles and check that Sts understand / recognize them. Find out which movies most Sts have seen.

b ▶ Focus on the task and then play the video for Sts to watch and check the movies that are mentioned.

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

EXTRA SUPPORT You may want to tell Sts that *The Old Vic* and *The Royal Court* are famous theaters in London.

ANSWERS
The six movies mentioned are *Macbeth*, *A Room with a View*, *Henry V*, *GoldenEye*, *Mrs. Brown*, and *Shakespeare in Love*.

▶
Judi Dench is one of a golden generation of actors who have had long and successful careers, including Maggie Smith, Vanessa Redgrave, Ian McKellen, Michael Caine, and Anthony Hopkins. She has acted in the theater, on TV, and in movies in a career of nearly sixty years.
Judith Olivia Dench was born on December ninth, nineteen thirty-four near York in the northern part of England. Dench's father was a doctor, but she had connections from a very early age to the Theatre Royal in York – her father was the theater's doctor and her mother made costumes for the theater. As a teenager, Judi Dench acted in the York Mystery Plays. These religious plays have been performed in York every four years since the fourteenth century.
In the late nineteen fifties and nineteen sixties, she acted with several important theater companies: the Old Vic, the Royal Court, and the Royal Shakespeare Company.
In the nineteen seventies and eighties, Dench continued to work in the theater and on TV. In nineteen seventy-eight, she acted in Shakespeare's *Macbeth* with the actor Ian McKellen, both in the theater and on film. Many people think it was one of the best performances of the play ever. She also appeared in movies like *A Room with a View* in nineteen eighty-five and *Henry V* in nineteen eighty-nine.
In the nineteen nineties, her career changed with two movies. The first of these was the James Bond movie, *GoldenEye*, where Dench played Bond's boss, M, usually a part for a man. Dench was a great success in the part. She was hard, and at the same time funny. She played the part in eight movies, with both Pierce Brosnan and Daniel Craig as James Bond. The second movie that changed her career was *Mrs. Brown* in nineteen ninety-seven. This small movie was a great success, and she was nominated for an Oscar for Best Actress.
In nineteen ninety-eight, she played Queen Elizabeth the first in the comedy *Shakespeare in Love*. The movie was another hit. It won the nineteen ninety-nine Oscar for Best Film, and Judi Dench won the Oscar for Best Supporting Actress. She's only in the movie for eight minutes, but, as usual, she was fantastic.

Finally, ask Sts if they've seen any of the movies, and if they liked them.

c Focus on the task and give Sts time to read the events in Judi Dench's life.

Put Sts in pairs and get them to fill in as many blanks as possible with the information they can remember. Point out that the first one (*York*) has been done for them.

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

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

ANSWERS
2 doctor **3** costumes **4** Mystery **5** theater **6** TV
7 *Macbeth* **8** M **9** Oscar **10** Elizabeth I

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 Do this as a whole-class activity.

4 WRITING a biography

a Tell Sts to go to **Writing Bank 12** on *p.126*.

Focus on the instructions in **a**. Give Sts a few minutes to read the biography and then match the phrases in the list to the paragraphs.

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

ANSWERS
Paragraph 1: childhood, first acting experience
Paragraph 2: early career, first roles on screen
Paragraph 3: Hollywood career, acting awards

b Get Sts to read the biography again and number them 1–8 in the order they happened.

Check answers.

ANSWERS
7 Daniel became famous.
2 Daniel wrote a play.
5 Daniel began to act in TV shows.
1 Daniel was born in London.
6 Daniel began to make movies in the US.
4 Daniel acted in his first play.
8 Daniel won his first Oscar.
3 Daniel went to acting classes after school.

c Focus on the **Life events** box and go through it with the class.

Now give Sts time to complete phrases 1–8 with the base form of the verbs highlighted in the biography. Point out that the first one (*be born*) has been done for them.

Check answers.

ANSWERS
2 grow up **3** become **4** win **5** attend
6 appear / act **7** leave **8** play

d Tell Sts to plan a biography about an actor they like. They should write three paragraphs and make notes in answer to questions 1–8. Make sure they make notes and don't write full sentences.

e Sts could do the writing in class or for homework.

f Remind Sts to read through their writing and check it for mistakes before they hand it in. They should make sure the life events follow the right order and that they have used a wide range of verbs.

MELAL LANGUAGE INSTITUTE

11&12 Review and Check

For instructions on how to use these pages, see *p.51*.

Video material

Can you understand these people? 11&12

More materials

For teachers

Oxford English Hub

Quick Test 12
File 12 Test
Progress Test Files 7–12
End-of-course Test

GRAMMAR

ANSWERS

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

VOCABULARY

ANSWERS

a **1** slowly **2** dangerous **3** badly / poorly **4** quiet **5** cold **6** strongly
b **1** learn **2** download **3** send **4** do **5** ride **6** book **7** go **8** listen **9** play **10** be
c **1** been **2** gone **3** sung **4** given **5** fallen **6** spoken **7** eaten **8** done **9** seen

PRONUNCIATION

ANSWERS

b **1** b**ough**t /ɔ/ **5** sp**o**ken /oʊ/ **2** w**a**nt /ɑ/ **4** flight /aɪ/ **3** w**o**m**e**n /ɪ/
c **1** politely **2** dangerously **3** decide **4** information **5** download

CAN YOU understand this text?

ANSWERS

b **1** E **2** A **3** B **4** F **5** C

CAN YOU understand these people?

ANSWERS

1 A **2** A **3** C **4** B **5** A

1 Cara

I = interviewer, C = Cara

I What are you doing in the US?
C I'm visiting from England. I'm just on holiday for one week.
I Was there anything that surprised you about the US when you arrived?
C Um, I was quite surprised by how busy New York is. Although I suppose I shouldn't have been because it's one of the biggest cities. Um, and there are lots of nice places to eat as well.

2 Madeleine

I = interviewer, M = Madeleine

I How do people in your country drive?
M I think it depends where you are. Where I live in Oregon, everything is very safe, much slower, but in New York City everything is very fast, very dangerous.
I Are you a typical driver for where you live, for Oregon?
M I would say so, I'd… I'm a very cautious driver.

3 Chris

I = interviewer, C = Chris

I Do you have any ambitions for this year?
C Um, yes, I'd like to visit my daughter in Australia, and also plan towards my retirement.
I Do you think you're going to do them?
C Certainly the planning, whether or not I achieve the visit is something else.

4 Susan

I = interviewer, S = Susan

I Have you ever seen a movie more than three times?
S I've seen *Casablanca* many times, and I still think it's one of the best films made.
I What do you like about it?
S Everything. I like the direction, the lighting. I like each of the stars. The story has romance and intrigue. I like stories about World War II. Um, I love Claude Raines, Humphrey Bogart. It's like there's nothing not to like in that movie.

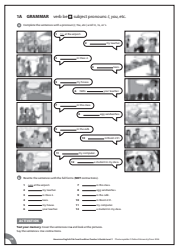
5 Martin

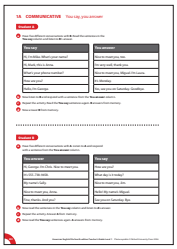
I = interviewer, M = Martin

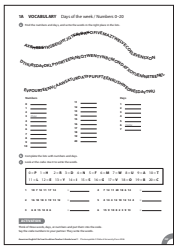
I What phone do you have?
M I have a(n) iPhone.
I How old is it?
M I believe, I believe my iPhone is now two years old.
I How often do you change phones?
M I change phones maybe every three years.
I What do you use it for the most?
M I mostly use my phone for social media.

Photocopiable activities

Overview







- There is a **Grammar activity** for each main (A, B, and C) lesson of the Student Book.
- There is a **Communicative activity** for each main (A, B, and C) lesson of the Student Book.
- There is a **Vocabulary activity** for each section of the Vocabulary Bank in the Student Book.

All the photocopiable material is also available on **Oxford English Hub** (englishhub.oup.com) under the Resources tab. From there, you can display the worksheets on an interactive board or projector. This will make it easier to set up and demonstrate the activities, and show answers.

Using extra activities in mixed ability classes

Some teachers have classes with a very wide range of levels, meaning 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

- 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 it 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

1A verb *be* [+], subject pronouns: *I*, *you*, etc.

a **2** She's **3** You're **4** They're **5** It's **6** I'm **7** We're **8** They're **9** We're **10** You're **11** It's **12** He's

b **2** She is **3** You are **4** They are **5** It is **6** I am **7** We are **8** They are **9** We are **10** You are **11** It is **12** He is

1B verb *be* [–] and [?]

1 **2** is **3** Are **4** am **5** 's **6** 'm **7** 's **8** are **9** 'm **10** 'm **11** Are **12** 'm not **13** 'm **14** 's **15** 's **16** Is **17** isn't **18** 's **19** are **20** Are **21** aren't **22** 're

2 **2** 's **3** Are **4** 'm not **5** are **6** 'm **7** Is **8** is **9** Are **10** 'm not **11** 'm **12** are **13** Is **14** 's **15** Is **16** isn't **17** Is **18** isn't **19** Are **20** aren't **21** 're

1C possessive adjectives: *my*, *your*, etc.

2 his **3** our **4** their **5** your **6** our **7** Their **8** your **9** my **10** her **11** our **12** my

2A singular and plural nouns

a **2** a; magazines
3 a; children
4 an; airports
5 a; universities
6 a; dictionaries
7 an; addresses
8 a; men
9 a; laptops
10 a; cities

b **3** What are they? They're earphones.
4 What is it? It's a (cell) phone.
5 What are they? They're keys.
6 What are they? They're newspapers.
7 What are they? They're chairs.
8 What is it? It's a pizza.
9 What are they? They're tissues.
10 What is it? It's an umbrella.
11 What is it? It's a wallet.
12 What are they? They're sandwiches.

2B adjectives

2 It's a cheap hotel. **3** They're expensive watches. **4** It's a fast train. **5** It's an easy exercise. **6** It's a hot drink. **7** They're long snakes. **8** They're old women. **9** It's a small car. **10** They're new boots. **11** It's a dangerous road. **12** They're tall men.

2C imperatives, *let's*

a **3** Don't take **4** listen **5** Don't stop **6** Turn off **7** Have **8** Be **9** Sign **10** Slow down

b **2** Let's go **3** Let's have **4** Let's cross **5** Let's ask **6** Let's check

3A simple present [+] and [–]

2 She plays the guitar.
3 She doesn't eat meat.
4 She doesn't play tennis.
5 She goes to the gym.
6 She drinks coffee.
7 She studies French.
8 She listens to music.
9 She doesn't live in Chicago.
10 She has a cat.
11 She wears glasses.
12 She doesn't smoke.

3B simple present [+], [–], and [?]

a **2** live **3** do…do **4** do…work **5** Do…like **6** love **7** Do…work **8** don't work

b **2** teaches **3** Does **4** doesn't **5** works **6** like **7** doesn't like **8** snows **9** Do **10** doesn't **11** Do **12** Do

3C word order in questions

2 Are you a vegetarian?
3 Where are your parents from?
4 What phone do you have?
5 How many languages do you speak?
6 Do you need a new phone?
7 How do you spell your last name?
8 When do you listen to music?
9 Where do you do your homework?
10 Who is your favorite singer?
11 What do you do on weekends?
12 What TV programs do you watch?

4A possessive *'s, Whose…?*

3 It's Pete's CD. **4** It's Rachel's book. **5** It's Pete's ticket. **6** They're Rachel's scissors. **7** They're Pete's music books. **8** It's Keira's white coat. **9** They're Rachel's board markers. **10** It's Toby's shirt. **11** It's Pete's piano. **12** It's Keira's car. **13** They're Toby's tennis balls. **14** It's Rachel's dictionary. **15** They're Toby's sneakers. **16** It's Keira's bag.

4B prepositions: time, place, and movement

a **2** on **3** on **4** on **5** in **6** at **7** in **8** on **9** in **10** in **11** on **12** on **13** at **14** in **15** at

b **1** in **2** to **3** in **4** at **5** to **6** in / at **7** at **8** to **9** in / at **10** at

4C position of adverbs, expressions of frequency

2 He always sleeps for eight hours.
3 They sometimes go to the movies on Fridays.
4 She meets her friends once a week.
5 He is always tired in the morning.
6 She never eats meat.
7 He often does his homework on the bus.
8 He is sometimes late for class.
9 They do yoga twice a week.
10 He hardly ever goes to the hair stylist.
11 He often goes to the doctor.
12 She studies English every day.

5A *can* / *can't*

2 can't take **3** Can…sit **4** can't find **5** can cook **6** can't hear **7** Can…open **8** can't park **9** can't speak **10** Can…help **11** can't swim **12** can dance

5B present continuous: *be* + verb + *-ing*

1 **2** 's washing **3** 's listening **4** is…doing **5** are…doing **6** 'm getting

2 **7** Are…watching **8** 's happening **9** 're winning **10** aren't playing **11** aren't…watching **12** 'm working **13** is watching

3 **14** are…doing **15** 're counting **16** aren't counting **17** 're playing **18** 's…doing **19** 's looking

4 **20** 's…doing **21** Is…working **22** 're traveling **23** are…doing **24** 'm not working **25** 'm looking for

5C simple present or present continuous?

1 do…think **2** takes **3** are having **4** are…going **5** go
6 are…doing **7** 'm waiting **8** 's taking **9** 'm listening
10 Do…wear **11** don't like **12** 's raining **13** rains
14 are…crying **15** 'm watching **16** 's…stopping **17** stops
18 do…see **19** meet **20** do…finish **21** 'm working
22 are…looking **23** put **24** do…do **25** go
26 's…trying **27** watches

6A object pronouns: *me*, *you*, *him*, etc.

2 us **3** it **4** me **5** you **6** them **7** me **8** her **9** him
10 them **11** us **12** it **13** her **14** me **15** it **16** you
17 him **18** them **19** her **20** us

6B *like* + verb + *-ing*

2 I don't mind doing
3 I love swimming
4 I hate going
5 I don't like sitting
6 I love having
7 I don't like waiting
8 I don't mind living
9 I like listening
10 I love cooking
11 I hate looking for
12 I don't like watching
13 I hate getting up
14 I like shopping

6C review: *be* or *do*?

2 'm **3** Is **4** isn't **5** 's **6** do **7** 're **8** do **9** are
10 's **11** don't **12** Is **13** Are **14** am **15** 's **16** 's
17 Do **18** don't **19** are **20** Do **21** is **22** don't **23** 's

7A simple past of *be*: *was* / *were*

2 wasn't (He was American.)
3 was
4 weren't (They were from Scandinavia.)
5 was
6 wasn't (He was a writer.)
7 were
8 was
9 weren't (They were philosophers.)
10 was
11 wasn't (He was German.)
12 were
13 wasn't (Her first album was *19*.)
14 weren't (They were from Peru.)
15 was
16 were
17 weren't (They were Italian.)
18 was
19 were
20 wasn't (He was a German physicist.)

7B simple past: regular verbs

1 **2** didn't study **3** studied **4** lived **5** did…live
6 rented **7** Did…talk **8** wanted **9** learned
2 **10** Did…like **11** loved **12** didn't want **13** Did…travel
14 didn't travel **15** Did…stay **16** stayed
3 **17** Did…watch **18** didn't **19** worked **20** didn't finish
21 started **22** missed **23** didn't arrive
4 **24** called **25** didn't answer **26** texted **27** didn't…text
28 didn't talk **29** chatted **30** didn't chat **31** wanted
32 danced

7C simple past: irregular verbs

a **2** was **3** were **4** bought **5** got **6** had **7** got
8 wore **9** was **10** got **11** was **12** went **13** found
14 drank **15** put on **16** went **17** were **18** said
19 couldn't **20** wasn't **21** felt **22** got **23** spent
24 didn't have
b **2** did they wear **3** did they get **4** was
5 did they do / drink **6** did they do
7 did some people say **8** Did they get
9 did they spend **10** Did they have

8A simple past: regular and irregular

2 didn't come **3** Did you do **4** was **5** woke up **6** had
7 drove **8** didn't have **9** went **10** came **11** did
12 did you come **13** arrived **14** sat **15** checked
16 had **17** watched **18** went to sleep **19** Did you speak
20 did she say **21** didn't talk **22** said **23** went **24** heard
25 did you go **26** told **27** lost **28** couldn't **29** called
30 didn't answer

8B *there is* / *there are, some* / *any* + plural nouns

a **3** Is there a double bed in the bedroom? Yes, there is.
4 Is there a piano in the living room? No, there isn't.
5 Is there a plant in the study? No, there isn't.
6 Is there a dishwasher in the kitchen? Yes, there is.
7 Are there any cupboards in the bathroom? Yes, there are.
8 Are there any chairs in the bedroom? No, there aren't.
b **2** There are some plants in the living room.
3 There's a mirror in the hall.
4 There aren't any books in the living room.
5 There's a computer in the study.
6 There isn't a clock in the kitchen.
7 There's a fireplace in the living room.
8 There are some shelves in the study.

8C *there was* / *there were*

1 **2** there wasn't **3** There was **4** Were there **5** there weren't **6** there was **7** there were
2 **8** there was **9** Was there **10** there were **11** Were there **12** There were
3 **13** There was **14** there were **15** Were there **16** there were **17** there was
4 **18** There were **19** Were there **20** there were **21** there weren't

9A countable / uncountable nouns; *a* / *an*, *some* / *any*

a **2** Is there any butter? No, there isn't.
3 Are there any carrots? No, there aren't.
4 Is there any cheese? Yes, there is.
5 Is there any fish? No, there isn't.
6 Is there a / any chicken? Yes, there is.
7 Are there any eggs? Yes, there are.
8 Is there any orange juice? No, there isn't.
b **2** There's some tomato juice.
3 There's a / some pineapple.
4 There aren't any strawberries.
5 There aren't any peppers.
6 There's some milk.
7 There are some mushrooms.
8 There isn't any ice cream.

9B quantifiers; *how much* / *how many*, *a lot of*, etc.

2 many / He eats a lot of burgers.
3 many / He doesn't eat many French fries.
4 much / She doesn't eat any meat.
5 many / She eats a lot of vegetables.
6 much / She doesn't drink much Diet Coke.
7 much / She drinks a lot of milk.
8 much / She doesn't eat much bread.
9 many / She doesn't eat any apples.
10 much / He doesn't eat any rice.
11 much / He eats a lot of pasta.
12 many / He doesn't drink many cups of espresso.

9C comparative adjectives

2 Snapchat is older than TikTok.
3 A Cartier watch is more expensive than a Swatch watch.
4 New York is hotter than London (in the summer).
5 An orange is healthier than an apple.
6 Rome is drier than Buenos Aires.
7 A man is slower than a horse.
8 Canada is bigger than the US.
9 Shanghai is more crowded than Istanbul.
10 Traveling by car is more dangerous than traveling by plane.
11 The Burj Khalifa tower is taller than the Empire State Building.
12 Stockholm is sunnier than Paris.

10A superlative adjectives

a 2 What's the wettest town in the world?
3 What's the smallest country in the world?
4 What's the highest city in the world?
5 What's the longest beach in the world?
6 What's the driest desert in the world?
7 What's the busiest train station in the world?
8 What's the most populated city in the world?
9 What's the most popular tourist destination in the world?
10 What's the most expensive city in the world?

b 2 Cherrapunji in India
3 Vatican City
4 La Rinconada in Peru
5 Praia do Cassino in Brazil
6 the Atacama Desert in Chile
7 Shinjuku Station in Tokyo
8 Tokyo in Japan
9 France
10 Zurich in Switzerland

10B *be going to* (plans)

1 2 'm going to watch
2 3 aren't going to study 4 're going to live
3 5 'm not going to go out 6 'm going to go to bed
4 7 Is…going to be 8 's going to bring
5 9 are…going to do 10 're going to stay
11 Are…going to take 12 're going to visit
6 13 's going to buy 14 's…going to do 15 's going to give

10C *be going to* (predictions)

2 He's going to listen
3 He's going to win
4 He isn't going to eat
5 She's going to make
6 It's not going to snow
7 She's not going to buy
8 He's going to play
9 She's going to get married.
10 He's going to take
11 They're going to visit
12 She's going to paint

11A adverbs (manner and modifiers)

a badly dangerously well noisily carefully easily hard quietly patiently fast loudly slowly

b 2 slowly 3 carefully 4 easily 5 well 6 quietly 7 fast 8 hard 9 patiently 10 dangerously 11 badly 12 loudly

11B verb + *to* + infinitive

a 2 to be 3 to play 4 to drive 5 to buy 6 to go 7 to get 8 to do

b 1 Would 2 Do 3 Does 4 Would 5 Would

11C definite article: *the* or no *the*

1 3 – 4 –
2 5 – 6 –
3 7 – 8 – 9 –
4 10 – 11 the 12 –
5 13 the 14 –
6 15 the 16 the 17 the
7 18 – 19 The 20 the
8 21 the 22 the
9 23 the 24 – 25 –
10 26 – 27 the 28 –

12A present perfect

1 Have…seen 2 've broken 3 haven't worn 4 've bought
5 has traveled 6 Have…met 7 've eaten
8 hasn't finished 9 Has…arrived 10 's taken

12B present perfect or simple past?

1 2 did…leave
2 3 Have…been 4 went 5 was
3 6 Has…arrived 7 called
4 8 saw 9 didn't like 10 Have…seen 11 saw 12 loved
5 13 Have…seen 14 haven't 15 stayed 16 didn't see
6 17 Have…been 18 have 19 did…go 20 was
21 Did…have 22 was
7 23 've been 24 've…visited 25 've seen 26 went
27 had 28 did…enjoy 29 met 30 was
8 31 Have…spoken 32 haven't 33 got 34 did…say
35 got

12C review: question formation

2 How did you get
3 What was
4 Are you having
5 Would you…to try
6 Where did you go
7 Why is…leaving
8 Can you play
9 Why didn't you have
10 Have you done
11 Are you going to go out
12 Whose…is
13 How often do…have
14 Why did…go
15 When was…born
16 Have you…eaten
17 Are you going to fly
18 What time does…finish
19 How many…do you sleep
20 What's…going to do

1A GRAMMAR verb be ⊞, subject pronouns: *I*, *you*, etc.

a Complete the sentences with a pronoun (*I*, *You*, etc.) and *'m*, *'re*, or *'s*.



1 *I'm* at the airport.

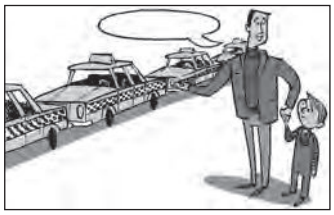
2 _____ my teacher.





3 _____ in Class 2.

4 _____ taxis.





5 _____ my house.

6 Hello. _____ your teacher.





7 _____ in this class.

8 _____ egg sandwiches.





9 _____ in the café.

10 _____ in Room 231.





11 _____ my computer.

12 _____ a student in my class.



b Rewrite the sentences with the full forms (**NOT** contractions).

1 *I am* at the airport.
2 _____ my teacher.
3 _____ in Class 2.
4 _____ taxis.
5 _____ my house.
6 _____ your teacher.
7 _____ in this class.
8 _____ egg sandwiches.
9 _____ in the café.
10 _____ in Room 231.
11 _____ my computer.
12 _____ a student in my class.

ACTIVATION

Test your memory. Cover the sentences in **a** and look at the pictures.
Say the sentences. Use contractions.

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1B GRAMMAR verb *be* ⊟ and ⍰

Complete the conversations with a form of the verb *be*. Use contractions where possible.



1

Juan Hi.

Petra [1]*Is* this Class 2?

Juan Yes, it [2]_____. [3]_____ you in this class, too?

Petra Yes, I [4]_____. What [5]_____ your name?

Juan I [6]_____ Juan.

Petra My name [7]_____ Petra.

Juan Where [8]_____ you from, Petra?

Petra I [9]_____ from the Czech Republic. And you?

Juan I [10]_____ from Madrid.

Petra [11]_____ you Spanish?

Juan No, I [12]_____. I [13]_____ Mexican, but I live in Spain.

Petra Who [14]_____ our teacher?

Juan Her name [15]_____ Diane.

Petra [16]_____ she English?

Juan No, she [17]_____. She [18]_____ American.

Petra Where [19]_____ the other students? [20]_____ they in class?

Juan No, they [21]_____. They [22]_____ in the café!



2

Chris Hi, I [1]*'m* Chris.

Lucas Hello. My name [2]_____ Lucas. It's my first day here.

Chris [3]_____ you from Central America, Lucas?

Lucas No, I [4]_____. I'm Brazilian.

Chris Oh, which city [5]_____ you from?

Lucas I [6]_____ from Brasilia, the capital of Brazil.

Chris [7]_____ it nice in Brasilia?

Lucas Yes, it [8]_____. It's beautiful. [9]_____ you English?

Chris No, I [10]_____. I [11]_____ American.

Lucas Where [12]_____ you from in the United States?

Chris Washington, DC, the capital.

Lucas Really. [13]_____ Washington nice?

Chris Yes, it [14]_____ great!

Lucas [15]_____ this my computer?

Chris No, it [16]_____. This is your computer here.

Lucas Thanks. [17]_____ the boss here?

Chris No, he [18]_____. He's in a meeting.

Lucas [19]_____ the other people in the office American?

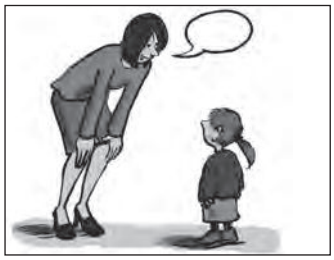
Chris No, they [20]_____. They [21]_____ from all over the world. Have a good first day at work!

ACTIVATION

Practice the conversations with a partner.

1C GRAMMAR possessive adjectives: *my*, *your*, etc.

Look at the pictures. Complete the sentences with *my*, *your*, *his*, *her*, *our*, or *their*.



1 What's *your* name?

2 They're _____ dogs.





3 They're _____ children.

4 That's _____ house.





5 How do you spell _____ last name?

6 Oh no! That's _____ train.





7 _____ names are Sophie and Ellie.

8 This is _____ room.





9 They're _____ boots.

10 I think this is _____ bag.





11 That's _____ hotel.

12 Where's _____ car?



ACTIVATION

Test your memory. Cover the sentences and look at the pictures. Say the sentences.

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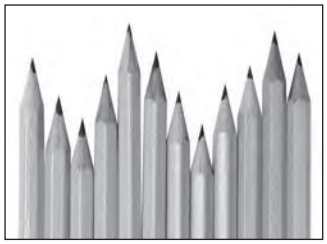
2A GRAMMAR singular and plural nouns

a Complete the **SINGULAR** column with *a* or *an*. Then complete the **PLURAL** column.

SINGULAR	PLURAL
1 *a* credit card	*credit cards*
2 _____ magazine	
3 _____ child	
4 _____ airport	
5 _____ university	

SINGULAR	PLURAL
6 _____ dictionary	
7 _____ address	
8 _____ man	
9 _____ laptop	
10 _____ city	

b Look at the pictures. Write a question with *it* or *they* and complete the answers.



1 *What are they?*
They're pencils.



2 *What is it?*
It's a lamp.



3 _____?
_____



4 _____?
_____



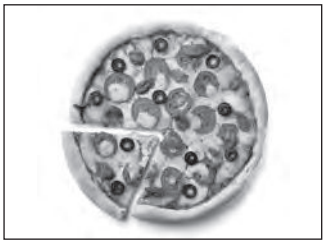
5 _____?
_____



6 _____?
_____



7 _____?
_____



8 _____?
_____



9 _____?
_____



10 _____?
_____



11 _____?
_____



12 _____?
_____

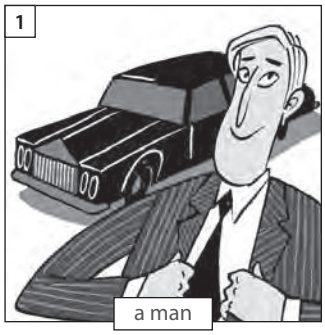
ACTIVATION

Test your memory. Cover the sentences and look at the pictures. Take turns asking and answering.

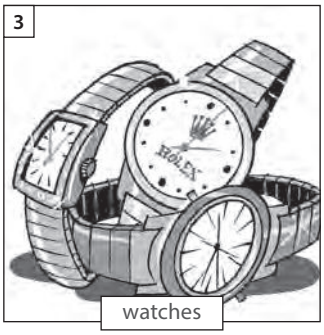
What is it? ▸ *It's a …* *What are they?* ▸ *They're …*

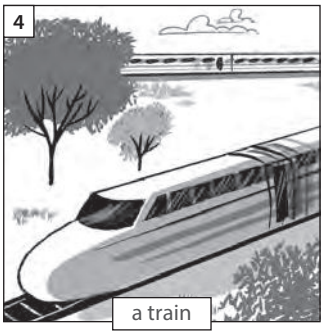
2B GRAMMAR adjectives

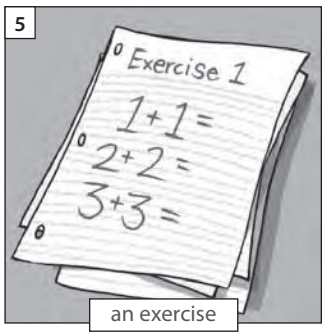
Write sentences for pictures 1–12. Use an adjective from the list.



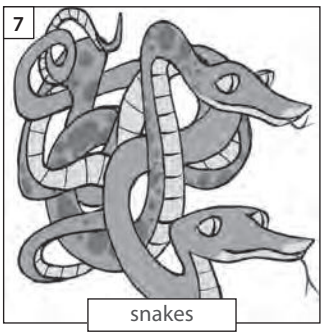


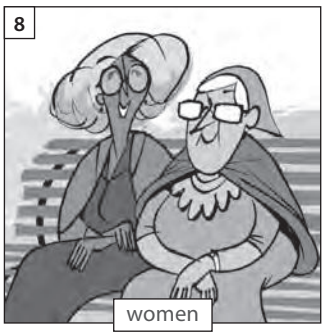




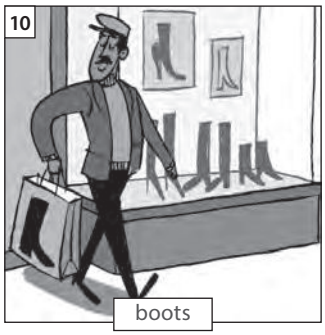


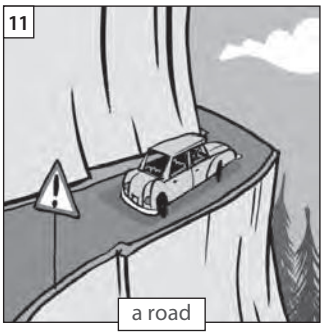


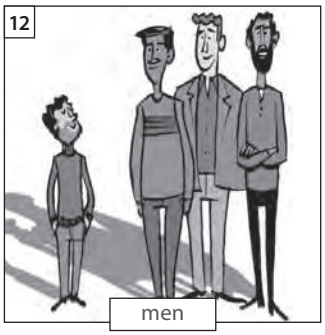












small tall **expensive** rich new
easy hot OLD LONG
cheap FAST DANGEROUS

1 *He's a rich man.*
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____
11 _____
12 _____

ACTIVATION

Test your memory. Cover the sentences and adjectives. Look at the pictures and say the sentences.

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2C GRAMMAR imperatives, *let's*

a Complete the conversations with an + or − imperative using a verb from the list.

~~be~~ be ~~close~~ have listen sign slow down stop take turn off

1 **A** I'm cold. *Close* the window, please.
B OK.

2 **A** What time is the exam?
B Tomorrow at 9:00. *Don't be* late!

3 **A** _____ photos!
B Why not?
A Look at that sign – "No photographs in the museum."

4 **A** Shh! Be quiet and _____ to the teacher.
B Sorry.

5 **A** _____ here!
B Why not?
A It's a bus stop.

6 **A** _____ the TV and finish your homework!
B OK, Dad.

7 **A** _____ a good weekend.
B You too. See you on Monday.

8 **A** _____ careful! The coffee is very hot.
B OK. Thank you.

9 **A** _____ your name here, please.
B Sure. Can I have a pen?

10 **A** _____! The speed limit is 60 mph on this road!
B Oh yes, sorry.

b Complete the conversations with *Let's…* and a verb from the list.

ask check cross go have ~~stop~~

1 **A** I'm tired.
B OK. *Let's stop* and sit down.

2 **A** I'm really thirsty.
B Me too. _____ to a café and have a drink.

3 **A** I'm hungry.
B Me too! _____ a sandwich.

4 **A** _____ the road here.
B No! It's really dangerous.

5 **A** Where's the bus station?
B I don't know. _____ that man.

6 **A** What's the capital of Türkiye?
B I think it's Ankara, but I'm not sure. _____ on the internet.



ACTIVATION

Practice the conversations with a partner.

3A GRAMMAR simple present + and −

a Look at the picture of Carla's room. Write affirmative + and negative − sentences about Carla.



1 like Coldplay *She likes Coldplay.*
2 play the guitar _____
3 eat meat _____
4 play tennis _____
5 go to the gym _____
6 drink coffee _____
7 study French _____
8 listen to music _____
9 live in Chicago _____
10 have a cat _____
11 wear glasses _____
12 smoke _____

b **Test your memory**. Cover the sentences in **a**. Look at the picture and say + and − sentences.

ACTIVATION

Work with a partner. Look at the picture and say true sentences about yourself. Remember your partner's answers.

I don't play the guitar. I eat meat.

Now tell a different partner about your first partner's answers.

Paula doesn't play the guitar. She eats meat.

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3B GRAMMAR simple present +, −, and ?

a Complete the conversation in the simple present. Use +, −, and ? forms.
Use the verbs from the list and auxiliaries *do* and *don't* where necessary.

~~do~~ like live love ~~speak~~ work (x3)

A Where are you from?

B Mexico.

A You [1]*speak* English very well.

B Thanks. I [2]_____ here.

A What [3]_____ you _____?

B I'm a nurse.

A Really? Where [4]_____ you _____?

B At St. Thomas's Hospital, in Nashville.

A [5]_____ you _____ your job?

B Yes, I [6]_____ it! But I work very long hours.

A [7]_____ you _____ at night?

B Sometimes. It depends on the week. But luckily, I [8]_____ on weekends.



b Choose the right word to complete the rest of the conversation.

A Are you married?

B Yes, I'm married to an American.

A What [1]*does* he do? (do / does)

B He's a teacher. He [2]_____ science. (teach / teaches)

A [3]_____ he work at the local school? (Do / Does)

B No, he [4]_____. (don't / doesn't) He [5]_____ in Nashville. (work / works)

A Does he [6]_____ his job? (like / likes)

B No, he [7]_____ it very much. It's a difficult school. (doesn't like / doesn't likes)

A Are you happy in the United States?

B I like the country, but not the weather. It [8]_____ all the time. (rain / rains)

A [9]_____ you want to go back to Mexico one day? (Do / Does)

B Of course, but it isn't easy. My husband [10]_____ speak Spanish. (don't / doesn't)

A [11]_____ you have children? (Do / Does)

B Yes, two boys.

A [12]_____ they speak Spanish? (Do / Does)

B Yes, perfectly.

ACTIVATION

Practice the conversation with a partner.

3C **GRAMMAR** word order in questions

a Put the words in order to make questions.

		YOUR PARTNER
1	favorite What your movie is? *What is your favorite movie?*	
2	you vegetarian a Are?	
3	your are parents from Where?	
4	phone have you do What?	
5	many speak do languages you How?	
6	new you Do need phone a?	
7	name spell last you do your How?	
8	to do listen music When you?	
9	Where homework you your do do?	
10	singer Who your favorite is?	
11	the you do do What on weekends?	
12	TV programs watch you do What?	

b Work with a partner. Ask and answer the questions. Use contractions with *be* where possible, e.g., *What's*. Note the answers.

ACTIVATION

Cover the questions and look at the answers. Say the questions.

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4A GRAMMAR possessive *'s, Whose…?*



Rachel, an English teacher



Pete, a music student



Keira, a doctor



Toby, a tennis player

1 

a tennis racket

2 

glasses

3 

a CD

4 
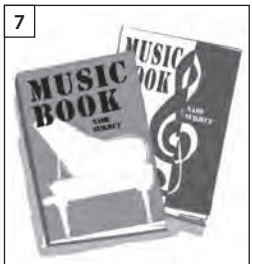
a book

5 

a ticket

6 

scissors

7 

music books

8 

a white coat

9 

board markers

10 

a shirt

11 

a piano

12 

a car

13 

tennis balls

14 

a dictionary

15 

sneakers

16 

a bag

Look at objects 1–16. Whose are they? Write 14 more sentences.

1 *It's Toby's tennis racket.*
2 *They're Keira's glasses.*
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____
11 _____
12 _____
13 _____
14 _____
15 _____
16 _____

ACTIVATION

Cover the sentences. Test a partner or say the sentences.

Whose book is this?

It's Rachel's. Whose glasses are these?

They're Keira's.

4B GRAMMAR prepositions: time, place, and movement

TIME

a Complete the sentences with *in*, *on*, or *at*.

		PREPOSITION
1	I usually wake up ____ 7:00 every day.	*at*
2	I never work ____ weekends.	
3	I see my family ____ Sundays.	
4	The party is ____ December 21st.	
5	We hardly ever watch TV ____ the evening.	
6	I usually go to bed ____ 11:00 p.m.	
7	I go skiing ____ the winter.	
8	I always go out ____ Friday night.	
9	My birthday is ____ January.	
10	People usually go on vacation ____ the summer.	
11	We always go shopping ____ Fridays.	
12	I get up late ____ Saturday mornings.	
13	I sometimes go home ____ lunchtime.	
14	We usually have three classes ____ the afternoon.	
15	Nurses often work ____ night.	

PLACE AND MOVEMENT

b Complete the sentences with *in*, *at*, or *to*.

		PREPOSITION
1	I live ____ a small apartment downtown.	
2	She usually goes ____ the gym after work.	
3	Do you have a TV ____ your bedroom?	
4	I always have lunch ____ home.	
5	We often go ____ the movies on Friday nights.	
6	Let's play soccer ____ the park.	
7	The children aren't ____ school today. It's a holiday.	
8	I usually go ____ work by train.	
9	On Saturdays, we sometimes have dinner ____ a restaurant.	
10	My wife isn't here right now. She's ____ work.	

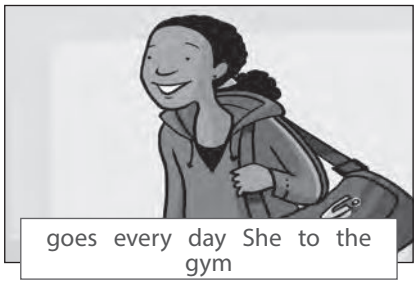
ACTIVATION

Test your memory. Cover the **PREPOSITION** columns. Say the sentences.

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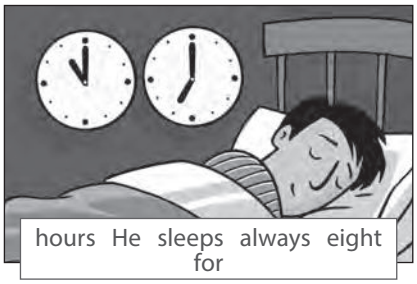
4C GRAMMAR position of adverbs, expressions of frequency

Look at the pictures and put the words in order to make sentences.



goes every day She to the gym

1 *She goes to the gym every day.*



hours He sleeps always eight for

2 _____

_____



sometimes They the movies go to on Friday

3 _____

_____



week a once meets She her friends

4 _____

_____



tired He always is the in morning

5 _____

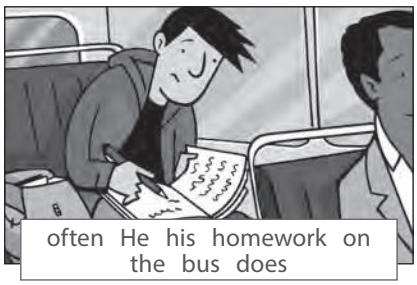
_____



eats never meat She

6 _____

_____



often He his homework on the bus does

7 _____

_____



late He for class sometimes is

8 _____

_____



twice a week do They yoga

9 _____

_____



hair stylist hardly ever goes He to the

10 _____

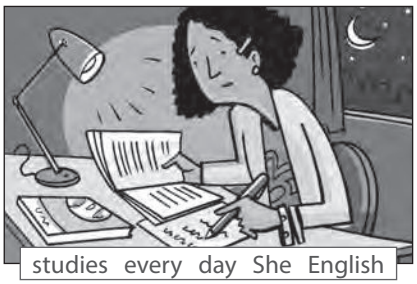
_____



He to goes often the doctor

11 _____

_____



studies every day She English

12 _____

_____

ACTIVATION

Look at the pictures and make true sentences about you.

I go to the gym once or twice a week.

5A GRAMMAR *can / can't*

Look at the pictures. Complete the sentences with *can / can't* and a verb from the list.

cook dance hear help find open park ~~play~~ sit speak swim take



1 He *can't play* the guitar.



2 You _____ photos in here!



3 _____ I _____ there, please?



4 He _____ his glasses.



5 Jamie _____ very well.



6 The boy _____ the old man.



7 _____ I _____ the window?



8 Stop! You _____ there.



9 They _____ French.



10 _____ you _____ me, please?



11 She _____ _____.



12 They _____ very well.

ACTIVATION

Test your memory. Cover the sentences and look at the pictures. Say the sentences.

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5B GRAMMAR present continuous: *be* + verb + *-ing*

Complete the sentences with the verb in parentheses in the present continuous. Use contractions where possible.

1

A What's that noise?
B It's our neighbor.
A Not again! What [1]*'s he doing* (do) now?
B He [2]_____ (wash) his car and he [3]_____ (listen) to the radio.
A What? At 7:30 on a Sunday morning! Why [4]_____ he _____ (do) it now?
B I don't know.
A What [5]_____ you _____ (do)?
B I [6]_____ (get) up. I can't sleep with this noise!



2

A [7]_____ you _____ the game (watch)?
B Of course we are.
A What [8]_____ (happen)?
B We [9]_____ (win) 1–0, but we [10]_____ (not play) very well. Why [11]_____ you _____ (not watch) the game?
A I [12]_____ (work) and my boss [13]_____ (watch) me.



3

A What can you see?
B There are three men downstairs.
A What [14]_____ they _____ (do)?
B They [15]_____ (count) money, I think. No, sorry.
They [16]_____ (not count) money.
They [17]_____ (play) cards.
A Can you see Jim?
B Yes, he's upstairs.
A What [18]_____ he _____ (do)?
B He [19]_____ (look) at me!



4

A How's your sister?
B She's fine.
A What [20]_____ she _____ (do) now? [21]_____ she _____ (work)?
B No, she's in Thailand now, with two friends.
They [22]_____ (travel) around the world.
A What [23]_____ you _____ (do) now?
B I [24]_____ (not work) now.
I [25]_____ (look for) a job.



ACTIVATION

Practice the conversations with a partner.

5C GRAMMAR simple present or present continuous?

Put the verbs in the simple present or present continuous. Use contractions where possible.

1 **A** What *are* you *doing*? (do)
B I*'m checking* my emails. (check)

2 **A** What [1]_____ you _____ of your new phone? (think)
B It's great! It [2]_____ really good photos. (take)

3 **A** What's that music?
B My neighbors [3]_____ a party. (have)

4 **A** Where [4]_____ you _____? (go)
B To my parents' house for lunch. We usually [5]_____ there for lunch on Sundays. (go)

5 **A** Hi, Nora! What [6]_____ you _____ here? (do)
B I [7]_____ for a friend. (wait)

6 **A** Where's Simon?
B In the bathroom. He [8]_____ a shower. (take)

7 **A** What's the answer to number five?
B Shh! I [9]_____ to the teacher. (listen)

8 **A** [10]_____ you _____ a uniform for work? (wear)
B Yes. I [11]_____ it. It's horrible. (not like)

9 **A** Look! It [12]_____. (rain)
B Again? It [13]_____ a lot here. (rain)

10 **A** Why [14]_____ you _____? (cry)
B Because I [15]_____ a very sad movie. (watch)

11 **A** Why [16]_____ the train _____? (stop)
B Because this is the slow train. It [17]_____ at every station. (stop)

12 **A** When [18]_____ you usually _____ your friends? (see)
B On Friday night. We always [19]_____ after work. (meet)

13 **A** What time [20]_____ you usually _____ work? (finish)
B About 6:00, but I [21]_____ late this evening. (work)

14 **A** What [22]_____ you _____ for? (look)
B My car keys! I always [23]_____ them in my bag, but they aren't there now. (put)

15 **A** How often [24]_____ you _____ yoga? (do)
B I [25]_____ to yoga class every morning. (go)

16 **A** Be quiet! Your mom [26]_____ to watch a movie on TV. (try)
B Sorry! She hardly ever [27]_____ TV in the afternoon. (watch)

27

21–27	Excellent. You understand the difference between the present continuous and the simple present.
15–20	Good, but check the rules in the Grammar Bank (Student Book p.140) and look at the exercise again.
0–14	This is difficult for you. Read the rules in the Grammar Bank (Student Book p.140). Then ask your teacher for another photocopy and do the exercise again at home.

ACTIVATION

Work with a partner. Talk about two things you do every day, and two things you're doing now.

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6A GRAMMAR object pronouns: *me*, *you*, *him*, etc.

Complete the sentences with *me*, *you*, *him*, *her*, *it*, *us*, or *them*. Write in the **PRONOUN** column.

		PRONOUN
1	It's a great song. I love ____ !	*it*
2	We can't speak Italian very well. Can you help ____ ?	
3	The phone's ringing! Can you answer ____ ?	
4	I often call Ellie, but she hardly ever calls ____ .	
5	Can you go to the boss's office? She wants to see ____ .	
6	Where are my keys? I can't find ____ !	
7	Hello again! Do you remember ____ ? My name's Matt.	
8	Lorna really likes Nick, but I don't think he likes ____ .	
9	Is Kate's boyfriend nice? I don't know ____ .	
10	**A** What do you think of these shoes? **B** I don't like ____ . They're a horrible color.	
11	We don't know this city. Can you tell ____ some places to visit?	
12	This hotel's very noisy. I don't like ____ .	
13	My sister works in Vietnam. I don't see ____ very often.	
14	I'm free tonight. Do you want to come to the movies with ____ ?	
15	This exercise is very difficult. I can't do ____ .	
16	Your sister called. She needs to speak to ____ .	
17	My husband gets home late, but I always have dinner with ____ .	
18	George and Natalia are really nice. I like ____ .	
19	**A** Excuse me, Julia Parker is here. **B** Thanks. Please ask ____ to wait in reception.	
20	We're going to the movies tonight. Do you want to come with ____ ?	

ACTIVATION

Test your memory. Cover the **PRONOUN** column. Say the sentences again with the pronouns.

6B GRAMMAR *like* + verb + *-ing*





Complete the sentences with *I love / like / don't mind / don't like / hate* and the *-ing* form of a verb from the list.

cook do ~~eat~~ get up go have listen live look for shop sit swim wait watch

😀	1	*I love eating* **in restaurants.**
😐	2	_____ **household chores.**
😀	3	_____ **in the ocean in summer.**
😠	4	_____ **to the dentist.**
☹️	5	_____ **at the front of the class.**
😀	6	_____ **a big party on my birthday.**
☹️	7	_____ **for the bus.**
😐	8	_____ **in an apartment.**
🙂	9	_____ **to loud music in the car.**
😀	10	_____ **dinner for my family.**
😠	11	_____ **somewhere to park.**
☹️	12	_____ **movies in English.**
😠	13	_____ **early in winter.**
🙂	14	_____ **online.**

😀 = I love 🙂 = I like 😐 = I don't mind ☹️ = I don't like 😠 = I hate

ACTIVATION

Work with a partner. Tell your partner if the sentences are true about you.

I don't like eating in restaurants.

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6C GRAMMAR review: *be* or *do*?

Complete the conversations with a form of the verb *be* or *do*. Use contractions where possible.

Interviewer Excuse me. [1]*Do* you have time to answer a few questions?

Daniel Yes, sure. I [2]_____ just waiting for some friends.

Interviewer Great, thanks. [3]_____ this your first time at Coachella?

Daniel No, it [4]_____. I come every year. It [5]_____ very expensive, but I love it!

Interviewer And who [6]_____ you really want to see this year?

Daniel Michael Kiwanuka and Dua Lipa. They [7]_____ my favorite singers.

Interviewer Why [8]_____ you like their music?

Daniel I think their songs [9]_____ great.

Interviewer And what about the weather? It [10]_____ awful!

Daniel Oh, I [11]_____ mind the rain. It always rains at Coachella!



Interviewer Good evening. [12]_____ it OK if I ask you some questions?

Charlotte Yes, fine.

Interviewer [13]_____ you enjoying the concert this evening?

Charlotte Yes, I [14]_____. I think it [15]_____ really good. The orchestra [16]_____ playing very well.

Interviewer [17]_____ you have a favorite orchestra?

Charlotte Hmm, no, I [18]_____. I think all the orchestras that play at Carnegie Hall [19]_____ very good.



Interviewer [20]_____ you often come to Carnegie Hall?

Charlotte Yes, this [21]_____ my fifth concert this season. And when I [22]_____ come, I listen to the concerts on the radio.

Interviewer Oh, I think the concert [23]_____ starting again. Thank you for talking to me.

Charlotte No problem.

ACTIVATION

Practice the conversations with a partner.

7A GRAMMAR simple past of *be*: *was* / *were*

Complete with *was / were* or *wasn't / weren't* to make true sentences.

1 Mother Teresa *wasn't* born in India.

2 Kurt Vonnegut _____ an English writer.

3 Tchaikovsky _____ the composer of *Swan Lake*.

4 The Vikings _____ from Germany.

5 Gustave Eiffel _____ a famous French engineer.

6 Roald Dahl _____ a famous British musician.

7 The Beatles _____ from Liverpool.

8 Jennifer Lawrence _____ in the Hunger Games movies.

9 Socrates and Plato _____ Greek artists.

10 Pablo Picasso _____ Spanish.

11 Beethoven _____ a Swiss composer.

12 Neil Armstrong and Buzz Aldrin _____ the first men to walk on the moon.

13 Adele's first album _____ *25*.

14 The Incas _____ from Mexico.

15 Marco Polo _____ born in Venice.

16 The Olympic Games _____ in Brazil in 2016.

17 Michelangelo and Leonardo da Vinci _____ famous German painters.

18 Barack Obama _____ the 44th President of the US.

19 Monet and Gauguin _____ French painters.

20 Albert Einstein _____ a German politician.







ACTIVATION

Work with a partner. Make questions and test your partner's memory. Correct the information if you can.

Was Mother Teresa born in India? *No, she wasn't. She was born in Albania.*

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7B GRAMMAR simple past: regular verbs

Complete the conversations in the past tense. Use the verbs in parentheses.

1

Annie [1]*Did you study* French in college? (study)

Tara No, I [2]_____ French; I [3]_____ Italian. I [4]_____ in Rome for six months in my third year. (not study, study, live)

Annie Where [5]_____ you _____ in Rome? (live)

Tara Near the Forum. I [6]_____ a house with some Italian students. (rent)

Annie [7]_____ you _____ in Italian all the time? (talk)

Tara Not always, because they [8]_____ to practice their English. But I [9]_____ to cook great pasta! (want, learn)



2

Jake [10]_____ you _____ Brazil? (like)

Ben We [11]_____ it! We [12]_____ to come home. (love, not want)

Jake [13]_____ you _____ around the country? (travel)

Ben We [14]_____ much, because we were only there for two weeks. (not travel)

Jake [15]_____ you _____ in hotels? (stay)

Ben No, we [16]_____ with Brazilian friends. (stay)



3

Dave [17]_____ you _____ the game? The Warriors and the Cavaliers? (watch)

Carl No, I [18]_____.

Dave Why not?

Carl I [19]_____ late last night. I [20]_____ until 7:00. (work, not finish)

Dave But the game [21]_____ at 7:45. (start)

Carl Yeah, but I [22]_____ my train. I [23]_____ home until 9:30. (miss, not arrive)

Dave What a shame! It was a great game.



4

Sam I [24]_____ you three times last night, but you [25]_____. (call, not answer)

Mina Sorry. I was at the movie theater with my sister.

Sam And I [26]_____ you, too. Why [27]_____ you _____ me back? (text, not text)

Mina Because I was angry.

Sam Angry? Why?

Mina Because you [28]_____ to me at the party last week. You [29]_____ to Eva for about an hour. (not talk, chat)

Sam I [30]_____ to Eva for an hour! She had a problem, and she just [31]_____ to tell me about it. (not chat, want)

Mina A problem? Is that why you [32]_____ with her for 20 minutes? (dance)



ACTIVATION

Practice the conversations with a partner.

7C GRAMMAR simple past: irregular verbs

a Complete the blog with the simple past form of the verbs in parentheses.



A MEMORABLE NEW YEAR'S EVE



This happened to me a couple of years ago. Some college friends and I wanted to celebrate New Year's Eve at the famous street party in Chicago. We [1]*knew* (know) it [2]_____ (be) difficult to get tickets for the party, but we [3]_____ (be) really lucky and [4]_____ (buy) some online six months before. On December 31st, we [5]_____ (get) a fast train from Madison, Wisconsin.

We arrived in Chicago at 6:00 p.m. and walked from the station to our hotel. We relaxed, [6]_____ (have) dinner, and then [7]_____ (get) ready to go out. We [8]_____ (wear) warm clothes, because it [9]_____ (be) really cold. We [10]_____ (get) downtown at about 9:30 p.m. It [11]_____ (be) wet and quite windy. We [12]_____ (go) into the first warm café we [13]_____ (find) and [14]_____ (drink) some coffee. At about 10:30 p.m., we [15]_____ (put on) our warm coats again and [16]_____ (go) back outside. The streets [17]_____ (be) nearly empty! Some people [18]_____ (say) "The street party is canceled because of the terrible weather." We [19]_____ (not can) believe it! The weather [20]_____ (not be) good, but it [21]_____ (feel) like a normal winter night in Chicago.

In the end, we [22]_____ (get) a taxi back to our hotel and [23]_____ (spend) midnight in our rooms! We [24]_____ (not have) a very happy New Year's Eve!



b Complete these questions about the blog.

1	Where *did they buy* tickets for the party?	They bought tickets for the party online.
2	Why _____ warm clothes?	Because it was really cold.
3	What time _____ downtown?	They got there at about 9:30 p.m.
4	What _____ the weather like?	It was wet and quite windy.
5	What _____ in the café?	They drank some coffee.
6	What _____ at 10:30 p.m.?	They put on their coats and went outside.
7	What _____ to them?	They said "The street party is canceled."
8	_____ a bus back to their hotel?	No, they didn't. They got a taxi.
9	Where _____ midnight?	They spent midnight in their rooms.
10	_____ a good time?	No, they didn't.

ACTIVATION

Work with a partner. Cover the answers. Take turns answering the questions.
Then cover the questions and take turns making the questions from the answers.



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8A GRAMMAR simple past: regular and irregular

Complete the conversation with the past tense of the verb in parentheses.

• WHAT HAPPENED? •



Detective OK, Mr. Thomas. Please just relax and tell me the problem.

Mr. Thomas It's my wife. She [1]*went* (go) out early this morning. And she [2]_____ (not come) back.

Detective Tell me what happened yesterday. [3]_____ (you / do) anything unusual?

Mr. Thomas No, it [4]_____ (be) just a normal day. We [5]_____ (wake up) at seven. I [6]_____ (have) breakfast. Then I [7]_____ (drive) to work. My wife [8]_____ (not have) breakfast. In the morning, I think she [9]_____ (go) shopping. She [10]_____ (come) home at lunchtime. I don't know what she [11]_____ (do) in the afternoon.

Detective When [12]_____ (you / come) home?



Mr. Thomas I [13]_____ (arrive) home at about seven thirty. I [14]_____ (sit) down and [15]_____ (check) my emails. We [16]_____ (have) dinner at about eight. After dinner, I [17]_____ (watch) TV. I [18]_____ (go to sleep) in my chair.

Detective [19]_____ (you / speak) to your wife at all? What [20]_____ (she / say) to you?

Mr. Thomas We [21]_____ (not talk) during dinner. After dinner, she [22]_____ (say), "I'm going to bed early." We both [23]_____ (go) to bed. In the morning, I [24]_____ (hear) her leave.

The door opens … Mrs. Thomas walks into the room.

Mr. Thomas I can't believe it. Where [25]_____ (you / go)?

Mrs. Thomas I was on a business trip in Berlin. I [26]_____ (tell) you about it! But I [27]_____ (lose) my phone at the airport, so I [28]_____ (not can) message you. I [29]_____ (call) you last night and this morning from my hotel, but you [30]_____ (not answer).

Detective Sir, I think the mystery is solved!

ACTIVATION

Read the conversation again. Then cover it. Can you remember five things that Mr. and Mrs. Thomas did yesterday?

8B GRAMMAR *there is / there are, some / any* + plural nouns



a Write the questions and short answers.

1	shower / bathroom?	*Is there a shower in the bathroom?*	*Yes, there is.*
2	pictures / hall?	*Are there any pictures in the hall?*	*No, there aren't.*
3	double bed / bedroom?	_____	_____
4	piano / living room?	_____	_____
5	plant / study?	_____	_____
6	dishwasher / kitchen?	_____	_____
7	cupboards / bathroom?	_____	_____
8	chairs / bedroom?	_____	_____

b Write + or – sentences.

1	table / kitchen	*There's a table in the kitchen.*
2	plants / living room	_____
3	mirror / hall	_____
4	books / living room	_____
5	computer / study	_____
6	clock / kitchen	_____
7	fireplace / living room	_____
8	shelves / study	_____

ACTIVATION

Test your memory. Work with a partner. Look at the picture again for 30 seconds.
Then **A** (picture face up) asks **B** (picture face down) five questions about the house. Change roles.

Is there a plant in the study? *Are there any chairs in the hall?*

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8C GRAMMAR *there was / there were*

Complete the sentences with the correct form (+, –, or ?) of *there* was / were.



1

A [1]*Was there* a supermarket in this town when you were a child?

B No, [2]_____. [3]_____ a bakery and a small store.

A [4]_____ any Italian restaurants? I love pizza!

B No, [5]_____, but [6]_____ a café. And [7]_____ two diners!



2

A We stayed in a great hotel in Spain. It was on the beach and [8]_____ a really big swimming pool, too.

B Cool! [9]_____ a gym?

A Yes, and [10]_____ two tennis courts.

B [11]_____ any restaurants in the hotel?

A [12]_____ three! And the food was delicious!



3

A [13]_____ a very old castle in the town, near where I lived when I was a child. People said [14]_____ secret rooms in it.

B Really? [15]_____ any ghosts in the castle, too?

A Yes, [16]_____. My aunt saw one once. She said that suddenly [17]_____ a strange light, and then she saw a face looking in through the window – but she was on the second floor!



4

A Did you get anything nice in the sale?

B Yes, I did. [18]_____ some pretty sweaters. I got two.

A Great! [19]_____ any jeans?

B Yes, [20]_____, but [21]_____ any in my size.

ACTIVATION

Work with a partner. Say three things that were in the street or area where you live, but are not there now.

9A GRAMMAR countable / uncountable nouns; *a* / *an*, *some* / *any*



a Look at what's in the refrigerator. Write the questions and short answers with *Is there* / *Are there* + *a*, *an*, or *any*.

1	sushi?	*Is there any sushi?*	*Yes, there is.*
2	butter?	_____	_____
3	carrots?	_____	_____
4	cheese?	_____	_____
5	fish?	_____	_____
6	chicken?	_____	_____
7	eggs?	_____	_____
8	orange juice?	_____	_____

b Write + or – sentences with *a* / *an*, *some*, or *any*.

1	onions	*There aren't any onions.*
2	tomato juice	_____
3	pineapple	_____
4	strawberries	_____
5	peppers	_____
6	milk	_____
7	mushrooms	_____
8	ice cream	_____

ACTIVATION

Test your memory. Work with a partner. **A** (picture face up) asks **B** (picture face down) five questions about what's in the refrigerator. Then change roles.

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9B GRAMMAR quantifiers: *how much / how many, a lot of*, etc.

Circle *much* or *many*. Then answer the question with a complete sentence.
Use *a lot of, not…much, not…many,* or *not…any*.



Fast-Food Phil

1 How **much** / **many** orange juice does he drink?
He doesn't drink any orange juice.

2 How **much** / **many** burgers does he eat?

3 How **much** / **many** French fries does he eat?



Valerie the Vegetarian

4 How **much** / **many** meat does she eat?

5 How **much** / **many** vegetables does she eat?

6 How **much** / **many** Diet Coke does she drink?



Baby Belinda

7 How **much** / **many** milk does she drink?

8 How **much** / **many** bread does she eat?

9 How **much** / **many** apples does she eat?



Fabio the Italian Food Fan

10 How **much** / **many** rice does he eat?

11 How **much** / **many** pasta does he eat?

12 How **much** / **many** cups of espresso does he drink?

ACTIVATION

Work with a partner. Ask and answer questions 1–12 about yourself.

How much orange juice do you drink? *I don't drink much orange juice.*

9C GRAMMAR comparative adjectives

Use the information to make comparative sentences.

1

Length

the Akashi Kaikyo Bridge (Japan): 12,831 feet

the Golden Gate Bridge (US): 8,981 feet

short

1 *The Golden Gate Bridge is shorter than the Akashi Kaikyo Bridge.*

2 _____

_____

2

Inventions

TikTok: 2016

Snapchat: 2011

old

3

Price

a Cartier watch: $4,500

a Swatch watch: $38

expensive

3 _____

_____

4 _____

_____

4

Average summer temperature

London: 75°F

New York: 83°F

hot

5

Vitamin C

an orange: approx. 70 mg per orange

an apple: approx. 9 mg per apple

healthy

5 _____

_____

6 _____

_____

6

Annual rainfall

Buenos Aires: 39 inches

Rome: 23 inches

dry

7

Speed

a man: 21 mph

a horse: 30 mph

slow

7 _____

_____

8 _____

_____

8

Size

Canada: 3,855,000 mi^2

US: 3,618,781 mi^2

big

9

People per square mile

Shanghai: 10,450

Istanbul: 6,530

crowded

9 _____

_____

10 _____

_____

10

Deaths per year worldwide

traveling by car: approx. 1,250,000

traveling by plane: approx. 600

dangerous

11

Height

the Burj Khalifa tower (Dubai): 2,716 feet

the Empire State Building (New York): 1,250 feet

tall

11 _____

_____

12 _____

_____

12

Weather

Paris (France) average hours sunlight per day: 4.9

Stockholm (Sweden) average hours sunlight per day: 5.4

sunny

ACTIVATION

Test your memory. Cover the sentences and look at the information. Compare the things.

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10A GRAMMAR superlative adjectives

a Write the questions.

1 big / continent / world

What's the biggest continent in the world?

2 wet / town / world

_____?

3 small / country / world

_____?

4 high / city / world

_____?

5 long / beach / world

_____?

6 dry / desert / world

_____?

7 busy / train station / world

_____?

8 populated / city / world

_____?

9 popular / tourist destination / world

_____?

10 expensive / city / world

_____?







b Match questions 1–10 to the answers below.

Vatican City	☐	Cherrapunji in India	☐
Shinjuku Station in Tokyo	☐	Zurich in Switzerland	☐
Praia do Cassino in Brazil	☐	the Atacama Desert in Chile	☐
Tokyo in Japan	☐	La Rinconada in Peru	☐
Asia	☑ 1	France	☐

ACTIVATION

Test your memory. Work with a partner. Cover the questions and look at the answers. Take turns making sentences about each place.

Vatican City is the smallest country in the world.

10B GRAMMAR *be going to* (plans)

Complete the conversations with *be going to*. Use the verb in parentheses. Use contractions where possible.



1

A [1]*Are* you *going to watch* the game tonight? (watch)

B Yes, but I [2]_____ it at a friend's house – nobody in my family likes soccer. (watch)



2

A Juan and Pablo [3]_____ here next year. (not study)

B Why not?

A Because they [4]_____ in Washington. (live)



3

A I [5]_____ tonight. (not go out)

B Why not?

A I need to get up early tomorrow morning. I [6]_____ at 10:00. (go to bed)



4

A [7]_____ Emma _____ at the party? (be)

B Yes, and she says that she [8]_____ her new boyfriend. (bring)



5

A What [9]_____ you _____ next weekend? (do)

B We [10]_____ with our friends in Boston. (stay)

A [11]_____ you _____ the children? (take)

B Yes. We [12]_____ the Science Museum and then go sightseeing. (visit)



6

A Where's your sister?

B She's out shopping. She [13]_____ a new laptop. (buy)

A What [14]_____ she _____ with the old one? (do)

B She [15]_____ it to me! (give)

ACTIVATION

Practice the conversations with a partner.

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10C GRAMMAR *be going to* (predictions)

Write a prediction with *going to* for each picture. Use a verb from the list.

not buy | not eat | get married | ~~learn~~ | listen | make | paint | play | not snow | take | visit | win



1 *He's going to learn* Italian.
2 _____ to music.
3 _____ the game.
4 _____ his sandwich.
5 _____ a salad.
6 _____ next week.
7 _____ any shoes.
8 _____ the guitar.
9 _____ next month.
10 _____ his dog for a walk.
11 _____ the museum.
12 _____ the bathroom.

ACTIVATION

Test your memory. Cover the sentences and look at the pictures. Say the predictions.

11A GRAMMAR adverbs (manner and modifiers)

a Make adverbs from the adjectives.

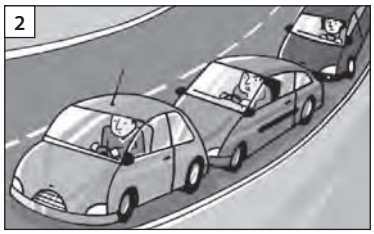
bad	_____	noisy	_____	hard	_____	fast	_____
dangerous	_____	careful	_____	quiet	_____	loud	_____
good	_____	easy	_____	patient	_____	slow	_____

b Write sentences for pictures 1–12. Use an adverb from **a**.



1 She's eating very *noisily*.

2 He's driving really _____.





3 He's writing _____.

4 She passed the exam very _____.





5 They're dancing very _____.

6 She's opening the door _____.





7 She's running very _____.

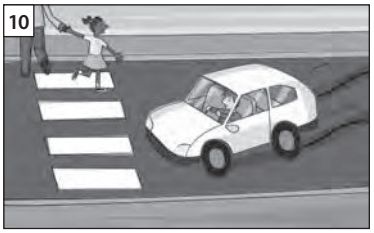
8 He's working _____.





9 She's waiting _____.

10 He's driving _____.





11 She's singing really _____.

12 They're talking _____.



ACTIVATION

Test your memory. Cover the sentences and look at the pictures. Say the sentences.

She's eating very noisily.

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11B GRAMMAR verb + *to* + infinitive

a Look at the pictures. Complete the sentences with *to* + a verb in the infinitive. Use a verb from the list.

be buy do drive get ~~go~~ go play



1 We're planning *to go* on vacation to Mexico next summer.



2 We need _____ at the airport by 7:00 a.m.!



3 Would you like _____ basketball on Saturday?



4 He's learning _____.



5 Steve wants _____ a new computer.



6 They decided _____ for a swim.



7 I'm hoping _____ a job in a Los Angeles restaurant.



8 I promise _____ my homework when the show is over.

b Complete the conversations with *Would* or *Do* / *Does*.

1 **A** _____ your friends like to come to dinner?
B Why don't you ask them? I'm sure they'd like to.

2 **A** _____ you like classical music?
B No, I prefer rock music.

3 **A** _____ your husband like cooking?
B Yes, he loves it.

4 **A** _____ you like another coffee?
B No, thanks. Just a glass of water, please.

5 **A** _____ you like to come to the movies with us tonight?
B Sorry, I can't. I'm going out to a restaurant with Mark tonight.

ACTIVATION

Test your memory. Cover the sentences in **a** and look at the pictures. Say the sentences.

11C GRAMMAR definite article: *the* or no *the*

Complete with *the* or –.

1 **A** Which country has [1]*the* best food in [2]*the* world?

B Italy, definitely! I love Italian food! I often have [3]_____ pasta for [4]_____ dinner.

2 **A** What time do you usually go to [5]_____ bed?

B Usually at around 10:00 p.m., but later on [6]_____ weekends.

3 **A** Do you think [7]_____ children learn languages more easily than [8]_____ adults?

B Maybe. My son is learning [9]_____ Japanese at school and he already speaks it well.

4 **A** How often do you travel by [10]_____ train?

B Every weekday. It's [11]_____ easiest way to get to [12]_____ work.

5 **A** In your family, who has [13]_____ most interesting job?

B I think [14]_____ my brother's job is really interesting. He's an architect.

6 **A** Do [15]_____ servers in this restaurant speak English?

B Yes. A lot of [16]_____ customers are tourists, so [17]_____ servers need to know English.

7 **A** Do you like [18]_____ animals?

B Yes, I love them! I have a cat and a dog. [19]_____ dog is frightened of [20]_____ cat!

8 **A** How often do you go shopping at [21]_____ mall?

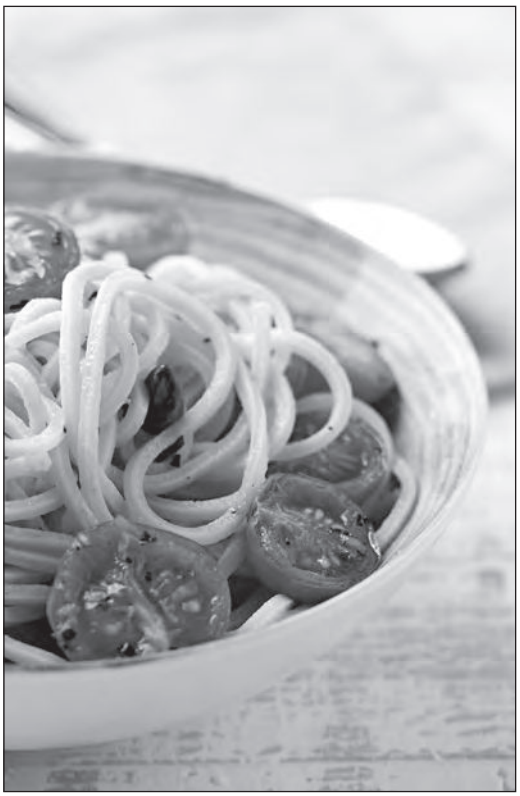
B Hardly ever! I prefer shopping on [22]_____ internet.

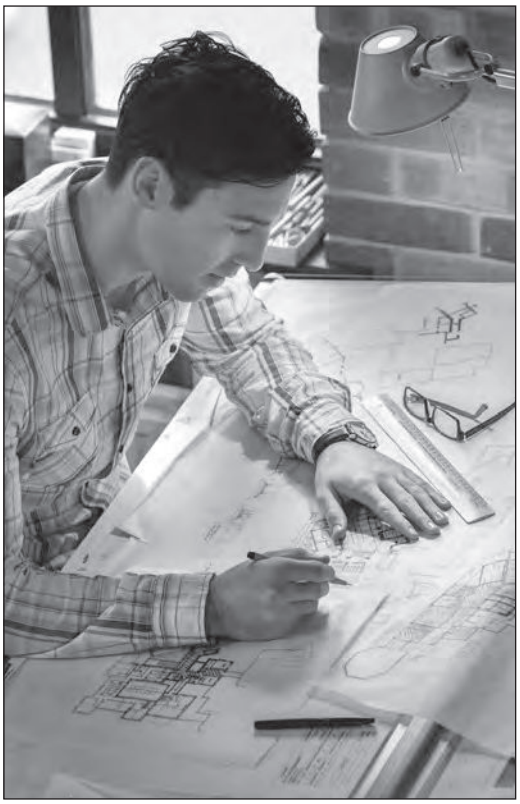
9 **A** What are you going to do when [23]_____ lesson finishes today?

B I'm going to have [24]_____ lunch with [25]_____ my mother-in-law.

10 **A** Do you think [26]_____ children behave worse now than in [27]_____ past?

B I don't know. But I think [28]_____ teachers have a really difficult job!





ACTIVATION

Work with a partner. Ask each other the questions and answer with your own ideas.

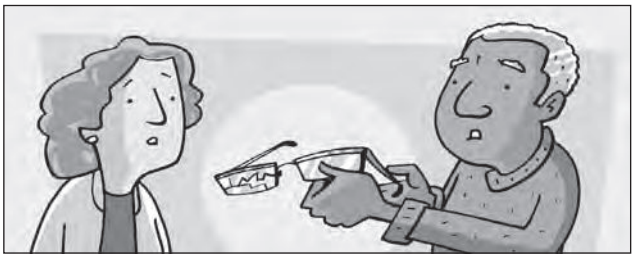
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12A GRAMMAR present perfect

Write sentences in the present perfect. Use contractions where possible.



1 _____ you _____ this movie? (see)



2 Oh no! I _____ my glasses. (break)



3 It was a mistake. I _____ it. (not wear)



4 They _____ a new car. (buy)



5 Alex _____ all over the world (travel)



6 _____ you _____ Jake, my boyfriend? (meet)



7 They _____ all the cookies! (eat)



8 Don't turn it off! The movie _____. (not finish)



9 _____ the boss _____? (arrive)



10 He _____ my bag! (take)

ACTIVATION

Test your memory. Cover the sentences and look at the pictures. Say the sentences.

12B GRAMMAR present perfect or simple past?

Write the verbs in the present perfect or simple past. Use contractions where possible.

1
A Where's Suzie?
B She [1] *'s gone* home. (go)
A When [2] _____ she _____? (leave)
B About half an hour ago.

2
A [3] _____ you _____ to the new Italian restaurant on Queen Street? (be)
B Yes, we have. We [4] _____ last week. The food [5] _____ great. (go, be)

3
A [6] _____ Mr. Hamilton _____? (arrive)
B No, he [7] _____ a few minutes ago. He's going to be late. (call)

4
A I [8] _____ the new *Ghostbusters* movie at the movie theater last night. I [9] _____ it. [10] _____ you _____ it? (see, not like, see)
B Yes, I have. I [11] _____ it last week and I [12] _____ it. (see, love)

5
A [13] _____ you ever _____ a ghost? (see)
B No, I [14] _____. I [15] _____ in a haunted hotel a few months ago, but I [16] _____ anything. (stay, not see)

6
A [17] _____ you _____ to San Francisco? (be)
B Yes, I [18] _____.
A When [19] _____ you _____ there? (go)
B When I [20] _____ at school, for an end-of-year trip. (be)
A [21] _____ you _____ a good time? (have)
B Yes. It [22] _____ great. (be)

7
A Where do you want to go on vacation this summer?
B Well, we [23] _____ to Europe a few times, but we [24] _____ never _____ South America. How about Peru? (be, visit)
A Oh, good idea. I [25] _____ a lot of photos of Machu Picchu, and it looks fantastic! (see)
B Yes, it does! My friend Ruby [26] _____ there last month, and she [27] _____ a great time. (go, have)
A What [28] _____ she _____ most about her trip? (enjoy)
B She [29] _____ lots of really friendly people, and the food [30] _____ delicious. (meet, be)

8
A [31] _____ you _____ to Jake recently? (speak)
B No, I [32] _____. What about you?
A Well, I [33] _____ a surprising phone call from him yesterday. (get)
B Really? What [34] _____ he _____? (say)
A He [35] _____ a new job last week and is planning to move to Australia. (get)
B Wow!

ACTIVATION

Practice the conversations with a partner.

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12C GRAMMAR review: question formation

Write questions for the answers.

1	*What does* **your brother** *do*? **(do)**	He's a doctor.
2	_____ **to class today? (get)**	I came by bus.
3	_____ **the weather like in New York last weekend? (be)**	Awful! It was foggy and really cold.
4	_____ **a good time? (have)**	Yes, I am. This place is great.
5	_____ **like** _____ **windsurfing? (try)**	No, I wouldn't. I can't swim!
6	_____ **on vacation last year? (go)**	We went to Cancun.
7	_____ **he** _____ **now? (leave)**	Because he needs to get up early tomorrow.
8	_____ **a musical instrument? (play)**	Yes, I can. I can play the guitar.
9	_____ **breakfast this morning? (not have)**	Because I wasn't hungry.
10	_____ **the homework? (do)**	No, I haven't. I'm going to do it this evening.
11	_____ **on Friday night? (go out)**	Yes, we are. We have tickets for a concert.
12	_____ **coat** _____ **this? (be)**	It's mine. Thanks.
13	_____ **you** _____ **English classes? (have)**	Twice a week. On Tuesdays and Thursdays.
14	_____ **Maria** _____ **home early? (go)**	Because she didn't feel well.
15	_____ **Shakespeare** _____**? (be born)**	In 1564.
16	_____ **ever** _____ **Mexican food? (eat)**	Yes, I have. It's delicious!
17	_____ **to New York? (fly)**	No, we're going to go by train.
18	_____ **your wife** _____ **work? (finish)**	She finishes at 7:00 p.m.
19	_____ **hours** _____ **a night? (sleep)**	Usually seven or eight.
20	_____ **your brother** _____ **after college? (do)**	He's going to work in television.

ACTIVATION

Test your memory. Cover the questions and look at the answers. Say the questions.

Communicative activity instructions

1A You say, you answer

A pairwork matching activity

Sts play matching games to practice greeting phrases, numbers, and days of the week. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Hello, I'm Sally.

My name's Ben. Nice to meet you.

- Write *Hello, I'm Sally.* on the board. Then write *Nice to meet you, Ben.* and *Hi, Sally, I'm Ben*. Ask Sts which answer they think is correct, *Hi, Sally, I'm Ben*.
- Put Sts in pairs, **A** and **B**. Give out the worksheets and focus on a. Give Sts time to read their sentences.
- Explain that Sts **A** start by reading the sentences in the **You say** column and Sts **B** choose their answers from the **You answer** column.
- Monitor and help if necessary.

STUDENT A	STUDENT B
Hi, I'm Mike. What's your name?	My name's Sally.
Hi, Mark, this is Anna.	Nice to meet you, Anna.
What's your phone number?	It's 555-738-9458.
How are you?	Fine, thanks. And you?
Hello, I'm George.	Hi, George. I'm Chris. Nice to meet you.
STUDENT B	**STUDENT A**
How are you?	I'm very well, thank you.
What day is it today?	It's Monday.
Nice to meet you, Jim.	Nice to meet you, too.
Hello! My name's Miguel.	Nice to meet you, Miguel. I'm Laura.
See you on Saturday. Bye.	Yes, see you on Saturday. Goodbye.

- Finally, get Sts to repeat the activity, covering the **You answer** column.

1B Nationalities bingo

A bingo game activity

Sts play *bingo* to practice nationalities and the names of countries. Copy one worksheet and cut up one bingo card per student. The list of nationalities is for the teacher.

LANGUAGE

Nationalities and countries: *American, Peru,* etc.

- Give each student a bingo card. With classes of more than 12, give more than one student the same card or give one card per pair.
- Explain that Sts are going to play a bingo game. Tell Sts that you will say a nationality. If they have that country on their card, they should cross it out. The first student / pair to cross out all the countries should shout *Bingo!*
- Say the nationalities at random, checking them off as you go.
- When a student / pair shouts *Bingo!*, ask them to say the countries on their card. Check that they are the ones you have already checked off. If not, continue the game. The first student / pair to cross off all the countries on their card correctly is the winner.

EXTRA IDEA Put Sts in groups of three or four to play a second game. Tell the groups to choose one person to be the caller. Give each caller the list of nationalities and each student a new bingo card. Tell the callers to say the nationalities at random. Remind them to keep a note of the nationalities as they say them.

1C Personal information

A mingle activity

Sts ask and answer questions to complete business cards with personal information. Copy and cut up one worksheet per eight Sts.

LANGUAGE

What's your name, please? And your last name?

What's your email address? Can you spell it? (+ alphabet)

What's your phone number? (+ numbers 0–10)

- If necessary, review the alphabet and numbers before starting.
- Put Sts in groups of eight (or fewer, e.g., if you have 20 Sts, have two groups of eight and one of four). Use one set of cards per group.
- Give each student one strip. Focus on the first card and tell them that they are that person. Check that they know how to say the @ sign (*at*) and the . (*dot*). Tell them not to worry if they can't pronounce the names perfectly.
- Now focus on the blank cards, and elicit and drill the questions they need to ask to get that information (see **Language**). If necessary, write them on the board.
- Tell Sts they are at a conference. They must complete the blank business cards with information about two other people from their group. Demonstrate with a student first.
- Sts mingle and complete their forms.
- When Sts have finished, get them to check the information they have written down.

2A Mystery objects

A pairwork guessing game

Sts talk about close-up photos of everyday objects. Copy one worksheet per pair.

LANGUAGE

What's this? I think it's a (pencil).

What are these? I think they're (sunglasses).

Common objects

- Copy the questions and answers in **Language** onto the board. Model and drill pronunciation.
- Put Sts in pairs and give out the worksheets. They take turns asking and answering questions pointing at the photos.
- If a pair has answered all the questions they can, but still don't know what some of the objects are, they can ask other pairs.
- At the end of the activity, go through all the photos and ask Sts what they are.

1 scissors **2** a watch **3** a laptop **4** pens **5** earphones **6** coins **7** an ID card **8** a charger **9** photos **10** magazines **11** an umbrella **12** glasses **13** a credit card **14** a lamp **15** a wallet **16** keys

2B Can you name…?

Sts fill in a column with vocabulary

Sts read some adjective + noun phrases and write the names of well-known people and objects. Copy one worksheet per pair.

LANGUAGE

Adjectives: *old / young, rich / poor*

- Put Sts in pairs and give out the worksheets. Tell them that they are going to play a game. Each pair has to fill in the blank column with names. You could start by eliciting expensive makes of watches, e.g., *Rolex*. Tell Sts that if they are the only pair with their answer, they get 3 points; if another pair has the same answer, they only get 1 point.
- Set a time limit, e.g., five minutes, or up to ten minutes, depending on the level of your class. Alternatively, stop the game when the first pair fills in the whole column.
- When time is up get feedback. Remind Sts of the point system. Continue until Sts have shared all their answers. Sts add up their points to find the winner.

EXTRA IDEA Say some of the Sts' answers to the class, e.g., *skiing* (a dangerous sport), *Bill Gates* (a rich person) and elicit the adjective + noun phrases.

2C Dominoes

A dominoes game

Sts match different sentences. Copy and cut up one worksheet per group of three or four Sts.

LANGUAGE

Imperatives +, –; *let's*

The room's hot. Turn on the air conditioning.

I'm tired. Let's go to a café!

- Tell Sts they are going to play dominoes. Let them help you explain if they know the rules. Use an example from the worksheet if necessary.

This is a library.	This room's hot.	Turn on the air conditioning!	I'm thirsty.

- Put Sts in groups of three or four. Give each group a set of cards.
- In groups of three, each student takes four dominoes; in groups of four, each student takes three. There should be some left.
- Sts look at their cards. Clarify any vocabulary problems before they start.
- One student in each group places a card on the table. The person on their left places the card that matches the sentence correctly at one end of their card. If they don't have a card that matches, they miss a turn and take a card from the middle.
- Monitor that the game is being played correctly.
- The game continues until all the cards are on the table. The winner is the first student to use all their cards.

3A I work… He works…

Sts use cards to make true sentences about themselves and their classmates

Sts make true statements about themselves and in the third person singular. Copy and cut up one worksheet per group of three or four Sts.

LANGUAGE

Simple present: *I / he / she* +, –

I work in an office.

He doesn't drink coffee.

- Write the verb *work* on the board. Elicit phrases that go with *work*, e.g., *in an office*, *late*. Make sentences using *I*, e.g., *I work in an office. I work late.*, etc., asking Sts if these are true for you. If they aren't true, change them to *I don't work late.*, etc.
- Put Sts in groups of three or four. Give each group a set of cards.
- Sts take turns picking up a card and making a sentence that is true for them with *I / I don't*, until there are no cards left.
- Tell Sts to stay in their groups and that they are going to play again, but a bit differently. They have to shuffle the cards and repeat, but this time trying to remember what other Sts said, e.g., *David doesn't work in an office.*, *Maria drinks coffee.*
- Monitor to make sure Sts are using the third person correctly.
- The game ends when Sts have used all the cards.
- Get feedback from various groups.

EXTRA IDEA Sts shuffle the cards again and try to make only affirmative sentences using the verbs and a collocate that makes the sentence true for them, e.g., *I drink tea. I read magazines.*, etc.

3B Simple present questionnaire

A pairwork questionnaire

Sts make questions in the first and third person singular and note down their partners' answers. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Simple present all forms

Do you live near a supermarket? No, I don't.

Does Paula live near a supermarket? Yes, she does.

- Put Sts in pairs, **A** and **B**, and give out the worksheets. Give Sts time to look at their questions and check any vocabulary problems.
- Tell Sts to ask each other the questions and to put a check mark (✓) or a cross (✗) in the first column, **Do you…?**
- Monitor and help if necessary.
- When Sts have finished, they do **b** and Sts change partners. Put two Sts **A** and two Sts **B** together in new pairs. Sts tell their partner the name of the person they interviewed first. Sts write the name in the blank at the top of the second column.
- Sts ask each other questions about their partner's first partner. Sts put a check mark (✓) or a cross (✗).
- Monitor the correct use of *Does* in the questions.

EXTRA IDEA Write *What? / Where? / Who? / When? / Why?* on the board and get Sts to ask for extra information using the question words.

Do you live near a supermarket?

Yes

Where (is it)?

On Baker Street.

3C Famous people

A pairwork information exchange activity

Sts ask for information to complete sentences. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Word order in questions, question words, simple present [+], [–]

What instrument does Samuel L. Jackson play? He plays the trumpet.

What restaurants does Jennifer Lawrence like? She likes fast-food restaurants.

- Put Sts in pairs, **A** and **B**, and give out the worksheets. Focus on the photos of the famous people, and the incomplete questions. Explain that Sts **A** and Sts **B** have different information, so they will need to ask each other questions to complete the information.
- Give Sts time to write their questions. Monitor and help.
- When Sts are ready, get Sts **A** to ask Sts **B** their first question, and to complete the answer. Sts **B** then ask their first question.
- Sts continue until they have completed the information.
- Finally, get Sts to compare their sentences, and check all questions and answers.

4A Everyday objects

A Happy Families game

Sts practice everyday objects and possessive *'s*. Copy and cut up one set of cards per group of three or four Sts.

LANGUAGE

Everyday objects, possessive 's

Do you have Kate's dictionary?

Yes, here you are. / No, sorry.

- Tell Sts they are going to play a game called Happy Families. Sts may have a similar game in their language you can refer to.
- There are five sets of cards. Write the names of the five people on the board and under one of the names, the four objects they possess. Point to an object word and ask *What's this?* Elicit *It's Robin's book. They're Robin's earphones.* Model and drill pronunciation.
- Put Sts in groups of four. Give each group a set of cards. One student shuffles and deals the cards face down so that each student has five cards.
- Tell Sts to look at their cards. Point out the name at the top of each card and explain that the three small pictures at the bottom are the other objects they need to collect for that person.
- Sts collect a set of cards by asking the other Sts in the group. Tell Sts they can ask anyone in their group, but must address one person when asking the question.
- When a student is given the card they want, they must give one of their cards to the other student. Sts must always have only five cards in their hands.
- Now drill the questions and answers in **Language**.
- Demonstrate with one group first.
- Sts play the game. One student starts and then it's the turn of the student on their left. The game finishes when a student has collected a complete set of four cards for one of the people. The cards are re-dealt and the game starts again.
- Monitor to make sure Sts are playing correctly.
- The game could be played in groups of five. In this case, each student has four cards.

4B Prepositions questionnaire

A pairwork question and answer activity

Sts complete the questions and then ask a partner. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Prepositions: time, place, and movement: *on, in, at, to*

Do you have lunch at home during the week?

Do you get up late on Sunday mornings?

- Put Sts in pairs, **A** and **B** and give out the worksheets.
- Give Sts time to complete the questions in **a** with a preposition. Then check answers.

A **1** at **2** at, on **3** in **4** to, on **5** at **6** on **7** in **8** in **9** on **10** in, at **11** in

B **1** to, on **2** in **3** on **4** to, on **5** on **6** at **7** at **8** in, in **9** in **10** to, on **11** at

- Tell Sts that the questions are different on worksheets **A** and **B**. Now tell them to do **b** and ask each other their questions. Encourage Sts to ask their partner for more information. Remind them to 'return' the questions with: *What about you? And you?*

4C How often? board game

A group board game

Sts talk about how often they do activities using adverbs and expressions of frequency. Copy one worksheet for each group of three or four Sts. You will also need one counter per student and a die per group.

LANGUAGE

Simple present + adverbs of frequency: *never, sometimes,* etc., or expressions of frequency: *once a week*, etc.

- Tell Sts they are going to play a board game.
- Write on the board *get up after 10 o'clock and have a big breakfast*. Ask Sts to make a sentence with the phrase and include an adverb or expression of frequency, e.g., *every day*.
- Put Sts in small groups of three or four. Give each group a worksheet and a die, and a counter or coin for each student. Tell Sts to put their counters on the square marked **START**.
- Sts roll the die and move clockwise to the corresponding square. They make a true sentence using the phrase and one of the adverbs or expressions of frequency.
- Set a time limit. Sts continue until one of them gets back to **START** square or time is up. Monitor and help.

EXTRA IDEA Ask Sts if they can remember any of their group's sentences, e.g., *Chris buys clothes once a month.*

5A What can you do?

A group card game

Sts turn over cards and try to do the tasks or answer the questions. Copy and cut up one worksheet per group of three or four Sts.

LANGUAGE

can / can't

- Put Sts in groups of three or four. Give each group a set of cards face down or in an envelope.
- Demonstrate the activity by asking a student to turn over a card and read the question. You then do the task or answer the question.
- Tell Sts to continue playing. One student turns over a card and the next student has to do the task or answer the question. The others in the group decide if it's correct.
- If a card is correctly used, Sts put it aside. If not, the next student tries to answer the question or do the task on the card.
- Sts play until they run out of cards or time is up.

5B Guess what I'm doing!

A miming activity

Sts take a card, mime the action, and the others guess what they are doing. Copy and cut up one worksheet per group of three or four Sts.

LANGUAGE

Present continuous: *You are waking up.*

- Demonstrate the activity. Write on the board *You are…* Tell Sts you are going to mime a sentence and they need to guess *exactly* what is on the card. Pick up a card and mime what's on it, making sure you elicit the correct sentence from Sts.
- Put Sts in groups of three or four and give each group a set of cards face down.
- One student picks up a card and mimes the action. The others in the group have to guess the sentence on the card.
- Monitor to make sure the mimers don't speak.
- Set a time limit. Sts play until they run out of cards or until time is up.

EXTRA IDEA Sts can write their own present continuous sentences and mime them in front of the class if they want to (or give them to someone else to mime). Make sure Sts who mime in front of the class are comfortable with it.

EXTRA IDEA Cut up one sheet, and put Sts in groups. Give one card to a student in each group to mime. When someone has said the correct sentence, they bring you the card and exchange it for another one.

5C It's Friday evening

A pairwork information gap activity

Sts ask questions to find out what people are doing or what they usually do. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Simple present or present continuous? [+], [–], [?]

What does he usually do on Friday evenings?

What is he doing this evening?

- Write on the board:
  Peter usually _____ on Friday evenings.
  Peter _____ this evening.
- Elicit the questions to complete the missing information (*What does Peter usually do on Friday evenings? What is Peter doing this evening?*). Complete the sentences with *goes to the movies* and *is doing homework*. Now erase *Peter* and write *Sam and Chris*. Elicit the changes in the questions and in the sentences (*What do / are Sam and Chris…?*)
- Put Sts in pairs, **A** and **B**, and give out the worksheets. Focus on the examples. Give Sts time to look at the chart and think what questions they have to ask.
- Sts ask and answer questions to complete their charts. Monitor to make sure Sts are asking their questions correctly.
- When they have finished, tell Sts to compare their charts.

6A The pronoun game

A group matching pairs game

Sts match nouns and pronouns in a game of Memory. Copy and cut up one worksheet per group of three or four Sts. Divide the cards into sentences and pronouns.

LANGUAGE

Subject and object pronouns: *I*, *me*, *he*, *him*, etc.

- Tell Sts they are going to play a game where they have to match the pronouns to the nouns in sentences.
- Put Sts in groups of three or four and give each group a set of the shuffled sentence cards and a set of the shuffled pronouns cards face down on the desk.
- Sts take turns turning over one sentence card and one pronoun card. If the cards match, the student should say the sentence aloud, replacing the noun or nouns with the pronoun. If the sentence is correct, the student keeps the cards and has another turn. If the cards don't match, the student turns the cards over again and puts them at the bottom of each pile.
- Sts play till there are no more cards. The student with the most pairs of cards is the winner.

NON-CUT ALTERNATIVE Copy one worksheet per pair. Get Sts to decide which pronoun they should use to replace the underlined words. Check answers.

6B Likes and dislikes

A group activity

Sts use cards to ask each other questions about their likes / dislikes. Copy and cut up one worksheet per group of three or four Sts.

LANGUAGE

like + verb + *-ing*

Do you enjoy meeting new people? No, I don't. I don't like meeting new people.

- Demonstrate with an example on the board: *I like play tennis*. Elicit the full question (*Do you like playing tennis?*) and point out that they need to put the underlined verb (*play*) in the *-ing* form. Ask several Sts the question and elicit *Yes, I do / No, I don't*. Now write *What about you?* on the board and get a student to ask you. Answer the question. Give more information e.g., *No, I don't. I hate playing sports. or Yes, I do. I like playing tennis with my sister.*
- Put Sts in groups of three or four and give each group a set of cards. Set a time limit. One student picks up a card and thinks about the question they need to ask, using the prompt. The student asks the question and everyone in the group answers. Highlight that if a student answers *No, I don't*, they should say how they feel about the activity with another verb. The last student to answer should then return the question with *What about you?* Sts continue picking up cards and asking the question to the group.
- Sts continue playing until they run out of cards or until time is up.

EXTRA CHALLENGE Encourage Sts to give a reason and/or an example when they answer the questions.

6C Tell me about you

A pairwork review activity

Sts complete the questions and then ask a partner. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Questions for review: *be / do*

- Write a couple of examples on the board and elicit what is needed to complete each question:
  What _____ your favorite color?
  How often _____ you go to the movies?
  _____ you Spanish?
  _____ you like English class?
- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Give them time to complete their questions. Check answers.

A **1** is **2** do **3** Do **4** are **5** is **6** is **7** are **8** do **9** do **10** do
B **1** do **2** do **3** is **4** do **5** are **6** do **7** is **8** Do **9** Do **10** Are

- Now tell Sts to ask each other the questions. Point out that the questions are different for **A** and **B**. Remind Sts that when they ask questions beginning *What is…?* they should contract and say *What's…?*
- Get feedback from various pairs.

7A Where were you?

A pairwork activity

Sts ask each other where they were at various times in the past. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Simple past of *be*: *was / were*

- Draw a clock on the board and quickly review the time.
- Demonstrate the activity. On the board, draw a clock showing the time 8:15 and write underneath *Yesterday morning*. Write *Where…you at…?* and elicit the full question (*Where were you at 8.15 yesterday morning?*).
- Elicit answers from different Sts. You may need to review prepositions of place *in / at / on* (**Grammar Bank 4B**) and write them on the board.
- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Tell Sts to ask each other where they were at those times. Point out that they need to use *last night* and *yesterday* too, not just the times.
- Give Sts a minute to look at the times. Monitor and help.
- Sts **A** then ask their first question and Sts **B** answer. Then Sts **B** ask their first question and Sts **A** answer. Monitor and help.
- When Sts have finished, get feedback to find out where various Sts were at different times.

7B Are we in Australia?

A pairwork storytelling activity

Sts put a story in order and then retell it. Copy one worksheet per pair and cut into cards.

LANGUAGE

Simple past regular verbs: *booked, arrived, asked*

- Ask Sts to give you names of cities in Australia. Elicit any information Sts may know about Sydney.
- Write the first sentence of the story on the board. *Last April two American teenagers, Raoul and Emma, wanted to go to Australia for their summer vacation.* Tell them that this is the beginning of a story, and that they are going to put the story in order.
- Put Sts in pairs and give them a set of cards. Tell them to find the first sentence and then try to put the rest of the cards in order.
- Check answers. Get Sts to underline the regular verbs and drill the pronunciation of the past tense verbs.
- Tell Sts to turn the cards over, keeping them in the right order, and try to remember the story, turning the cards to check. Monitor and help.

EXTRA CHALLENGE See if any pair can tell a version of the story in their own words from memory.

EXTRA IDEA Keep back the last sentence and give Sts only eight cards. When they have put the story in order, get Sts to guess what the last sentence is. Elicit any ideas and then give out the last card for them to check.
You can also let them create different endings for the story with their guesses. Sts share their ideas and then you give them the last card. Sts decide which is the best ending.

7C Born on December 31st

A pairwork activity

Sts ask for information to complete a text about a famous person. This is a two-page activity. Copy one worksheet (**A** and **B**) per pair.

LANGUAGE

Simple past regular and irregular verbs

- Write *Anthony Hopkins* and *Elizabeth Arden* on the board and ask Sts if they know anything about them. Then tell Sts that the two people have something in common, and elicit ideas. Then tell them that they were both born on December 31st.
- Explain that Sts are going to ask and answer questions to complete a text about these two people. On the board write *Anthony Hopkins was born on* _____ and elicit the question (*When was Anthony Hopkins born?*). Tell them that they will have blanks in one of their texts and they need to make questions in the same way.
- Put Sts in pairs, **A** and **B**, and give out the worksheets. Focus on **a** and go through the **Glossary** with the class.
- Tell Sts **A** to complete their questions about Anthony Hopkins, and Sts **B** to read the text about him. Monitor and help with the questions and any vocabulary problems.
- When they are ready, Sts **A** ask their questions, and Sts **B** answer. Sts **A** complete the text with the information.
- They then change roles for the next text.
- When Sts have finished, they can compare their worksheets to check their answers.
- Finally, focus on **d**. Sts cover their worksheets and try to remember five facts about Anthony Hopkins and Elizabeth Arden.

8A Simple past question time

A pairwork activity

Sts practice making questions using prompts. Copy and cut up one worksheet per group of three Sts.

LANGUAGE

Simple past regular and irregular verbs

What time did you get up? I got up at 7:00.

Did you make your bed? Yes, I did.

- Tell Sts that they are going to review the simple past by asking and answering questions.
- Demonstrate the activity. Take a card, write the first prompt on the board and elicit the question from Sts. Now ask a student the question. Then write another prompt and repeat the process. Remind Sts of how the rhythm of the question changes depending on whether it has a question word or not.
- Put Sts in groups of three and give each group a set of cards. Set a time limit. Sts then take a card, and ask one of the other Sts all the questions on the card. They repeat until there are no cards left or time is up.
- Monitor and help.

EXTRA CHALLENGE Encourage the student who is answering the questions to give more information where possible, and the student who is asking to try to ask extra questions where appropriate.

EXTRA IDEA Ask Sts to talk about their partner, using their answers to the questions. e.g., *Katie went to Australia on her last vacation. She went with her husband and they stayed in a really nice hotel for three weeks. They saw the Sydney Opera House. They didn't have any problems.*

8B A place to rent

A pairwork information gap activity

Sts role-play a phone call for information about a place to rent. This is a two-page activity. Copy one worksheet (**A** and **B**) per pair.

LANGUAGE

there is / there are +, ?

Is there a garage? Yes, there is.

How many bedrooms are there? There are two bedrooms.

- Pre-teach *real estate agent*. Put Sts in pairs, **A** and **B**, and give out the worksheets. Explain that they are going to role-play a phone conversation to rent a place to live.

- Focus on **a** and get Sts to read the instructions. Tell Sts **A** that they are real estate agents and have an apartment that they want to rent out. They must read the instructions and information about the apartment. Tell Sts **B** that they are looking for an apartment to rent. They must read the instructions and prepare their questions. Highlight that all the questions are with *there is / there are* except the first two and the last two, which are with *is*. Encourage Sts **B** not to write the missing words, but to remember them.
- Monitor and help.
- Tell Sts **B** to focus on the speech bubble and start the conversation. Remind Sts that the conversation is on the phone.
- At the end of the role-play, find out how many Sts **B** decided to rent the apartment.
- Focus on **b** and get Sts to change roles and do the second role-play.

8C What's different?

A spot the differences pairwork activity

Sts describe the same room in the present and in the past, using furniture vocabulary and *there is / there are* and *there was / there were*. This is a two page activity. Copy one worksheet (**A** and **B**) per pair.

LANGUAGE

there is / there are + *there was / there were* [+], [–]

Prepositions of place

Furniture

- Review the furniture vocabulary for the activity.
- Put Sts in pairs, **A** and **B**, and give out the worksheets. Focus on Room 1 and explain that Sts have pictures of the same room, but Sts **A** have it as it is now and Sts **B** as it was in the 1960s. Ask them to look at their pictures for one minute.
- Write *there is / there are* and *there was / there were* on the board. Elicit which they should use for the present and which for the past.
- Get Sts **A** to describe Room 1 to Sts **B**, using *there is / there are*. Tell Sts **B** to circle the differences on their picture. Point out that there are at least nine differences. Monitor and help.
- Now Sts **B** describe Room 1, using *there was / there were* and the Sts **A** circle the differences.
- Sts repeat the activity with Room 2, but this time Sts **B** start and use *there is / there are*. Sts **A** then describe their bedroom in the 1960s using *there was / there were*. Point out that there are at least nine differences. Monitor and help.
- Tell Sts to compare pictures and then elicit some sentences for each picture from the class. Finally, ask Sts which version of each room they prefer.

Room 1 differences:

1 In the 1960s, there were three armchairs. Now there is a sofa.
2 In the 1960s, there was one table (in front of the armchairs). Now there are two tables (one in front of the sofa and one next to it).
3 In the 1960s, there was a painting above the fireplace. Now there are three above the sofa.
4 In the 1960s, there was a carpet. Now there is a wooden floor.
5 In the 1960s, there was a bookcase. Now there isn't a bookcase.
6 In the 1960s, there were two lamps on the floor. Now there is one lamp on the table.
7 In the 1960s, there wasn't a plant (in front of the window). Now there's a plant.
8 In the 1960s, there wasn't a clock (on the wall). Now there is a clock.
9 In the 1960s, there was a TV next to the fireplace. Now there is a TV on the wall.

Room 2 differences:

1 In the 1960s, there was a rug. Now there isn't a rug.
2 In the 1960s, there wasn't a TV. Now there is a TV.
3 In the 1960s, there were two posters on the wall (above the desk). Now there is one poster.
4 In the 1960s, there were two chairs. Now there's one chair.
5 In the 1960s, there wasn't a computer (on the desk). Now there is a computer.
6 In the 1960s, there was a radio. Now there isn't a radio.
7 In the 1960s, there was a shelf with some books. Now there isn't a shelf.
8 In the 1960s, there was a plant next to the desk. Now there isn't.
9 In the 1960s, there was a mirror (next to the bed). Now there isn't a mirror.

9A Shopping list

A pairwork checking activity

Sts check items on a shopping list to see what is needed. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Do we need any…? Yes, we need some… / No, we don't need any…

- Demonstrate the activity by writing a shopping list for classroom material on the board, e.g., *pens, paper, dictionaries, readers, dvds,* etc. Then ask Sts *Do we need any pens?* Try to elicit *Yes, we need some pens* or *No, we don't need any pens* and write the two answers on the board. Continue with the other things on the list, putting a check mark or a cross by them according to what Sts think is needed.
- Put Sts in pairs, **A** and **B**, and give out the worksheets. Focus on **a**. Tell Sts **A** that they are in the supermarket and have made a list, but are not sure what they really need. They call **B**, who is at home and will look in the refrigerator to see what they have and what they need.
- Tell Sts **A** to start the conversation with *Hi. I'm in the supermarket. Do we need any…* to ask **B** about the things on the list; **B** looks at their picture and answers. **A** then puts a check mark (✓) for things they need and a cross (✗) for things they don't need. Monitor and help.
- When they have finished, Sts change roles and do **b**.

9B *How much / many* board game

A board game activity

Sts play a game and complete questions with *much / many* and answer them. Copy one worksheet for each group of three or four Sts. You will also need one counter per student and a die per group.

LANGUAGE

How much fruit do you eat a day? A lot.

How many emails did you send yesterday? Not many.

- Write on the board:
  How _____ *coffee do you drink a day?*
  How _____ *vegetables do you eat a day?*
  and elicit the missing words, reminding Sts that *coffee* is singular uncountable and that vegetables are plural countable.
- Get Sts to ask you the questions and answer with a quantifier, e.g., *a lot / not many / not much / a little / a few / none* and then give a bit more detail, e.g., a reason or an example. Then ask some different Sts the questions and encourage them to answer in the same way.
- Put Sts in groups of three or four. Give each group a worksheet, a die, and some counters. Focus on the quantifiers in the middle of the board and make sure Sts know what they all mean and how to use them.
- Sts roll the die and move clockwise to the corresponding square. They have to complete the question they land on with *much / many* and then answer, using one of the quantifiers, giving a reason or an example where possible. Monitor to make sure Sts play the game correctly.
- Either set a time limit or stop the game when one group has a winner, i.e., a student who has gone the whole way around the board.

9C Guess the comparative

A pairwork activity

Sts read sentences and guess what the missing comparative adjective is. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Comparatives: *colder, bigger, healthier*

England is colder than Mexico.

- Demonstrate the activity. Write on a piece of paper *England is colder than Mexico*. Do not show this to Sts. Then write on the board *England is* _____ *than Mexico*.
- Elicit possible comparative adjectives, getting Sts to say the whole sentence. If what they say is not what you have on the piece of paper, e.g., *England is smaller than Mexico, England is more expensive than Mexico,* etc., say *Try again*, until someone comes up with the sentence you have. Point out that their sentences are also correct, but that the objective is for them to guess the comparative that you had.
- Put Sts into pairs, **A** and **B**, and give out the copies. Tell Sts to work individually at first and fill in the blanks. Remind them that the missing words are all comparative adjectives. Monitor, making sure Sts are writing correct and logical adjectives.
- Now get Sts to sit face to face if possible. **B** reads out their sentence 1 to **A**. If it's the same as what **A** has, they say *That's right*. If not **A** says *Try again*, and they continue guessing comparatives until they get it right.
- Now **A** reads their completed sentence 2. Sts continue until they have said all the sentences.

10A What do you know about the US?

A quiz about the United States

Sts review superlatives. Copy one worksheet per student.

LANGUAGE

Superlatives: *busiest, most popular*, etc.

What's the busiest New York airport?

What's the most popular kind of restaurant?

- If necessary, quickly review the formation of superlatives with examples on the board, e.g.,
  The (tall) person in the class is…
  The (popular) sport in the country is…
- Give out the worksheets. First, in **a** get Sts to complete the questions individually with superlative adjectives. Check answers.
- Check answers.

a **1** busiest **2** most popular **3** biggest **4** longest **5** sunniest **6** the wettest **7** largest **8** most popular **9** oldest **10** most common **11** highest **12** biggest

- Now for **b**, put Sts in pairs and set a time limit for them to choose the correct answers. Monitor and help.
- Check answers. Find out who got the most answers right.

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

- In the same pairs, Sts write five questions about their country or countries. Monitor and help. Sts then ask another pair/group their questions.
- In **d**, Sts ask another pair their questions.

10B Future plans

A pairwork activity

Sts use prompts to ask each other questions about their future plans using *going to*. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Plans: *be going to* + verb

- Write on the board:
  / watch the news this evening?
  / go to a party tonight?
  / go camping next summer?
- Get Sts to ask you the questions and answer, giving reasons if possible. Then ask Sts the questions and some follow-ups (*Why? Why not? Where?, etc.*) and elicit the three questions with *going to*.
- Tell Sts they are going to ask their partner questions and they must also ask follow-up questions. Tell them the questions their partner has are different, so they can also ask *And you?*
- Put Sts in pairs, **A** and **B**. Give out the worksheets and tell Sts to ask each other questions using *Are you going to…?*
- Monitor and help. You can then ask Sts to tell you their partner's future plans, *He is going to have lunch with his family tomorrow*, etc.

- Get feedback, asking Sts to tell you their partner's future plans, e.g., *Pedro is going to have lunch with his family tomorrow*, etc.

EXTRA IDEA Tell Sts to cover the questions and tell them to ask you any questions they can remember.

10C Predictions

A pairwork role-play

Sts use cards to predict each other's future. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Predictions: *be going to* + verb

- Tell Sts they are going to make some predictions about the future, e.g., *You're going to be rich!* and write one of them on the board. Elicit more questions about the prediction, e.g., *How am I going to get rich? How much money am I going to have?*
- Give out the worksheets. Tell Sts to think of six predictions for their partner's future, and write each prediction below the cards on their worksheet. They don't have to write complete sentences; they can write *be rich*, *live in Brazil*, etc.
- When Sts are ready, Sts **A** tells Sts **B** their predictions. Encourage Sts **B** to ask for more information about the prediction. Continue until all the predictions have been made.
- When Sts have finished, they change roles and Sts **B** make predictions. Encourage Sts **A** to ask for more information about each prediction.
- Finally, get some feedback from the class and find out what Sts thought about their predicted future.

11A Read slowly

An adverb group activity

Sts get a sentence and an adverb and have to read their sentence in the way their adverb indicates. Copy and cut up one worksheet if you have up to 12 Sts, if not, one worksheet per eight Sts.

LANGUAGE

Adverbs: *fast*, *slowly*, *quietly*

- Write *I am very angry right now!* on the board. Read it in a happy voice. Ask Sts *How am I reading it?* and try to elicit *happily*. Demonstrate a couple more, e.g., *quietly*, *tiredly*. Make sure you point out you want the adverb and not the adjective and remind Sts of the *-ly* ending.
- Explain that they are going to read aloud some sentences for other Sts to guess the adverb. If you have a class of up to 12, do it as a class activity. For larger classes, divide the class into groups. Give each student a cut-out sentence, and an adverb.
- Sts now read the sentence in the way the adverb indicates and others guess the adverb.

EXTRA IDEA Repeat the activity giving Sts different sentences and adverbs.

11B Dreams and plans

A pairwork activity

Sts choose six questions from a list to ask their partner. Copy a worksheet per student.

LANGUAGE

Verbs + infinitive: *want to*, *need to*, *would like to*, *hope to*, *plan to*, *learn to*, *forget to*

- Put Sts in pairs and give out the worksheets. Give them time to read the questions and make sure there are no problems with vocabulary.
- Now tell Sts to choose six questions to ask their partner. Tell them to circle the questions.
- Sts ask each other their chosen questions. Encourage them to "return" the questions with *What about you?* or *And you?* if their questions are different. Monitor and help.
- Get feedback to find out about different Sts dreams and plans.

11C Speak for 30 seconds

A board game activity

Sts practice speaking about different topics for 30 seconds. Copy one worksheet for each group of three or four Sts. You will also need one counter per student and a die per group.

LANGUAGE

Definite article: *the* or no *the*

- Tell Sts they are going to play a board game.
- Put Sts in groups of three or four. Give each group a worksheet, a die, and some counters.
- Explain the rules of the game. Sts roll the die and move their counters. When a student lands on a square, they should talk about the topic for 30 seconds. Then each of the other Sts can ask an extra question.
- Someone in the group times the 30 seconds.
- The game finishes when someone reaches **FINISH**, but they need to roll the exact number. If they don't, they move any excess backwards.

12A Have you done it?

A pairwork information gap activity

Sts practice asking and answering present perfect questions. Copy one worksheet per student.

LANGUAGE

Present perfect simple

I've read the Game of Thrones books. I think / don't think it's true.

- Demonstrate the activity. Write two sentences in the present perfect on the board for yourself, one true, one not true, e.g., *I've read all the Game of Thrones books*. Ask Sts if they think it's true or not and why. Elicit some answers, e.g., *I think it's true because you love the TV series.* Then tell them if your sentences are true or not.

- Give each student a worksheet and quickly go through the questions, making sure Sts understand all the lexis. Tell them to complete the sentences using the verbs in parentheses, so that half of the sentences are true and half of them not true.
- For **b**, explain that they are going to guess which of their partner's sentences are true and which are not.
- Put Sts in pairs, **A** and **B**. Tell Sts **A** to read their first sentence. Sts **B** then say whether they think it is true or not and why. Sts **A** then write *T* or *F* after the sentence depending on what their partner guessed. They continue until Sts **A** have read all their sentences. Then Sts **A** tell Sts **B** if they guessed correctly or not and why.
- Sts then change roles.
- Get feedback and find out which pairs knew each other best. Ask Sts if they found out anything that surprised them.

EXTRA IDEA Let Sts try to guess how you would complete the sentences to make them true for you.

12B Have you ever…?

A class mingle speaking activity

Sts practice the present perfect and the simple past with question prompts. Copy and cut up one worksheet for a class of 14 Sts or two if more.

LANGUAGE

Present perfect or simple past questions

Have you ever read a book with more than 500 pages? What book was it?

- Put Sts in groups of six or eight (even numbers where possible). A small class of up to 14 Sts can work as a whole. Ask each student to write *Yes, I have.* or *No, I haven't.* in big letters on two pieces of paper. Give every student in the class a question card and tell them to complete the first question with the past participle of the verb in parentheses.
- Demonstrate first with a different question, e.g., *Have you ever been to the US?* Sts should lift up either their *Yes, I have.* piece of paper or *No, I haven't.* one. Then ask a few simple past questions (e.g., *When did you go there? Did you like it?*) to those who answered *Yes, I have.*
- Now in their groups one student asks the group their first question (*Have you ever…?*). The rest of the group should lift either their *Yes, I have.* or *No, I haven't.* piece of paper.
- The student who asked the question then chooses a student who answered *Yes, I have.* to ask the follow-up questions to. Then another student continues with their question.
- When they have asked their questions, you could give out more cards if there are any left.

12C Review questions

A review activity

Sts review and practice key structures from Files 1–12. This could be used as a last review before the final exam. Copy and cut up one set of cards per pair.

LANGUAGE

Questions and answers: past, present, and future

- Tell Sts the object of this activity is to ask and answer as many questions as they can to review the English they know. Demonstrate by taking a card and asking one student some of the questions. Then take another card and quickly copy some of it onto the board. Get Sts to use the prompts to ask you complete questions. Remind Sts that the symbol / means a word (or words) is missing.
- Put Sts in pairs. Give each pair a set of cards. Set a time limit, e.g., ten minutes. Sts take turns taking a card and asking their partner the questions. Encourage them to ask further questions. Monitor, help, and correct.

1A COMMUNICATIVE You say, you answer

Student A

a Have five different conversations with **B**. Read the sentences in the **You say** column and listen to **B**'s answer.

You say	You answer
Hi, I'm Mike. What's your name?	Nice to meet you, too.
Hi, Mark, this is Anna.	I'm very well, thank you.
What's your phone number?	Nice to meet you, Miguel. I'm Laura.
How are you?	It's Monday.
Hello, I'm George.	Yes, see you on Saturday. Goodbye.

b Now listen to **B** and respond with a sentence from the **You answer** column.

c Repeat the activity. Read the **You say** sentences again. **B** answers from memory.

d Now answer **B** from memory.

Student B

a Have five different conversations with **A**. Listen to **A** and respond with a sentence from the **You answer** column.

You answer	You say
Hi, George. I'm Chris. Nice to meet you.	How are you?
It's 555-738-9458.	What day is it today?
My name's Sally.	Nice to meet you, Jim.
Nice to meet you, Anna.	Hello! My name's Miguel.
Fine, thanks. And you?	See you on Saturday. Bye.

b Now read the sentences in the **You say** column and listen to **A**'s answer.

c Repeat the activity. Answer **A** from memory.

d Now read the **You say** sentences again. **A** answers from memory.

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1B COMMUNICATIVE Nationalities bingo

☐ English	☐ Irish	☐ Mexican	☐ Australian	☐ Japanese
☐ Turkish	☐ Peruvian	☐ American	☐ Italian	☐ Czech
☐ German	☐ Canadian	☐ Brazilian	☐ Nigerian	☐ French
☐ Argentinian	☐ Vietnamese	☐ Egyptian	☐ Chinese	☐ Thai

1 BINGO

the US	Argentina	the Czech Republic
Japan	Peru	Türkiye

2 BINGO

England	Germany	Brazil
Nigeria	France	China

3 BINGO

Ireland	Vietnam	Japan
Egypt	Italy	China

4 BINGO

Mexico	England	Australia
Thailand	Japan	Germany

5 BINGO

Canada	Türkiye	Egypt
Nigeria	the Czech Republic	Thailand

6 BINGO

Peru	Canada	Argentina
China	Ireland	Vietnam

7 BINGO

the US	France	Brazil
Nigeria	Australia	Mexico

8 BINGO

Brazil	Mexico	Germany
Japan	Egypt	Italy

9 BINGO

Türkiye	the US	France
Canada	Vietnam	Australia

10 BINGO

Ireland	Italy	Argentina
Japan	Peru	the Czech Republic

11 BINGO

Türkiye	Thailand	Brazil
England	Germany	Egypt

12 BINGO

China	Argentina	Mexico
Australia	Canada	the US

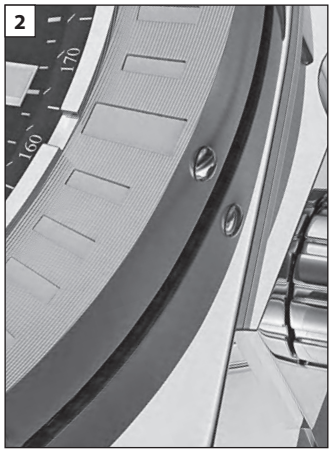
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2A COMMUNICATIVE Mystery objects

1 

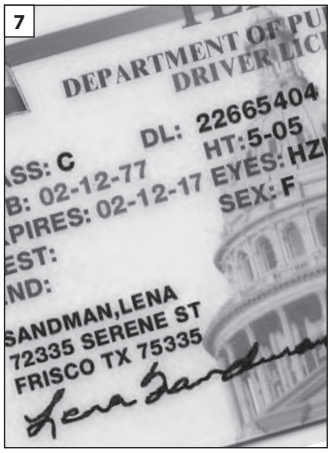
2 

3 

4 

5 

6 

7 

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9 

10 

11 

12 

13 

14 

15 

16 

2B COMMUNICATIVE Can you name…?

an **expensive** watch	
a **dangerous** sport	
a **long** name	
an **old** song	
a **very rich** person	
a **strong** person	
a **high** mountain	
a **good** actor	
a **hot** drink	
a **fast** car	
a **difficult** language	
a **terrible** movie	
a **very young** musician	
a **cold** country	
a **very beautiful** city	

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2C COMMUNICATIVE Dominoes

This is a library.	This room's hot.
Turn on the air conditioning!	I'm thirsty.
Have some water.	I'm tired.
Sit down.	I'm hungry.
Let's go to a café.	My camera's expensive.
Please be careful with it!	This road is dangerous.
Slow down!	I'm cold!
Close the window.	What's the matter?
I'm worried.	Let's stop for lunch.
Good idea!	Don't go in there!
The door is closed.	I'm stressed.
Relax!	I'm sad.
Cheer up!	Don't turn right!
Turn left!	This is a good hotel.
Let's go there!	The light is red.
Don't cross!	We're in class.
Please turn off your phone.	I'm bored.
Read a book.	Be quiet, please.

work in an office	read a newspaper
drink coffee	listen to rock music
eat Japanese food	live in a big city
go to the gym	watch the news
do housework in the morning	need a new tablet
speak Spanish	play a musical instrument
study Chinese	have a pet
go to the movies on weekends	watch a TV series
have a big family	live in a small apartment
play basketball	want a sandwich
drive a car	cook Mexican food
like cats	speak three languages
wear a watch	work in the evening
take photos with my phone	do yoga

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3B COMMUNICATIVE Simple present questionnaire

Student A

a Ask your partner the questions. Put a check mark (✓) or a cross (✗) in the boxes in the **DO YOU…?** column.

Do you live near a supermarket? *Yes, I do. / No, I don't.*

	DO YOU…?	DOES _____…?
1 …live near a supermarket		
2 …watch TV in the morning		
3 …travel to other countries a lot		
4 …have a favorite food		
5 …read in bed		
6 …like computer games		
7 …speak French		
8 …play a team sport		

b Change partners and work with another **A**. Ask about your partner's first partner and put a check mark (✓) or a cross (✗) in the boxes in the **DOES…?** column.

Does Paula live near a supermarket? *Yes, she does.*

Student B

a Ask your partner the questions. Put a check mark (✓) or a cross (✗) in the boxes in the **DO YOU…?** column.

Do you go to the movies a lot? *Yes, I do. / No, I don't.*

	DO YOU…?	DOES _____…?
1 …go to the movies a lot		
2 …cook Italian food		
3 …listen to music on your phone		
4 …drink a lot of water		
5 …wear earphones in the street		
6 …study in the evening		
7 …play the guitar		
8 …work or study at night		

b Change partners and work with another **B**. Ask about your partner's first partner and put a check mark (✓) or a cross (✗) in the boxes in the **DOES…?** column.

Does Pablo go to the movies a lot? *No, he doesn't.*

3C COMMUNICATIVE Famous people

Student A


Samuel L. Jackson


Jennifer Lawrence


Hugh Jackman


Rihanna


Brad Pitt


Cristiano Ronaldo


Adele


Tom Hiddleston


Coco Gauff


Scarlett Johansson


Idris Elba


Taylor Swift

1 What instrument *does Samuel L. Jackson play*?
He plays *the trumpet*.
2 **She likes fast-food restaurants.**
3 How many children _____?
He has _____ children.
4 **She plays tennis and volleyball.**
5 What languages _____?
He speaks _____ and _____.
6 **He collects cars.**
7 What singers _____?
She likes _____ and _____.
8 **He works with UNICEF.**
9 What movies _____?
She loves _____.
10 **She cooks Italian food.**
11 What soccer team _____?
He supports _____.
12 **She has three cats.**

Student B


Samuel L. Jackson


Jennifer Lawrence


Hugh Jackman


Rihanna


Brad Pitt


Cristiano Ronaldo


Adele


Tom Hiddleston


Coco Gauff


Scarlett Johansson


Idris Elba


Taylor Swift

1 **He plays the trumpet.**
2 What restaurants *does Jennifer Lawrence like*?
She likes *fast-food* restaurants.
3 **He has two children.**
4 What sports _____?
She plays _____ and _____.
5 **He speaks English and Japanese.**
6 What _____?
He collects _____.
7 **She likes Lauryn Hill and Alicia Keys.**
8 What organization _____ with?
He works with _____.
9 **She loves the Marvel movies.**
10 What food _____?
She cooks _____ food.
11 **He supports Arsenal.**
12 How many cats _____?
She has _____ cats.

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4A COMMUNICATIVE Everyday objects

Robin



Robin



Robin



Robin











James



James



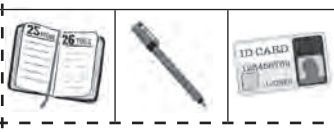
James



James











Lily



Lily



Lily

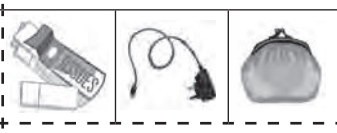


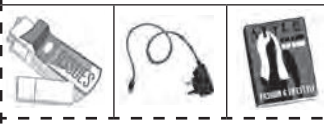
Lily











Kate



Kate



Kate



Kate











Will



Will



Will



Will











4B COMMUNICATIVE Prepositions questionnaire

Student A







a Complete the questions with the correct preposition *at, in, on,* or *to*.

1 Do you have lunch _____ home during the week?
2 Do you get up _____ 7:00 _____ Saturday mornings?
3 Where do you go on vacation _____ the summer?
4 What time do you go _____ bed _____ Fridays?
5 What do you usually do _____ Christmas?
6 How do you relax _____ on weekends?
7 Do you do your English homework _____ the evening?
8 Do you drink coffee _____ the morning?
9 Do you go shopping _____ Saturday mornings?
10 Do you take a shower _____ the morning or _____ night?
11 Do you work _____ an office?

b Ask your partner the questions. Ask for more information.

Do you have lunch at home during the week? — *No, I don't.*

Where do you have lunch?

Student B

a Complete the questions with the correct preposition *at, in, on,* or *to*.

1 Do you go _____ bed early _____ Sunday nights?
2 Do you like the weather _____ the summer in your country?
3 Do you have classes _____ Tuesday evenings?
4 Do you go _____ the movies _____ on weekends?
5 When do you finish work / your classes _____ Wednesdays?
6 Do you sleep for eight hours _____ night?
7 Do you watch TV _____ lunchtime?
8 Do you prefer to exercise _____ the morning or _____ the evening?
9 Do you make the dinner _____ the evening?
10 Do you go _____ a restaurant for dinner _____ Friday nights?
11 Do you have lunch _____ work / school during the week?





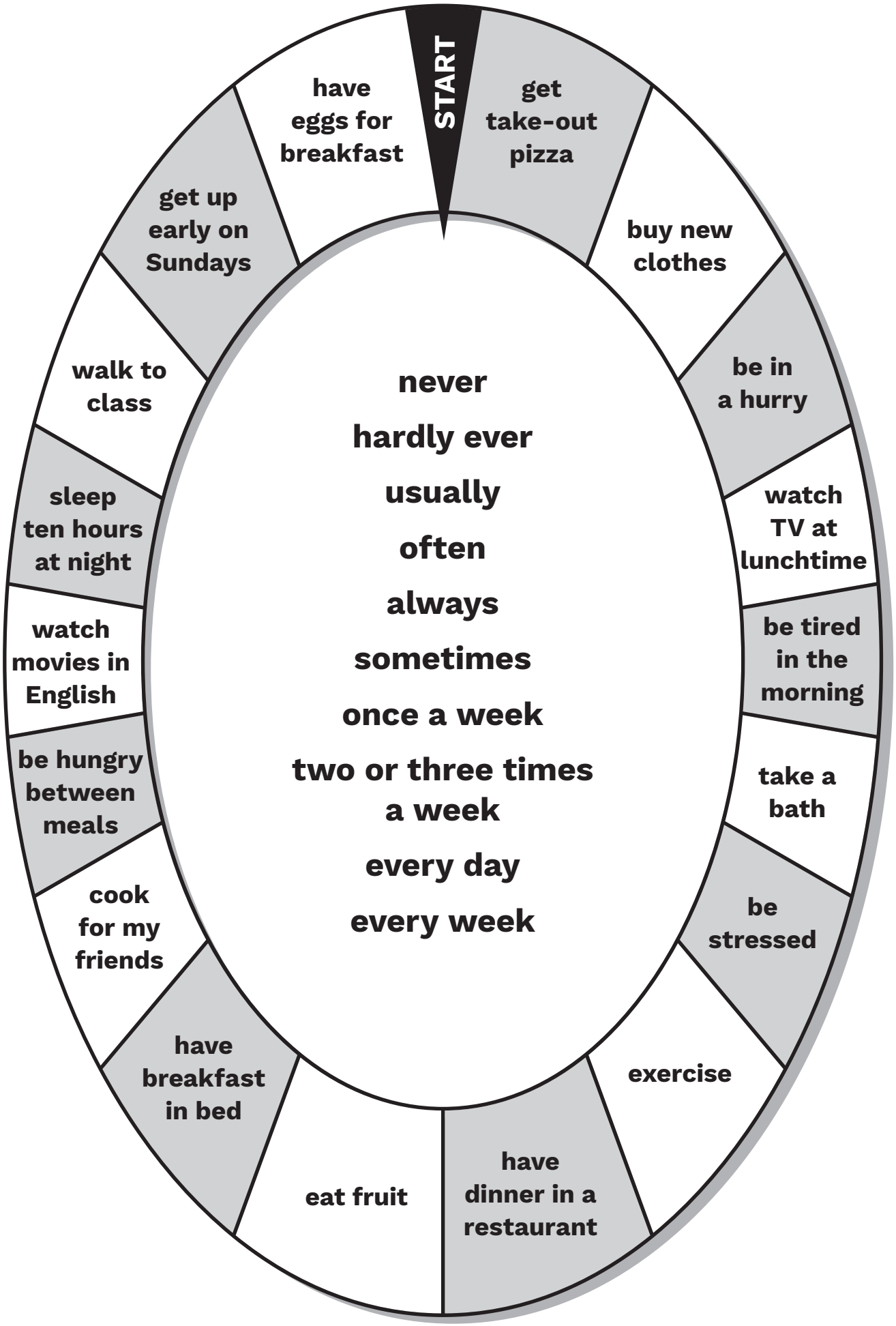


b Ask your partner the questions. Ask for more information.

Do you go to bed early on Sunday nights? — *Yes, I do.*

What time do you go to bed?

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START
have eggs for breakfast
get take-out pizza
buy new clothes
be in a hurry
watch TV at lunchtime
be tired in the morning
take a bath
be stressed
exercise
have dinner in a restaurant
eat fruit
have breakfast in bed
cook for my friends
be hungry between meals
watch movies in English
sleep ten hours at night
walk to class
get up early on Sundays
never
hardly ever
usually
often
always
sometimes
once a week
two or three times a week
every day
every week

Can you say three things you can do online?	Can you say the days of the week in ten seconds?	Can you sleep… a) in a bus or a plane? b) with the light on?	Can you play… a) chess? b) the violin? c) volleyball?
Can you say "hello" in five languages?	Can you say three things you can do with your phone?	Can you say three things you can't do in a library?	Can you sing… a) a song in your language? b) a song in English?
Can you say three things you have in your wallet?	Can you swim 1 mile?	Can you drive… a) a car? b) a motorcycle?	Can you remember the phone numbers of three people in your family?
Can you spell these numbers correctly? a) 8 b) 15 c) 30	Can you say three places where you can't use your phone?	Can you spell your name and address in English?	Can you remember the opposites of these adjectives? a) full b) strong c) dangerous
Can you draw a map of your country?	Can you make spaghetti?	Can you run… a) 1 mile? b) 10 miles?	Can you count down from 20 to 1 in ten seconds?

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5B COMMUNICATIVE Guess what I'm doing!

You are waking up.	You are taking a shower.
You are writing an email.	You are doing your homework.
You are drawing a picture.	You are cooking.
You are playing the piano.	You are talking to your boyfriend / girlfriend on your phone.
You are watching a horror movie.	You are waiting for somebody.
You are drinking a hot coffee.	You are dancing ballet.
You are reading a funny book.	You are taking a photo of your teacher.
You are crying.	You are looking for your keys.

5C COMMUNICATIVE It's Friday evening

Student A

It's Friday evening. Look at the information and complete the table by asking **B** questions. Use the correct form of the verbs to answer **B**'s questions.

What's Mark doing this evening?

He's going to a soccer game.
What does he usually do on Friday evenings?

He plays soccer.

	What do / does _____ usually do on Friday evenings?	What is / are _____ doing this evening?
 **MARK**	play soccer	
 **RAHIM AND LIA**		having a party at home
 **PAULA**	cook dinner for her friend	
 **PHIL**		watching a Star Wars movie with a friend
 **BRUCE AND NADIA**	play computer games together	
 **LUCY AND HANNAH**		driving Lucy's sister to the airport

Student B

It's Friday evening. Look at the information and complete the table by asking **A** questions. Use the correct form of the verbs to answer **A**'s questions.

What does Mark usually do on Friday evenings?

He plays soccer.
What's he doing this evening?

He's going to a soccer game.

	What do / does _____ usually do on Friday evenings?	What is / are _____ doing this evening?
 **MARK**		going to a soccer game
 **RAHIM AND LIA**	go out with friends	
 **PAULA**		meeting her friends at a restaurant
 **PHIL**	have dinner with his girlfriend	
 **BRUCE AND NADIA**		traveling to Mexico
 **LUCY AND HANNAH**	sing in a choir	

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6A COMMUNICATIVE The pronoun game

I like Anna.	Wait for Harry and me!	Please call Jack and Anna this evening.	I agree with Mrs. Chapman.
Jack is very angry.	Sally and Jim are getting married today.	Mark and I are cooking the dinner.	I can see Matthew.
Do you like computer games?	Are you sitting on my wallet?	I can't come to the meeting.	Silvia can't come to the party.
The dogs are barking.	The weather is very cold.	My parents usually have lunch with Simon and me on Saturdays.	Can I speak to Martin?
This present is for Anna and Richard.	They are talking about the children.	**THEM**	**THEM**
WE	**THEY**	**HE**	**SHE**
HIM	**HIM**	**HER**	**HER**
IT	**IT**	**US**	**US**
THEY	**IT**	**THEM**	**THEM**

/ enjoy meet new people	/ like do the housework
/ enjoy shop online	/ hate cook
/ enjoy travel	/ hate wait for people
/ enjoy do homework	/ hate watch soccer
/ like go to museums	/ like play computer games
/ like get up early	/ hate go to the dentist
/ enjoy go to the beach	/ hate be late

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6C COMMUNICATIVE Tell me about you

Student A

Complete the questions with *is* / *are* or *do*. Then ask your partner.

1 What _____ your favorite season?

2 How _____ you spell your last name?

3 _____ you like dogs?

4 What TV series _____ you watching right now?

5 When _____ your birthday?

6 What _____ your email address?

7 How often _____ you in a hurry?

8 What kind of food _____ you like?

9 What sports _____ you like watching?

10 Where _____ you usually have lunch?





Student B

Complete the questions with *is* / *are* or *do*. Then ask your partner.

1 When _____ you usually see your friends?

2 Where _____ you go when class finishes?

3 What _____ your favorite kind of music?

4 How many cousins _____ you have?

5 What do you think people in your family _____ doing right now?

6 How _____ you usually come to class?

7 What day _____ it tomorrow?

8 _____ you enjoy singing in the car?

9 _____ you like going to the gym?

10 _____ you learning another language, apart from English?





7A COMMUNICATIVE Where were you?

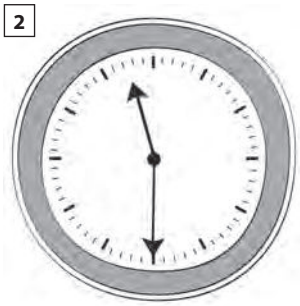
Student A

Look at the clocks. Ask **B** questions with *Where were you…?* Answer **B**'s questions.

Where were you at nine-thirty yesterday morning?

1

YESTERDAY MORNING

2

LAST NIGHT

3

YESTERDAY AFTERNOON

4

YESTERDAY EVENING

5

THIS MORNING

6

LAST SUNDAY MORNING

7

LAST SATURDAY EVENING

8

YESTERDAY AFTERNOON

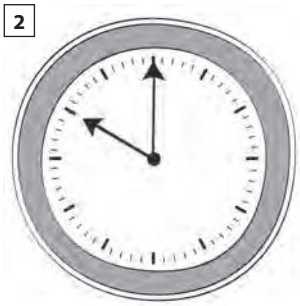
Student B

Look at the clocks. Ask **A** questions with *Where were you…?* Answer **A**'s questions.

Where were you at five o'clock yesterday afternoon?

1

YESTERDAY AFTERNOON

2

LAST NIGHT

3

YESTERDAY MORNING

4

YESTERDAY EVENING

5

THIS MORNING

6

YESTERDAY AFTERNOON

7

LAST SUNDAY AFTERNOON

8

LAST SATURDAY EVENING

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7B COMMUNICATIVE Are we in Australia?



Last April two American teenagers, Raoul and Emma, wanted to go to Australia on vacation.



But it was a 24-hour trip by plane and tickets were very expensive.



So, Raoul and Emma looked for cheap tickets on the internet. They booked two tickets to Sydney.



On August 4th, they arrived at Los Angeles airport. They checked in and waited for the plane to leave.



Six hours later, they landed at a big airport and changed planes. The new plane was very small and Emma was worried.



After only an hour, the plane landed. They looked out of the window. It was a very small airport!



They showed their tickets to a woman at the information desk. Raoul asked, "When is our next flight?"



The woman was surprised. "The next flight? This is the end of your trip. You're in Sydney."



But Raoul and Emma weren't in Sydney, Australia. They were in Sydney, Nova Scotia, a small town in southeast Canada!

7C COMMUNICATIVE Born on December 31st

Student A

a Look at the text about Anthony Hopkins. Complete the questions about him.

b Ask **B** for the information and complete the text.

ANTHONY HOPKINS



Anthony Hopkins was born on December 31st, 1937, in [1]_____. He went to the Royal Welsh College of Music and Drama when he was only 15 years old. Then he went to London to continue his studies and he met [2]_____, a very famous actor. He thought Anthony's acting was really good and he gave him a job in his theater. After that, Hopkins acted in many plays and critics loved him. He got his first movie role in [3]_____ in 1968, and after that acted in more movies and in the theater, but he wasn't a big star. In [4]_____, he decided to go back to London and forget about the movies. But in 1991, he won an Oscar for [5]_____ and became very famous. He became Sir Anthony Hopkins in [6]_____. He went to live in America and got three more Oscar nominations, but he didn't win. In [7]_____, he got a star on the Hollywood Walk of Fame.

Glossary
critic a journalist who writes about movies, concerts, etc.
role an actor's part in a play, film/movie, etc.

1 Where *was* Anthony Hopkins born?
2 Who _____ he _____ in London?
3 _____ _____ did he get his first role in?
4 _____ _____ he decide to go back to London?
5 What movie _____ _____ _____ an Oscar for in 1991?
6 When _____ he _____ Sir Anthony Hopkins?
7 _____ _____ he get a star on the Hollywood Walk of Fame?

c Read about Elizabeth Arden. Then answer **B**'s questions.

ELIZABETH ARDEN



Elizabeth Arden's real name was Florence Nightingale Graham. She was born on December 31st, 1884, in Ontario, Canada. Her family didn't have a lot of money and she was the fifth of five children. She studied to be a nurse and worked to help her family. In 1908, she moved to New York and got a job as an assistant in a beauty salon. Two years later, she opened her first beauty salon with a friend. They called the salon Elizabeth Arden. The salon closed, but she liked the name. She changed her name to Elizabeth Arden and used it for her beauty products. She opened beauty salons all over the world and became very famous. Elizabeth was also a suffragette – she wanted women to get the vote. In a protest march in 1912, all the women wore red lipstick, which was Elizabeth's idea. All her life she never told people how old she was. When she died in 1966, her age, 81, was a surprise for many people.

Glossary
beauty salon a place where you can have beauty treatments, e.g., a manicure, a facial, etc.
suffragette a female activist who worked for women to get the vote in the early 20th century
protest march an organized walk by many people in order to express their opinions

d Cover the information. With your partner, try to remember five facts about Anthony Hopkins and Elizabeth Arden.

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This morning

What time / get up? / make your bed?
What / have for breakfast?
When / leave home?
/ check your email?
How / go to work or school?

Yesterday

Who / have lunch with?
What time / finish work / school?
What / do in the evening?
Where / at 7:30?
/ watch TV? What / watch?
/ go to bed before or after midnight?

When you were 12 years old

Where / live?
Where / go to school?
What bands or singers / like?
/ have a cell phone?
Who / your best friend?
What / like doing in your free time?

Last Saturday

/ get up early?
What / do in the morning?
Who / see in the evening?
Where / go in the afternoon?
/ go shopping? What / buy?
Where / be at 10:00?

Your last birthday

What presents / get?
/ go to work or school?
Who / celebrate it with?
/ have a party?
What / do in the evening?
/ have a good time?

Your last vacation

Where / go?
Who / go with?
Where / stay?
How long / stay?
What interesting things / do?
/ have any problems?

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8B COMMUNICATIVE A place to rent

Student A

a You are a real estate agent. This is the ad you have put on your website.
B calls to ask for information. Answer their questions.



Dream Apartments

Properties for rent

Large furnished apartment for rent

For information call 555-467-2483

(property reference 268559)

- First floor apartment in quiet residential area.
- Two large double bedrooms and two bathrooms with shower.
- Big, light living room with modern TV and dining table and chairs.
- Modern kitchen with washing machine, dishwasher, and refrigerator with freezer.
- Gas heat.
- Wi-Fi.
- Private garage.
- 5 minutes from stores and public transportation.
- Rent $900 a month.

b You are looking for a house to rent. You see this ad on a website.
Call the real estate agent, **B**, at Star Homes and ask for information about the house.

Hello. I'm calling about a house.
The reference is 392117.
Can you tell me about it, please?

What I want to know

Where / the house?
How far / from Boston?
How many bedrooms and bathrooms / ?
/ a big living room?
What / in the kitchen?
/ heat?
/ a big yard?
/ a swimming pool?
/ a garage?
How much / the rent?



Star Homes

Properties for rent

Large furnished house for rent

For information call 555-948-3671

(property reference 392117)

8C COMMUNICATIVE What's different?

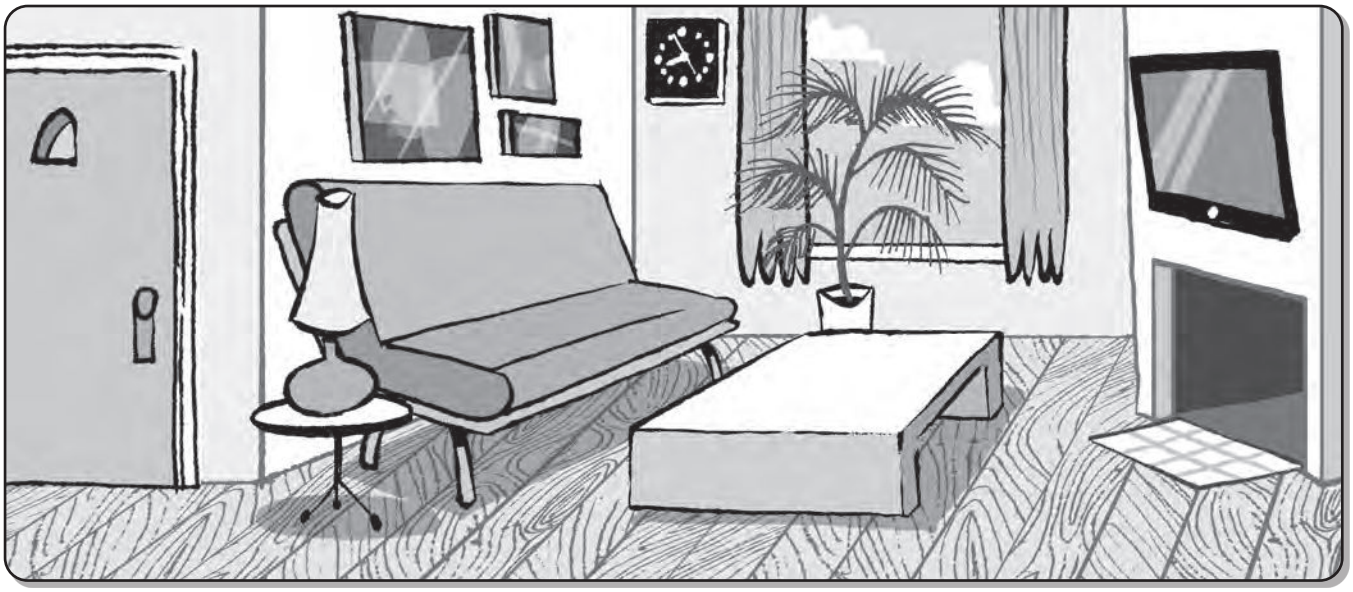
Student A

a Look at Room 1 for one minute. Then describe it to your partner. Say what there is and where.

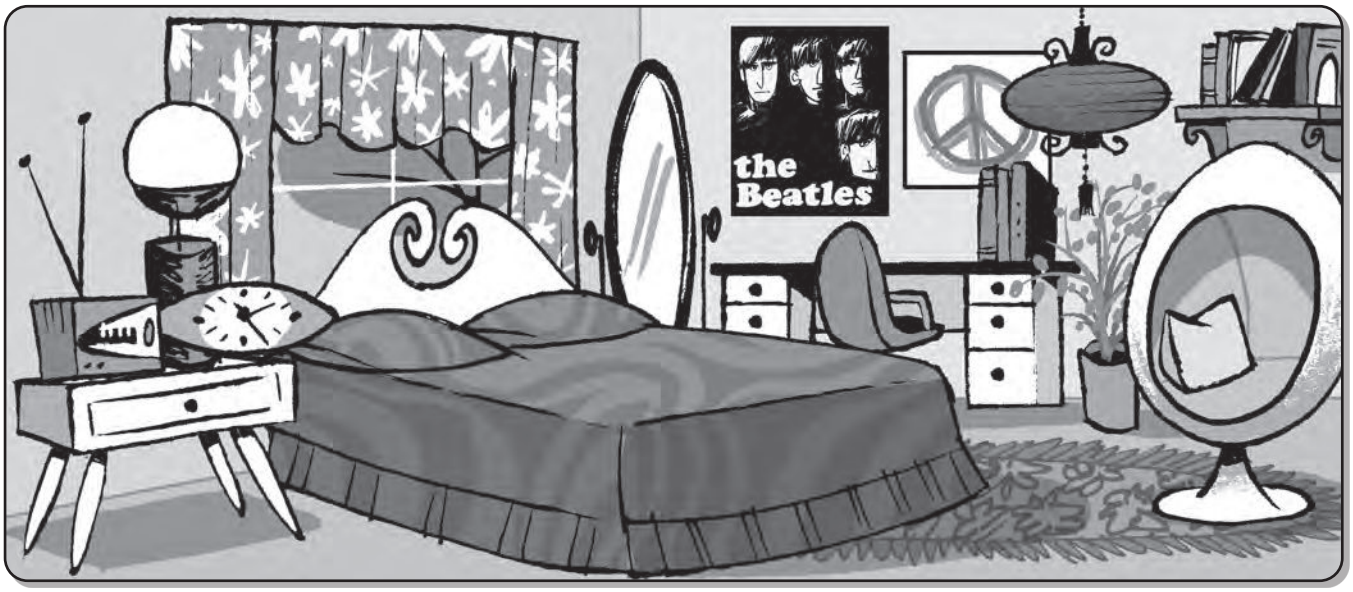
It's a modern living room. There's a sofa. In front of the sofa, there's a coffee table.

b **B** has a picture of the same room in the 1960s. They are going to tell you how it was different. Circle the things in the picture.

Room 1 A modern living room



Room 2 A bedroom in the 1960s



c Now listen to **B** describe Room 2 as it is today. Circle things that were different in the 1960s.

d Tell **B** how the room was different in the 1960s.

There wasn't a computer on the desk. There was a poster of the Beatles above it.

e Compare the pictures with **B**. Which rooms do you like best?

8C COMMUNICATIVE What's different?

Student B

a Look at Room 1 for one minute. It's a living room in the 1960s. Listen to **A** describe the same room today. Circle things that are different.

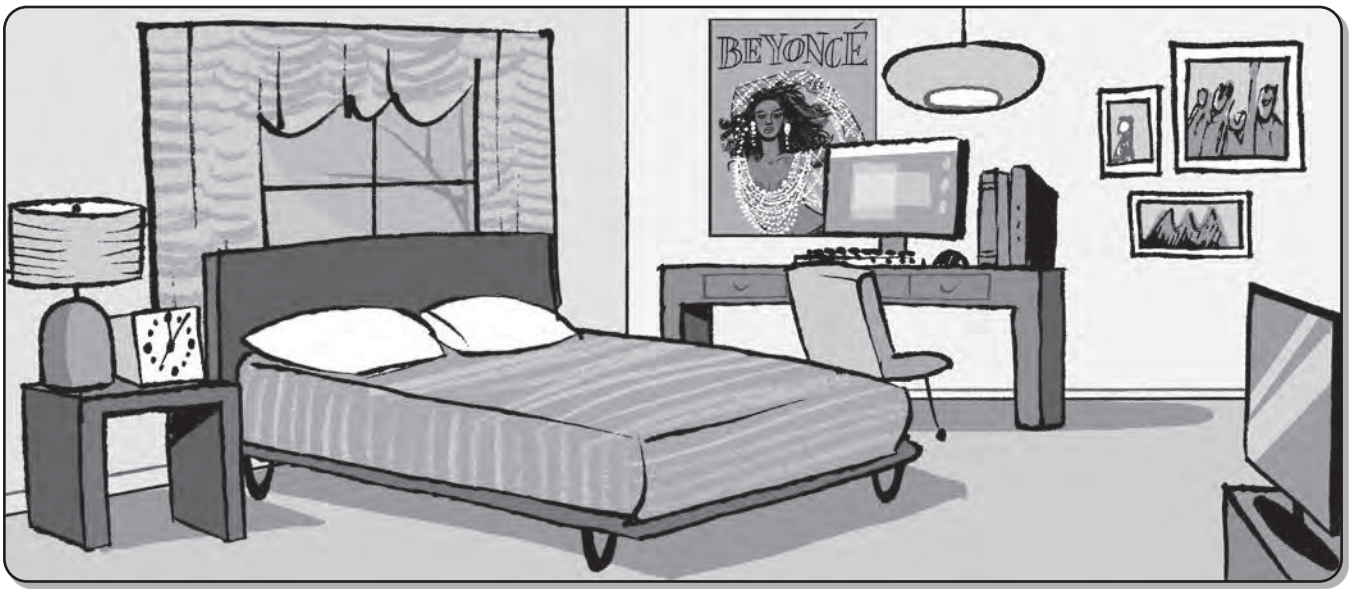
b Tell **A** how the room was different in the 1960s.

There wasn't a sofa, there were three armchairs. There wasn't a lamp on the table…

Room 1 A living room in the 1960s



Room 2 A modern bedroom



c Now describe Room 2 to **A**.

It's a modern bedroom. There's a computer on the desk.

d **A** has a picture of the same room in the 1960s. They are going to tell you how it was different. Circle the things in the picture.

e Compare the pictures with **A**. Which rooms do you like best?

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9A COMMUNICATIVE Shopping list

Student A

a Look at the list. Ask **B** *Do we need any…?* for every item on the list.

Listen to **B**'s answers and put a check mark (✓) for *yes* and a cross (✗) for *no* next to each item.



b Now listen to **B**'s questions and look at the picture.

Answer with *No, we don't need any…* or *Yes, we need some…*



Student B

a Listen to **A**'s questions and look at the picture.

Answer with *No, we don't need any…* or *Yes, we need some…*

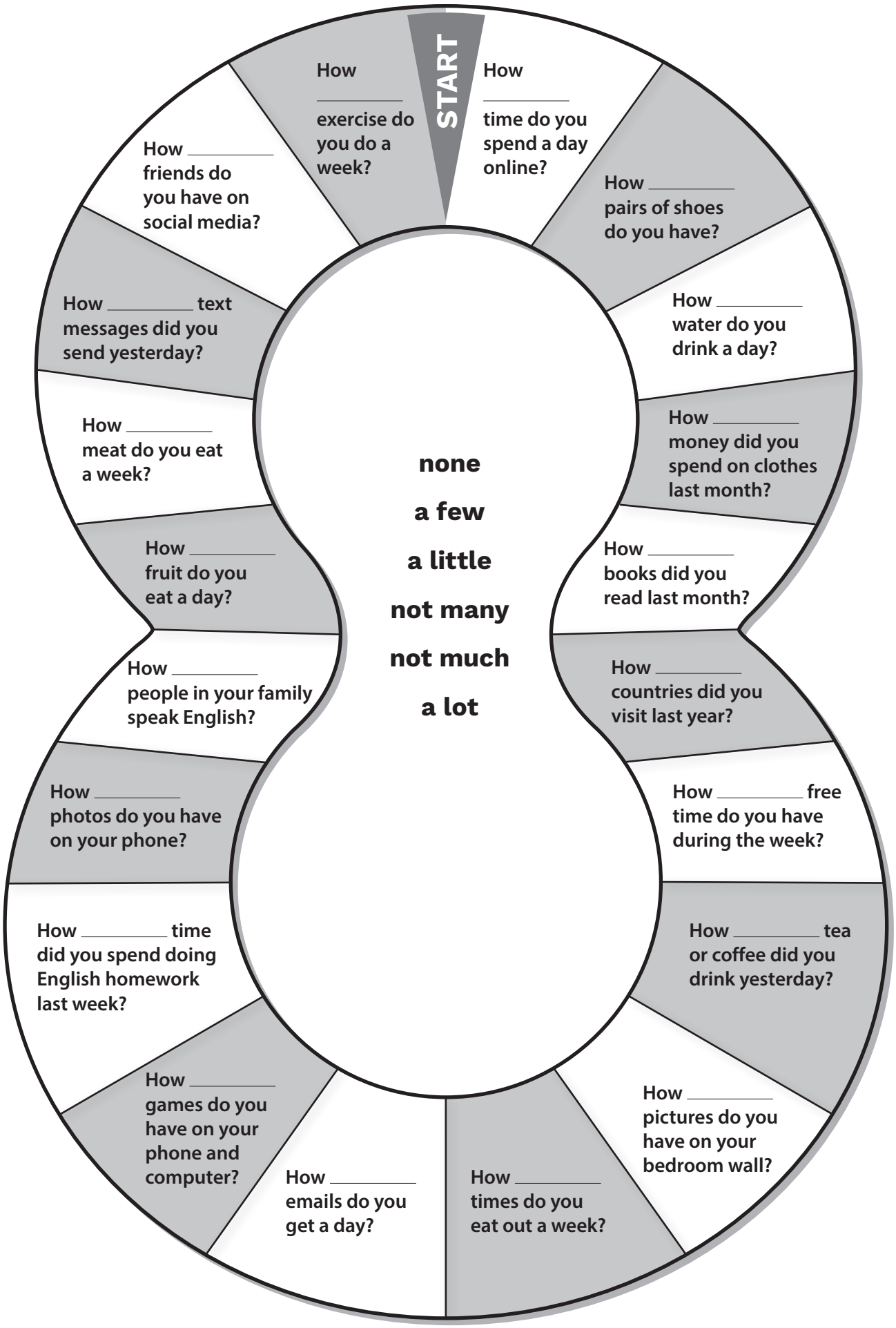


b Now look at the list. Ask **A** *Do we need any…?* for every item on the list.

Listen to **A**'s answers and put a check mark (✓) for *yes* and a cross (✗) for *no* next to each item.



9B COMMUNICATIVE *How much / many* board game



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9C COMMUNICATIVE Guess the comparative

Student A

1 Ireland is **colder** than Spain.
2 **The Sahara Desert is _____ than the Amazon rainforest.**
3 Swimming is **better** exercise than walking.
4 **Oranges are _____ than lemons.**
5 A Rolls Royce is **more expensive** than a BMW.
6 **Driving is _____ than flying.**
7 Chess is **more difficult** to play than other games.
8 **Basketball players are _____ than soccer players.**
9 Dark chocolate is **healthier** than white chocolate.
10 **Canada is _____** than **Brazil**.
11 The weather in Seattle is **worse** than the weather in Florida.
12 **September is _____ than October.**

Student B

1 **Ireland is _____ than Spain.**
2 **The Sahara Desert is drier than the Amazon rainforest.**
3 **Swimming is _____ exercise than walking.**
4 Oranges are **sweeter** than lemons.
5 **A Rolls Royce is _____ than a BMW.**
6 Driving is **more dangerous** than flying.
7 **Chess is _____ to play than other games.**
8 Basketball players are **taller** than soccer players.
9 **Dark chocolate is _____ than white chocolate.**
10 Canada is **bigger** than Brazil.
11 **The weather in Seattle is _____ than the weather in Florida.**
12 September is **shorter** than October.

10A COMMUNICATIVE What do you know about the US?

a Write the superlative form of the adjective.

1 What's the _____ New York area airport? (busy)
a JFK **b** Newark **c** LaGuardia

2 What's the _____ kind of restaurant? (popular)
a Italian **b** Chinese **c** Mexican

3 Which is the _____ city after New York? (big)
a Chicago **b** Los Angeles **c** Houston

4 Which river is the _____ to New Orleans? (closest)
a the Mississippi **b** the Missouri **c** the Yukon



5 Which part of the US is the _____ ? (sunny)
a the southwest **b** the southeast **c** the northeast





6 Which is the _____ city? (wet)
a New Orleans **b** Miami **c** Seattle

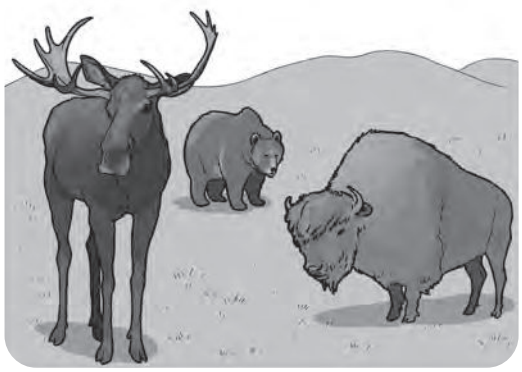
7 What's the _____ football stadium? (large)
a Tiger Stadium **b** Michigan Stadium
c Ohio Stadium



8 What's the _____ outdoor activity? (popular)
a hiking **b** camping **c** snowboarding

9 Which is the _____ university? (old)
a Harvard **b** Yale **c** Princeton

10 What's the _____ last name? (common)
a Johnson **b** Williams **c** Smith



11 Where's the _____ mountain? (high)
a Alaska **b** California **c** Colorado

12 What's the _____ native animal? (big)
a moose **b** bear **c** bison

b Work with a partner. Answer the questions.

c With your partner, write five questions about your country or countries.

d Find another pair and ask them your questions.

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10B COMMUNICATIVE Future plans

Student A

Ask **B** questions about their plans using *going to*. Ask for more information.

Are you going to go abroad next summer? — *Yes, I am.*

Where are you going to go? — *I'm going to go to China.*

1. / go abroad next summer?
2. / go shopping this week?
3. / have lunch with your family tomorrow?
4. / go to bed early tonight?
5. / watch TV this evening?
6. / buy anyone a present this month?
7. / go out next Saturday night?
8. / study English on weekends
9. / celebrate a friend's birthday next week?
10. / do your homework this evening?

Student B

Ask **A** questions about their plans using *going to*. Ask for more information.

Are you going to make dinner tonight? — *Yes, I am.*

What are you going to make? — *I'm going to make pasta, I think.*

1. / make dinner tonight?
2. / come to the next class?
3. / stay in bed late next Sunday?
4. / play any sports tomorrow?
5. / meet your friends next Friday?
6. / get up before 8 o'clock tomorrow?
7. / use your computer this evening?
8. / spend time with your family this weekend?
9. / work or study late this week?
10. / go for a walk later today?

10C COMMUNICATIVE Predictions

Student A

Make predictions about **B**. Use the images below. Write your predictions, then tell **B**. Answer questions from **B**.













Student B

Make predictions about **A**. Use the images below. Write your predictions, then tell **A**. Answer questions from **A**.













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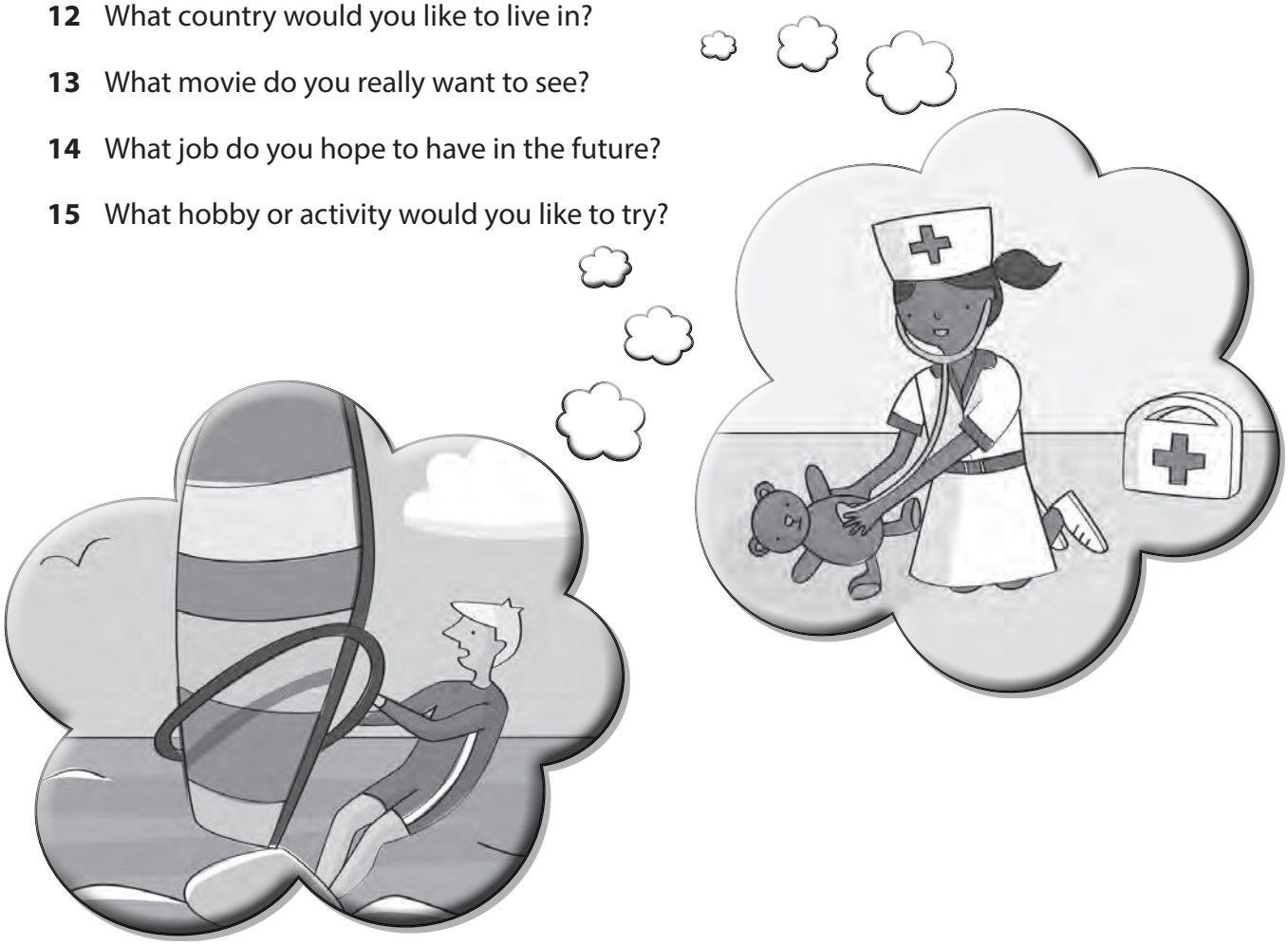
LOUDLY	**ANGRILY**	**SLOWLY**	**FAST**
NERVOUSLY	**QUIETLY**	**SADLY**	**HAPPILY**
TIREDLY	**POLITELY**	**SERIOUSLY**	**RUDELY**
Do you have a pen?	I lost my keys.	Can I come in?	Go away.
I know the answer.	Can you give me that book?	I don't like this exercise.	I need to help him.
I want to go to bed.	We bought some theater tickets.	Don't go in there.	Turn off the TV.

11B COMMUNICATIVE Dreams and plans

a Choose six questions to ask your partner.



1 When did you learn to ride a bike?
2 What dish would you like to learn to cook?
3 What are two things you need to do this week?
4 What are you planning to do after class?
5 What's the next thing that you want to buy?
6 What things do you often forget to do?
7 Where would you like to go on your next vacation?
8 What did you want to be when you were little?
9 Which famous person would you like to have dinner with?
10 Who are you planning to go on vacation with?
11 Why do you want to learn to speak English?
12 What country would you like to live in?
13 What movie do you really want to see?
14 What job do you hope to have in the future?
15 What hobby or activity would you like to try?



b Ask and answer the questions with your partner. Ask for more information.

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START / FINISH	fast-food restaurants	selfies	my family
the sun	SPEAK FOR 30 SECONDS 		TV series
my house			chocolate
the beach			modern clothes
reality TV shows			pop music
children			apps
music festivals			neighbors
in my free time	the internet	cooking	languages

12A COMMUNICATIVE Have you done it?

a Complete the sentences in the present perfect, ⊞ or ⊟, using the verb in parentheses. Make six sentences true and six sentences not true for you.

Have you done it?

1 _____ the Game of Thrones books. (read)

2 _____ Beethoven's Fifth Symphony. (hear)

3 _____ in a fast-food restaurant. (work)

4 _____ a Batman movie. (see)

5 _____ new jeans recently. (buy)

6 _____ a multiplayer game online. (play)

7 _____ in a five-star hotel. (stay)

8 _____ on TV. (be)

9 _____ by boat. (travel)

10 _____ asleep in class. (fall)

11 _____ caviar. (eat)

12 _____ to a famous person. (speak)

b Read your sentences to your partner. Can they guess which are true?

I haven't read the Game of Thrones books.

I think it's true because I don't think you like reading.

No, it's not true – I've read all the books and I've watched the series.

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12B COMMUNICATIVE Have you ever…?

Have you ever _____ (read) a book with more than 500 pages?

- What book was it?
- Did you like it?
- Did you recommend it to anyone?

Have you ever _____ (eat) Thai food?

- Where did you eat it?
- What dishes did you eat?
- Did you like them?

Have you ever _____ (forget) your PIN or password?

- When was it?
- Was it an important password?
- Did you remember it?
- What happened?

Have you ever _____ (lose) your keys?

- When did you lose them?
- What happened?
- Did anybody help you?

Have you ever _____ (be) late for something important?

- What was it?
- How late were you?
- Why was it important?

Have you ever _____ (sleep) more than 12 hours?

- When was it?
- Why did you sleep so much?
- Did anybody wake you up?

Have you ever _____ (buy) anything on eBay?

- What was it?
- How much did it cost?
- Did you have any problems with it?

Have you ever _____ (have) a surprise birthday party?

- When was it?
- Where was the birthday party?
- Did you have a good time?

Have you ever _____ (speak) in public?

- When was it?
- How did it go?
- Did you enjoy it?

Have you ever _____ (send) an email or a message to the wrong person?

- Who did you send it to?
- Who did you mean to send it to?
- Was it funny or was it a problem?

Have you ever _____ (play) in a band?

- When did you do it?
- Did you like it?
- What kind of music did you play?

Have you ever _____ (do) yoga or pilates?

- Where did you do it?
- When did you do it?
- Did you go alone or with a friend?

Have you ever _____ (make) a cake?

- What kind of cake was it?
- Why did you make it?
- Was it good?

Have you ever _____ (see) a famous singer or group in concert?

- Who did you see?
- Where was it?
- Did you go alone or with a friend?
- Did you have a good time?

12C COMMUNICATIVE Review questions

Personal information

What / name?
How / spell your last name?
Where / you from?
What / your phone number?
What / do?
/ have a big family?
Why / need English?

Your apartment / house

/ live in a house or an apartment?
Where / it?
Can…tell me about it?
What / your favorite room?
Can…describe it?

Preferences

Which do you prefer? Why?
cats / dogs?
summer / winter?
getting up early / getting up late?
watching sports / playing sports?
swimming in the ocean / in a pool?

Can you…?

/ draw or paint well?
/ have a conversation in English?
/ play the guitar?
/ play chess?
/ drive?
/ wear jeans to work / school?

Time and dates

What / the time now?
What time / the class finish?
When / birthday?
What time / get up on Sundays?
When / your next class?
What / favorite day of the week? Why?
What / the date yesterday?

The past (*be*)

Where / you born?
Where / your mother born?
Where / you at 8:00 yesterday evening?
Who / you with?
What / your favorite food when you were little?
/ at home yesterday at 7:30 in the morning?

Future (*going to*)

Where / go after class?
/ watch TV this evening?
When / do your homework?
/ go to bed early today? What time?
Where / go this Saturday?

How often…?

/ go to the gym?
/ have dinner with friends?
/ eat meat?
/ go to bed after 11 o'clock?
/ watch TV at night?
/ go to the doctor?

Now

What TV series / watching?
What book / read right now?
/ it rain now?
What / your teacher wearing?
How / feeling right now?

Have you ever…?

(be) to the US?
(see) a dangerous animal?
(break) your arm or leg?
(fall) in love?
(live) in a different place?
(be) to a music festival?

Free time

How much free time / have?
What kind of books / like?
What / do when you want to relax?
What / like doing on weekends?
How often / go to the movies?
What / your favorite kind of music?

Everyday activities

Where / usually have breakfast?
What time / usually leave home?
What / usually do in the morning?
What time / usually have lunch?
What time / usually get home?
What / usually do on weekends?

The simple past

What / do last night?
What / have for dinner?
What time / go to bed?
How many hours / sleep last night?
Who / dinner with yesterday?
How / come to class today?

Describe a friend

What / his or her name?
Where / live?
How often / see him or her?
What / do?
Where / you meet for the first time?
What / have in common?

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Vocabulary activity instructions

1A Days of the week / Numbers 0–20

A pairwork spelling activity

LANGUAGE
Days of the week, numbers 0–20

- Give each student a worksheet and tell them to look at the letter snakes. Tell them to find the numbers and days and write them in the correct place in the lists.

a eight, five, twelve, eleven, Thursday, thirteen, twenty, Monday, nineteen, fourteen, Saturday, fifteen, Wednesday

- For **b**, get Sts to complete the two lists with the missing numbers and days.
- Check answers.
- In **c**, get Sts to look at the code and write the words.

c **1** twelve **2** goodbye **3** museum **4** welcome **5** nineteen **6** Saturday

- In **Activation**, each student thinks of three words, days, or numbers and puts them into the code.
- Put Sts in pairs and tell them to dictate the code numbers to a partner, and they figure out what the words are.

1B The world

Filling in information

LANGUAGE
Countries and nationalities

- Give each student a worksheet. Focus on **a**, and tell Sts to complete the name of the country and write the nationality, using the photos to help them.
- Check answers.

a **2** France, French **3** Germany, German **4** China, Chinese **5** Argentina, Argentinian **6** Türkiye, Turkish **7** Egypt, Egyptian **8** Mexico, Mexican

- For **b**, tell Sts to identify the countries and nationalities from the photos and complete the sentences.
- Check answers.

b **1** Japan **2** Brazilian **3** Australia **4** Canadian **5** Irish **6** India **7** Vietnamese **8** Czech Republic

- In **Activation**, Sts look at the photos in a and b and say the countries and nationalities.

1C Classroom language

Completing sentences

LANGUAGE
Common classroom expressions: *What page is it?*, etc.

- Give each student a worksheet. Tell Sts to look at the pictures and complete the conversations.
- Check answers.

1 **Student** How do you say "kot" in English?
Teacher It's "cat."
Student How do you spell it?
Teacher C-A-T.
2 **Teacher** Open your books, please.
Student What page is it?
Teacher Eighty-four.
3 **Student** Sorry I'm late!
Teacher OK. Sit down.
4 **Teacher** Answer the questions.
Student Can you help me, please?
Teacher Yes, what's the problem?
5 **Teacher** Do exercise A.
Teacher Can you match the words and definitions?
Student I don't understand.

- For **Activation**, put Sts in pairs and get them to practice the conversations.

2A Things

An anagram activity

LANGUAGE
Things: *key*, *sunglasses*, *coin*, etc.

- Explain to Sts that they are going to solve anagrams of common objects and match them to photos. If necessary, write a few anagram examples on the board, e.g., sitsue – tissue.
- Give each student a worksheet. Tell Sts to first solve the anagram, and then write it with *a* / *an* if the noun is singular. Finally, they should match the word to a photo and write the number in the box.
- Check answers.

b a coin 1 **c** a change purse 11 **d** a watch 5 **e** a wallet 12 **f** a file 10 **g** scissors 9 **h** a magazine 6 **i** a laptop 4 **j** sunglasses 8 **k** a key 2 **l** a planner 3 **m** a ticket 13 **n** a charger 14 **o** an umbrella 15

- For **Activation**, put Sts in pairs and get them to cover the words and look at the photos to test each other.

2B Opposites crossword

A crossword activity

LANGUAGE
Common adjectives: *fast*, *slow*, etc.

- Tell Sts that they are going to solve a crossword. Explain / Elicit the meaning of *across* and *down*.
- You can either give each student a worksheet, or put Sts in pairs and give each pair a worksheet. Sts complete the crossword, using the opposites of the adjectives given.
- Check answers.

a **DOWN** **2** difficult **4** empty **5** strong **7** light **8** fast **10** dirty **15** high **17** old
ACROSS **3** expensive **6** small **9** cold **11** different **12** short **13** beautiful **14** right **16** good **18** rich

- For **Activation**, put Sts in pairs and get them to cover the crossword and use the clues to test each other.

3A Verb phrases

Matching phrases and verbs

LANGUAGE
Common verb phrases: *listen to music*, *do yoga*, etc.

- Give each student a worksheet. Focus on the examples and make sure Sts understand them. Then give Sts time to complete the **VERB** column. Highlight that they need to use *do* and *play* twice.
- Check answers.

a **4** have **5** do **6** go **7** drink **8** live **9** read **10** speak **11** take **12** study **13** work **14** listen **15** say **16** wear **17** do **18** play **19** watch **20** like **21** play **22** cook **23** drive

- For **Activation**, Sts test themselves or each other by covering the **VERB** column and saying the phrases.

EXTRA IDEA *Put Sts in pairs and get them to take turns making true sentences with the verb and the first collocate in either the affirmative or negative.*

3B Jobs

A crossword activity

LANGUAGE
Jobs: *chef*, *pilot*, etc.

- Tell Sts that they are going to solve a crossword. Make sure they remember the meaning of *across* and *down*.
- You can either give each student a worksheet, or put Sts in pairs and give each pair a worksheet. Sts complete the crossword, using the photos.
- Check answers.

DOWN **1** journalist **2** chef **4** musician **7** doctor **8** actor **9** engineer **11** cleaner **13** pilot **14** model **16** vet
ACROSS **3** guide **5** nurse **6** accountant **10** architect **12** dentist **15** lawyer **17** receptionist **18** soldier

- For **Activation**, put Sts in pairs and get them to test themselves or each other by covering the crossword, looking at the pictures, and saying the jobs.

Practical English 2 Time

Practicing writing times

LANGUAGE
Telling the time: *It's one o'clock*, *It's quarter past eight*

- Give each student a worksheet and get them to look at the pictures. Get them to answer the question *What time is it?* by writing the times for each picture.
- Check answers.

a **2** It's ten past eleven.
3 It's quarter past two.
4 It's ten to five. It's four fifty.
5 It's twenty-five to seven. It's six thirty-five.
6 It's twenty-five past nine.
7 It's five past one.
8 It's half past twelve. It's twelve-thirty.
9 It's five to six. It's five fifty-five.
10 It's quarter to three. It's two forty-five.
11 It's twenty past ten.
12 It's twenty to four. It's three forty.

- Sts test themselves or each other by covering the sentences and asking each other the times.

4A The family

Deciding if sentences are true or false

LANGUAGE
Family members: *father*, *daughter*, etc.

- Put Sts in pairs, **A** and **B**, and give each student a worksheet **A** or **B**.
- Sts look at the family tree and sentences 1–10. Sts write *T* (true) or *F* (false) for each sentence. Monitor and help if necessary.
- For **b**, tell Sts **A** to start by reading sentence 1 to Sts **B**, who must say if the sentence is true or false and correct it if it is false. Sts then change roles and take turns reading their sentences.
- Check answers.

a **Student A:** **1** F **2** F **3** T **4** T **5** F **6** F **7** T **8** F **9** T **10** T
Student B: **1** F **2** T **3** T **4** F **5** T **6** F **7** T **8** F **9** T **10** F

- For **Activation**, put Sts in pairs and get them to test each other by asking questions, e.g., *Who is Sally's aunt?*

4B A day in the life of a fitness instructor

Telling a story from pictures

LANGUAGE
Everyday activities: *She wakes up at 6:00 a.m.*

- Give each student a worksheet and explain that this is the daily routine of a fitness instructor. Go through the sequence quickly to elicit the verbs. Focus on *-s* for the third person.

1 She wakes up at 6:00 a.m.
2 She gets up at 6:15 a.m.
3 She exercises.
4 She takes a shower.
5 She gets dressed.
6 She has breakfast.
7 She goes / rides a bike to work.
8 She gets to work at 9:30 a.m.
9 She teaches / works from 10:00 a.m. to 1:00 p.m.
10 She has lunch at 1:30 p.m.
11 She teaches / works from 3:30 p.m. to 5:30 p.m.
12 She goes / rides a bike home.
13 She cooks / makes dinner.
14 She watches TV.
15 She goes to bed at 10:30 p.m.

- Put Sts in pairs and get them to describe the fitness instructor's day together. Encourage them to add information, e.g., *She has cereal and fruit for breakfast* (picture 6).

EXTRA CHALLENGE *Elicit the sequence from the class and ask some extra questions, e.g., Where does she have lunch? Does she go to work by bus?*

5A More verb phrases

A puzzle, completing verb phrases

LANGUAGE
Common verb phrases: *remember somebody's name*, *use an app*, etc.

- Give each student a worksheet and ask Sts to complete the **VERBS** column with the correct verb, which must make sense with the phrase. Focus on the example and count the letters in the verb – there is a space for each letter.
- Check answers.

a **2** use **3** swim **4** send **5** find **6** forget **7** tell **8** meet **9** look for **10** see **11** help **12** give **13** sing **14** take **15** wait for **16** try **17** draw **18** run **19** hear **20** call **21** buy **22** leave **23** paint **24** talk

- For **Activation**, put Sts in pairs and get them to cover the **VERBS** column and test their partner.

5C The weather

A pairwork activity describing the weather

LANGUAGE
Weather words and verbs: *It's sunny*, *It's raining*, etc.

- Put Sts in pairs, **A** and **B**, and give each student a worksheet **A** or **B**. Give Sts time to do the first exercise individually, and then check answers.

1 windy **2** sunny **3** cloudy **4** raining **5** snowing

- Focus on **b**. Remind Sts of the question *What's the weather like?* Explain that they are going to ask each other questions in pairs to complete the missing information in the **Weather** and **Temperature** columns. Point out the example question and answer, and remind them of the word *degrees*.
- In their pairs, Sts take turns asking and answering questions about the weather.
- When they have finished, Sts should compare charts.

6B Dates

A bingo game activity

LANGUAGE
Dates and months: *July sixth, February twentieth*

- Each worksheet has eight bingo cards. Make enough copies so each student has a bingo card.
- Tell Sts that they are going to play a bingo game. Give each student a bingo card. Tell them that you will read some dates. If they have the date on their card, they should cross it out. The first student to cross out all the dates should shout *Bingo!*
- Read out the dates at the top of the worksheet at random and check them off as you go.
- When a student shouts *Bingo!*, check their card to make sure they crossed off the correct dates. The first student to cross out all the dates is the winner.

EXTRA IDEA *If Sts need more practice, make some more copies of the cards and the dates, and get Sts to play in groups with one of the Sts saying the dates. Remind them to check off the dates as they read them.*

7C *go, have, get*

Matching verbs and phrases

LANGUAGE
Expressions with *go, have, get*

- Put Sts in pairs, **A** and **B**, and give each student worksheet **A** or **B**. Give Sts time to complete the task individually. Check answers.

Student A **1** go **2** get **3** have **4** get **5** go **6** get **7** go **8** have **9** have **10** go
Student B **1** have **2** go **3** have **4** have **5** go **6** get **7** go / get **8** go **9** have **10** get

- Focus on **Activation** and get Sts to ask and answer their questions. Remind them to ask for more information and then to "return" the questions, e.g., *What about you? / And you?*

8B Race around the house

Naming things in the house from definitions

LANGUAGE
Things in the house and furniture, rooms

- Put Sts in pairs and give each pair a worksheet. Tell them they have to identify house vocabulary as quickly as possible.
- Start the activity and set a time limit of ten minutes.
- Check answers. Pairs who have all the correct answers win.

1 armchair **2** lamp **3** pictures / paintings **4** mirror **5** bedroom **6** rug **7** stove **8** air conditioning **9** stairs **10** cupboard **11** refrigerator **12** bathroom **13** ceiling **14** washing machine **15** wardrobe / closet **16** shelves **17** yard **18** garage **19** bathtub **20** heat

- For **Activation**, tell Sts to cover the furniture words, look at the definitions, and then say the furniture words.

8C Prepositions of place

A describe-and-draw activity

LANGUAGE
Prepositions of place: *on*, *under*, *between*, etc., furniture

- Review prepositions of place quickly by making a drawing on the board or using the classroom. Remind Sts of *there is / are*, and *on the right* and *on the left*.
- Tell Sts they will each have a picture of a room that they have to describe to their partner. Their partner will draw furniture and objects into the picture exactly as their partner describes it.
- Put Sts in pairs, **A** and **B**, and give each student worksheet **A** or **B**. Tell Sts **A** to describe what is in Room 1 for Sts **B** to draw in. When they have finished, they change roles for Room 2.
- Finally, get Sts to look at the originals and compare them with what they have drawn.

9A Food

Naming food from pictures

LANGUAGE
Food: *apple, bread,* etc.

- Give each student a worksheet and tell Sts to use the photos to find one food word for each of the letters. Point out the examples.
- You could do this as a race in pairs. In this case, make sure everyone starts at the same time, and set a time limit.

a apple **b** bread **c** carrots **e** egg **f** fish **h** hamburger **i** ice cream **j** juice **l** lettuce **m** mushrooms **o** onion **p** peas **r** rice **s** sandwich **t** tomatoes **v** vegetables

- Check answers, getting Sts to spell the words.
- For **Activation**, put Sts in pairs, **A** and **B**. Tell Sts **A** to say the first letter of five food words for Sts **B** (with page face down) to guess. Then get them to change roles.

9C Guess the number

A pairwork activity to practice saying and writing high numbers

LANGUAGE
High numbers: *two hundred fifty-five*, *one thousand five hundred*, etc.

- Put Sts in pairs, **A** and **B**, and give each student a worksheet. Focus on the list of numbers, and elicit how to say them. Then give Sts time to individually read the sentences and complete them with a number from the list. They should not compare at this point. Monitor and help.
- When Sts have finished, get them to do **Activation** and compare answers. Sts **A** read sentence 1 to Sts **B**. If **B** doesn't agree with the number **A** has chosen, they say what they think the right number is. Monitor and help.
- Check answers. You could ask Sts if they were surprised by any of the answers. Encourage them to say why.

2 The total number of countries in the world is one hundred and ninety-five (195).
3 A person with a good level of English knows about five thousand (5,000) words.
4 A hippopotamus normally weighs about three thousand three hundred (3,300) pounds.
5 A normal person sleeps for about two thousand nine hundred and twenty (2,920) hours every year.
6 A day has eighty-six thousand four hundred (86,400) seconds.
7 An Olympic swimming pool has six hundred and sixty thousand two hundred and fifty-three (660,253) gallons of water.
8 Sixty-seven million eight hundred thousand (67,800,000) people live in the UK.
9 The River Nile is four thousand one hundred thirty-two (4,132) miles long.
10 The novel *Emma*, by Jane Austen, has one hundred and fifty-five thousand eight hundred and eighty-seven (155, 887) words.

EXTRA IDEA *Ask Sts to look up information on their phones and modify the sentences to create their own. They can choose a book, for example, and look up the number of words on Google.*

10A Places and buildings puzzle

Solving a puzzle to find a hidden phrase

LANGUAGE
Buildings and places: *post office*, *chemist's*, etc.

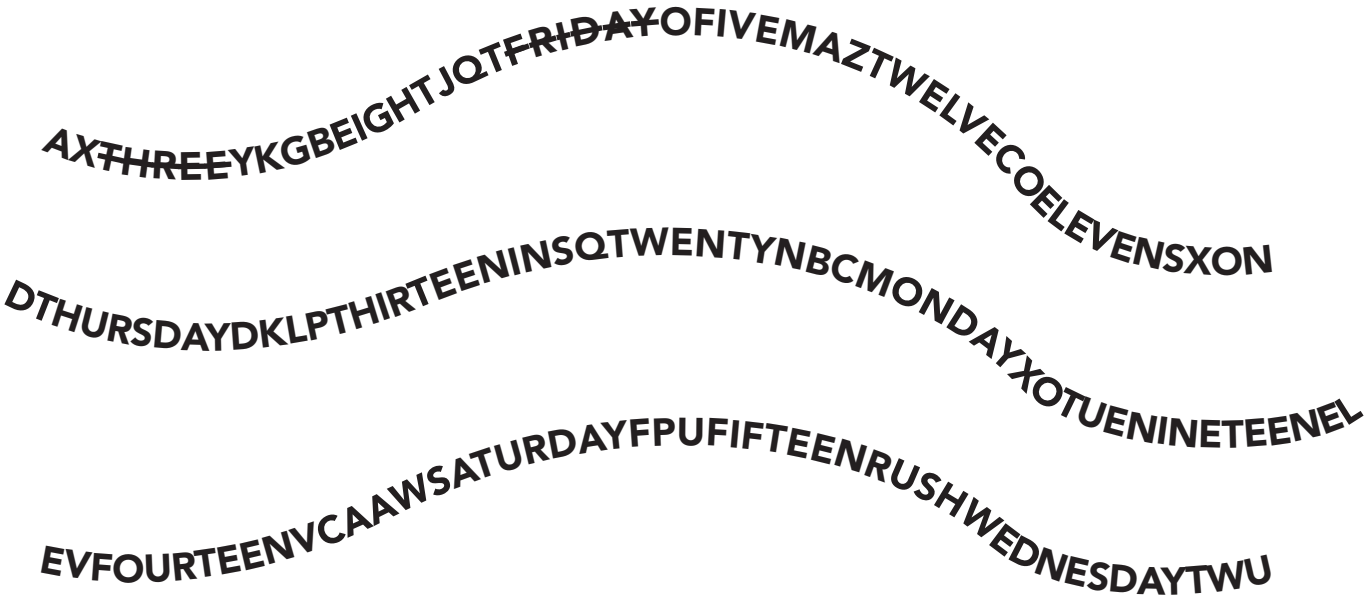
- Give each student a worksheet. Explain that Sts have to write the answers to the clues in the puzzle. If their answers are correct, they will find a phrase in the shaded area down the middle of the puzzle.
- Get Sts to do **a** and **b** individually or in pairs.
- Check answers.

a **1** post office **2** hospital **3** square **4** church **5** castle **6** mosque **7** bridge **8** town hall **9** market **10** theaters **11** museum **12** pharmacy **13** river **14** station **15** art gallery
b Missing phrase: places in the city

- Get Sts to cover the puzzle, look at the definitions, and test themselves.
- For **Activation**, if Sts worked individually, put them in pairs and tell them to cover the puzzle, look at the definitions, and say the words.

1A VOCABULARY Days of the week / Numbers 0–20

a Find the numbers and days, and write the words in the right place in the lists.



Numbers

0 _____
1 _____
2 _____
3 *three*
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____
11 _____
12 _____
13 _____
14 _____
15 _____
16 _____
17 _____
18 _____
19 _____
20 _____

Days

1 _____
2 _____
3 _____
4 _____
5 _____
6 *Friday*
7 _____

b Complete the lists with numbers and days.

c Look at the code. Use it to write the words.

0 = **P**	1 = **H**	2 = **R**	3 = **D**	4 = **N**	5 = **F**	6 = **M**	7 = **W**	8 = **U**	9 = **A**	10 = **T**
11 = **L**	12 = **E**	13 = **Y**	14 = **I**	15 = **S**	16 = **G**	17 = **V**	18 = **O**	19 = **B**	20 = **C**	

1 **10 7 12 11 17 12** = _____

2 **16 18 18 3 19 13 12** = _____

3 **6 8 15 12 8 6** = _____

4 **7 12 11 20 18 6 12** = _____

5 **4 14 4 12 10 12 12 4** = _____

6 **15 9 10 8 2 3 9 13** = _____

ACTIVATION

Think of three words, days, or numbers and put them into the code.
Say the code numbers to your partner. They write the words.

1B VOCABULARY The world

a Look at the pictures. Complete the names of the countries and write the nationalities.

1 

Country: Sp*ain*

Nationality: Sp*anish*

2 

Country: Fr_____

Nationality: _____

3 

Country: Ger_____

Nationality: _____

4 

Country: Ch_____

Nationality: _____

5 

Country: Ar_____

Nationality: _____

6 

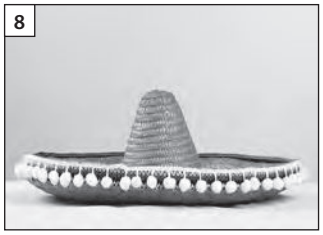
Country: Tu_____

Nationality: _____

7 

Country: Eg_____

Nationality: _____

8 

Country: Me_____

Nationality: _____

b Look at the pictures. Complete the sentences with a country or nationality.

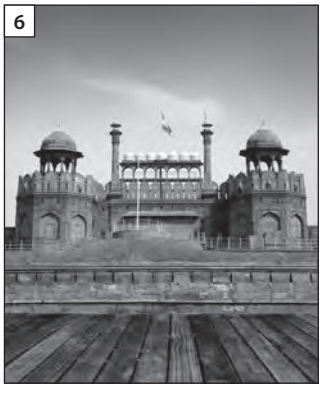
1 

2 

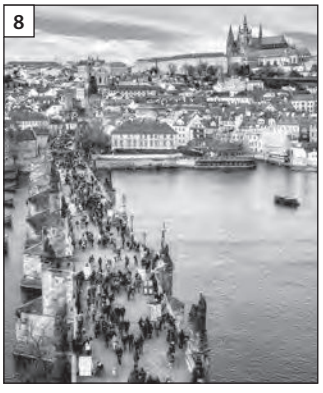
3 

4 

5 

6 

7 

8 

1 These women are from _____.

2 Samba is a _____ dance.

3 Boomerangs are from _____.

4 This is a _____ flag.

5 These are _____ musical instruments.

6 New Dehli is the capital of _____.

7 Pho is _____ soup.

8 Prague is the capital of the _____.

ACTIVATION

Look at the pictures and say the countries and nationalities.

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1C VOCABULARY Classroom language

Complete the conversations between a teacher and a student.



1

Student How do you say "kot" in English?

Teacher It's "cat."

Student How _____ _____ _____ _____?

Teacher C-A-T.





2

Teacher _____ _____ _____, please.

Student What _____ _____ _____?

Teacher Eighty-four.





3

Student Sorry _____ _____!

Teacher OK. _____ _____.





4

Teacher _____ _____ questions.

Student _____ _____ _____ me, _____?

Teacher Yes, what's the problem?





5

Teacher _____ _____ **A**. Can you match the words and the definitions?

Student I _____ _____.



ACTIVATION

Practice the conversations with a partner.

2A VOCABULARY Things

Look at the **ANAGRAMS**. Order the letters and write the words. Use *a* / *an* with the singular nouns. Match the words to pictures 1–15.

ANAGRAMS

a	di arcd	**d**	tcwha	**g**	crossiss	**j**	salsseguns	**m**	ckitet
b	oicn	**e**	teawll	**h**	emnaigza	**k**	yek	**n**	hacregr
c	hacgne urpes	**f**	life	**i**	platpo	**l**	lanpern	**o**	erumball

a	*an ID card*	7		**f**	_____			**k**	_____		
b	_____			**g**	_____			**l**	_____		
c	_____			**h**	_____			**m**	_____		
d	_____			**i**	_____			**n**	_____		
e	_____			**j**	_____			**o**	_____		

1



2



3



4



5



6



7



8



9



10



11



12



13



14



15



ACTIVATION

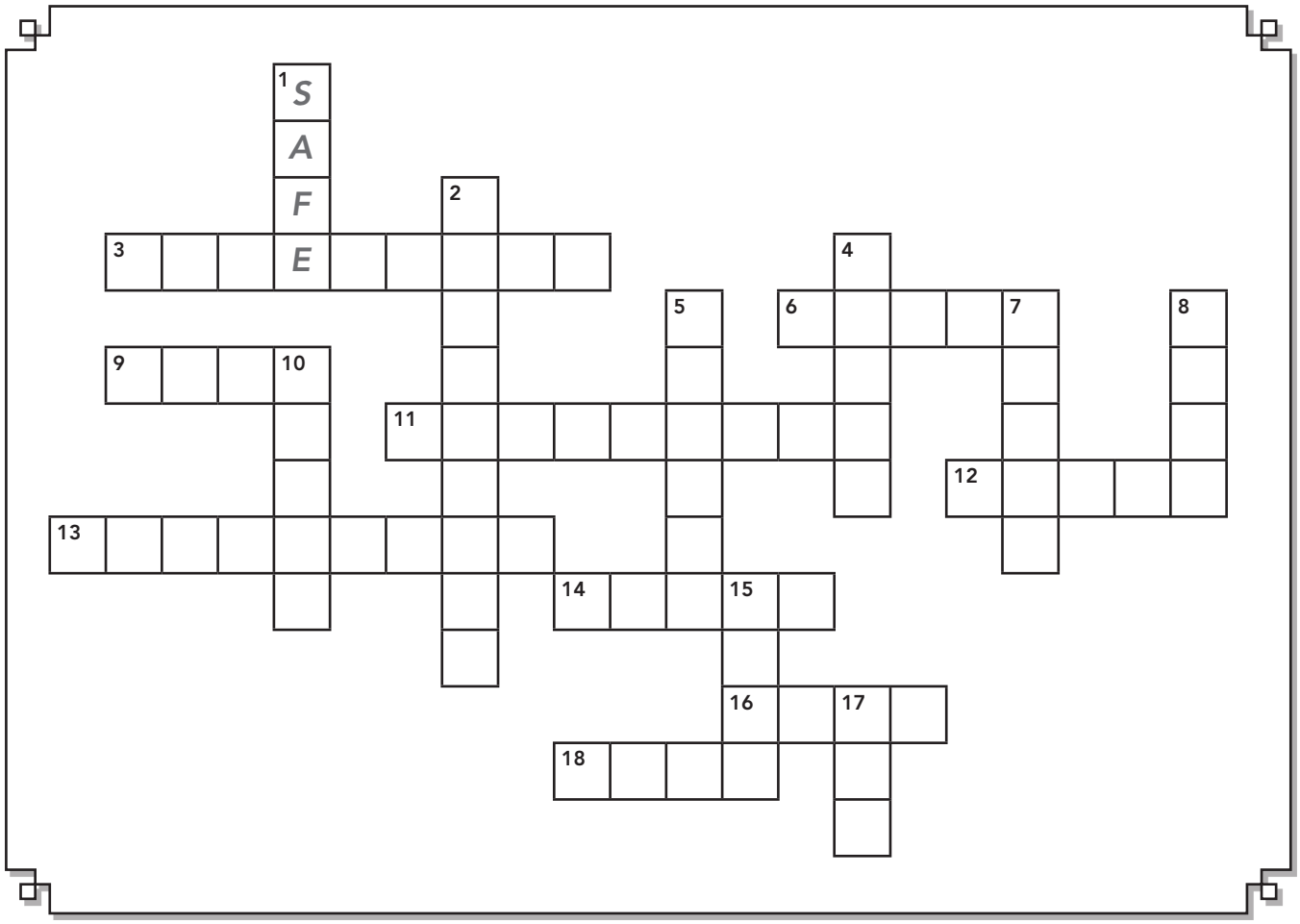
Test a partner.

What's number 1?

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2B VOCABULARY Opposites crossword

Look at the clues and complete the crossword.



DOWN ↓

1 the opposite of **dangerous**
2 the opposite of **easy**
4 the opposite of **full**
5 the opposite of **weak**
7 the opposite of **dark**
8 the opposite of **slow**
10 the opposite of **clean**
15 the opposite of **low**
17 the opposite of **young**

ACROSS →

3 the opposite of **cheap**
6 the opposite of **big**
9 the opposite of **hot**
11 the opposite of **the same**
12 the opposite of **tall**
13 the opposite of **ugly**
14 the opposite of **wrong**
16 the opposite of **bad**
18 the opposite of **poor**

ACTIVATION

Cover the crossword and test your partner.

What's the opposite of dangerous? *Safe.*

3A VOCABULARY Verb phrases

Match the verbs in the list to phrases 1–23. Write them in the **VERB** column.

cook do (x2) drink drive ~~eat~~ go have like listen live ~~need~~ play (x2) read say speak study take ~~want~~ watch wear work

		VERB
1	a new phone, new glasses	*need*
2	a coffee	*want*
3	vegetables, fruit	*eat*
4	a garden, two children	
5	yoga	
6	to the movies, to the gym	
7	water, tea, or coffee	
8	in an apartment, in a big city	
9	a magazine, a book	
10	German, two languages	
11	an umbrella, your camera	
12	history, for an exam	
13	in an office, in a school	
14	to music, to a podcast	
15	sorry, thank you, hello	
16	glasses, jeans	
17	housework, homework	
18	the guitar, the piano	
19	TV, a movie	
20	animals, Mexican food	
21	tennis, chess	
22	dinner, pasta	
23	a car, a Toyota	







ACTIVATION

Test your memory. Cover the **VERB** column. Say phrases 1–23.

need a new phone

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3B VOCABULARY Jobs

Complete the crossword using the picture clues.

ACROSS →







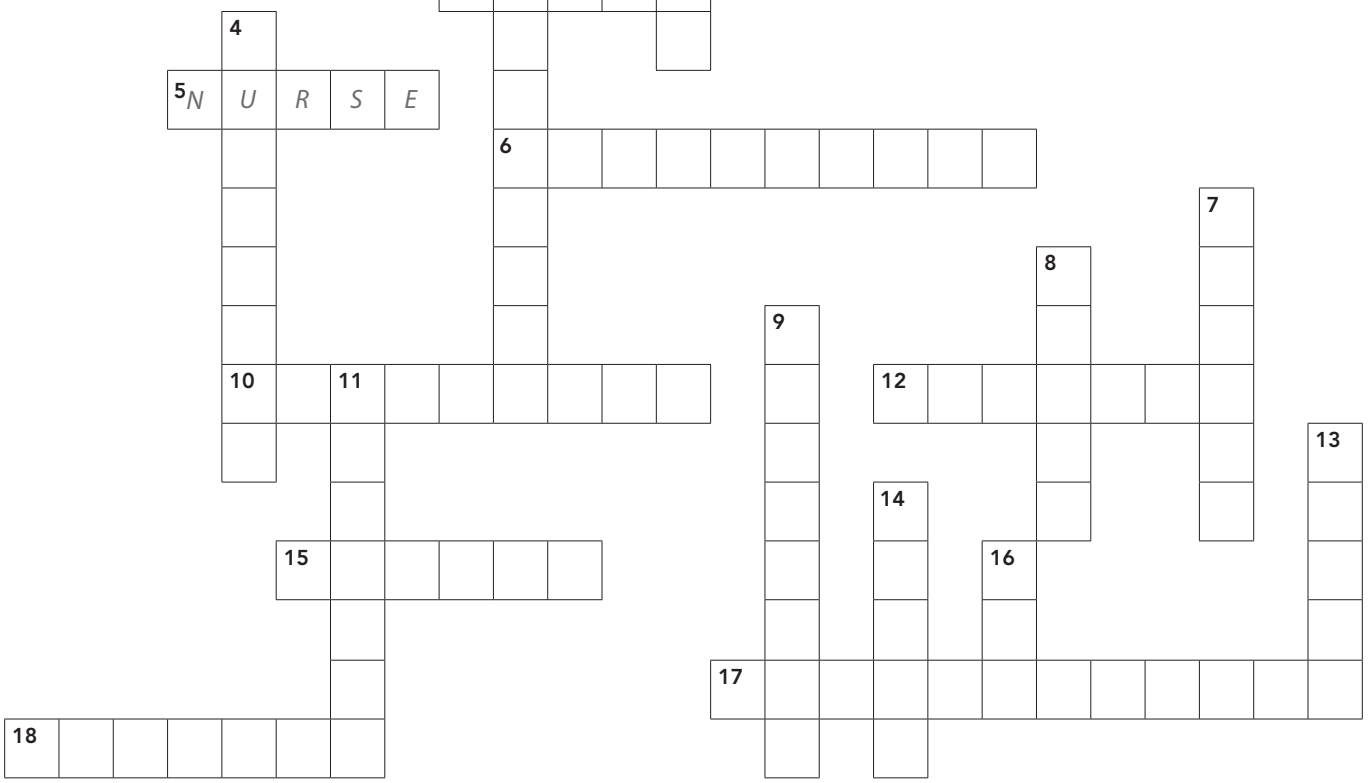






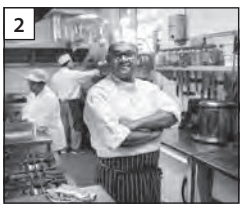






DOWN ↓





















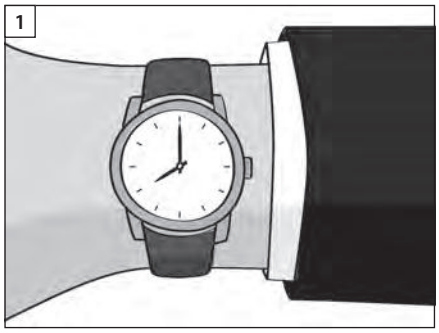
ACTIVATION

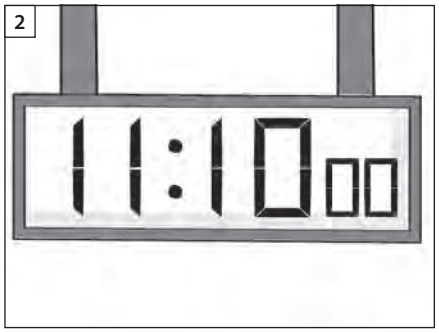
Test a partner.

What's 1 Down?

Practical English 2 **VOCABULARY** Time

Look at the pictures and write the times.

1 

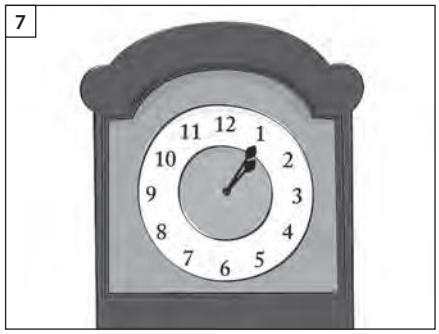
2 

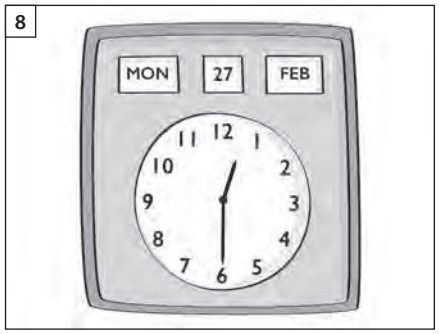
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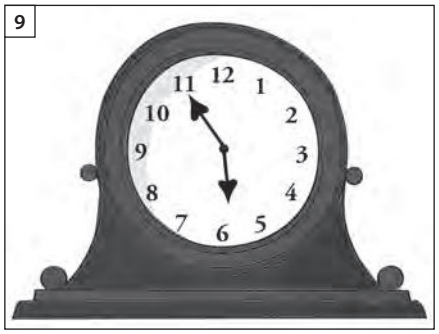
4 

5 

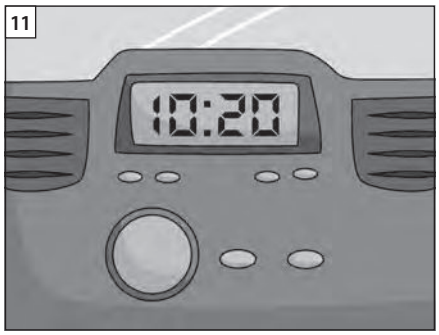
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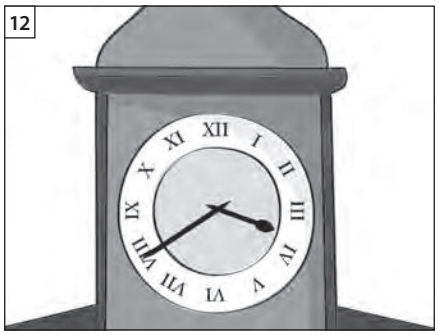
7 

8 

9 

10 

11 

12 

1 *It's eight o'clock.*

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

12 _____

ACTIVATION

Work with a partner. Cover the sentences. Point to a clock and ask *What time is it?*

What time is it? *It's four fifty.*

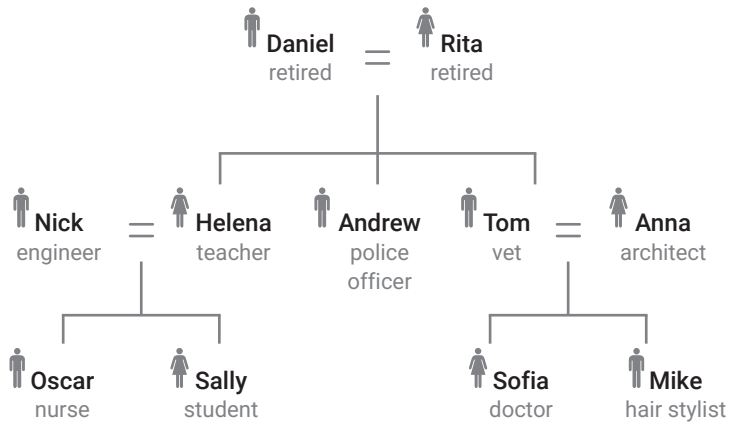
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4A VOCABULARY The family

Student A

a Look at sentences 1–10. Decide if they are true (**T**) or false (**F**).

1. Oscar is Sofia's brother.
2. Nick's wife is a doctor.
3. Mike's grandfather is Daniel.
4. Rita has four grandchildren.
5. Helena's husband is a vet.
6. Tom is Nick's brother.
7. Andrew is Oscar's uncle.
8. Nick and Helena have two sons.
9. Sally is Tom's niece.
10. Sofia's is Daniel and Rita's granddaughter.



b Read your sentences to your partner. They say if they are true or false.

Oscar is Sofia's brother. → *False. Oscar is Sally's brother.*

ACTIVATION

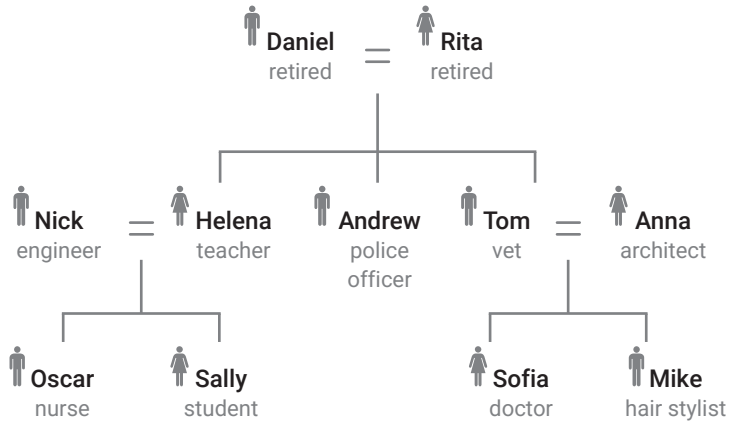
Test your partner.

Who's Daniel's wife? → *Rita.*

Student B

a Look at sentences 1–10. Decide if they are true (**T**) or false (**F**).

1. Mike's father is an engineer.
2. Daniel and Rita have three children.
3. Mike is Oscar's cousin.
4. Sally is Anna and Tom's daughter.
5. Andrew is Daniel's son.
6. Oscar is Nick's nephew.
7. Tom's sister is a teacher.
8. Andrew has two brothers.
9. Mike and Oscar are Rita's grandsons.
10. Sofia's brother is a student.



b Read your sentences to your partner. They say if they are true or false.

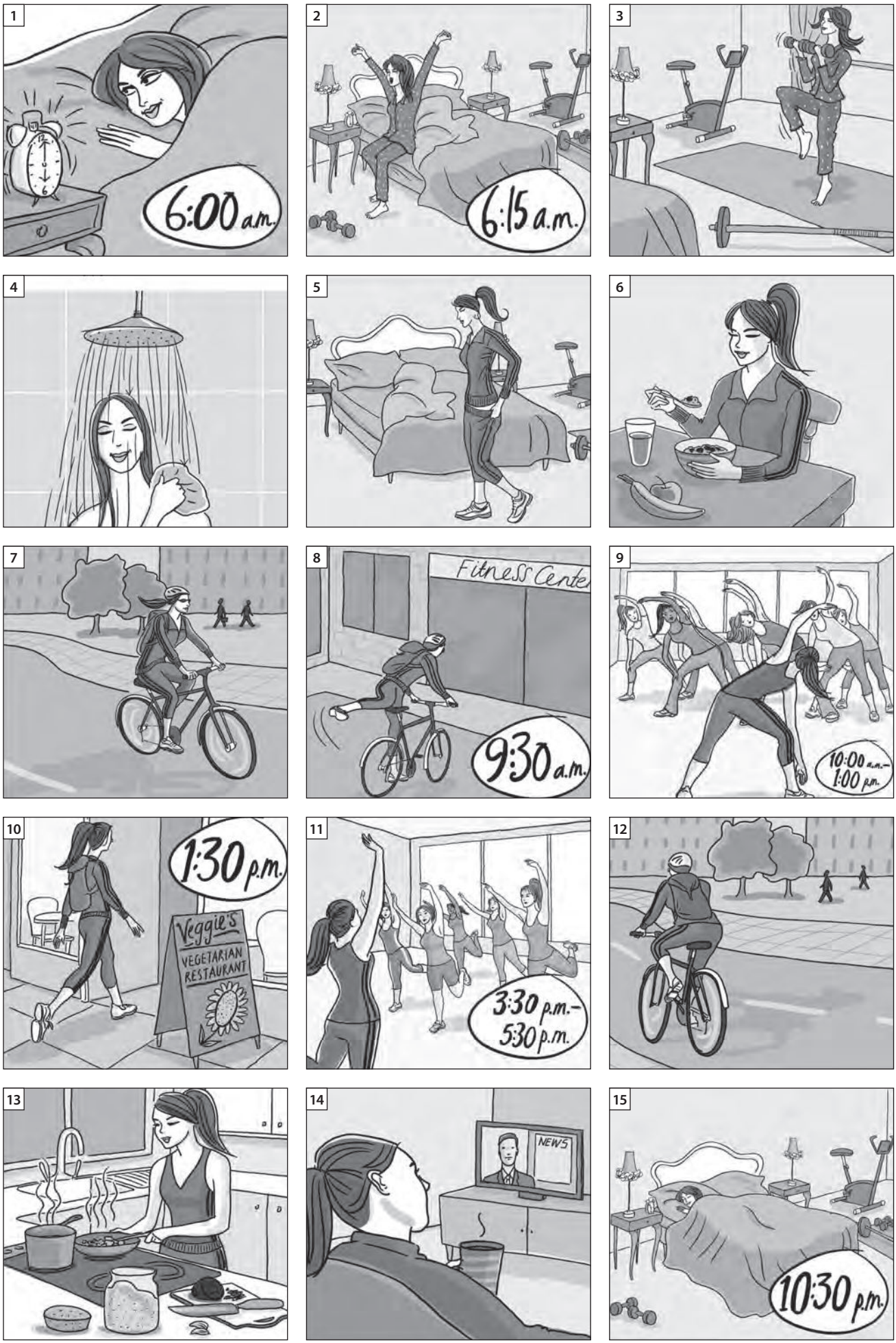
Mike's father is an engineer. → *False. Mike's father is a vet.*

ACTIVATION

Test your partner.

Who's Daniel's wife? → *Rita.*

4B VOCABULARY A day in the life of a fitness instructor



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5A VOCABULARY More verb phrases

Complete the phrases with the correct verb.

	VERBS	PHRASE
1	r e m e m b e r	somebody's name, your friend's birthday
2	**u** ___ ___	an app
3	**s** ___ ___ ___	in the ocean
4	**s** ___ ___ ___	a message
5	**f** ___ ___ ___	a parking space, a job
6	**f** ___ ___ ___ ___ ___	somebody's name
7	**t** ___ ___ ___	somebody a secret, a story
8	**m** ___ ___ ___	a friend
9	**l** ___ ___ ___ **f** ___ ___	your keys, your wallet
10	**s** ___ ___	a movie
11	**h** ___ ___ ___	somebody, a friend
12	**g** ___ ___ ___	somebody flowers
13	**s** ___ ___ ___	a song
14	**t** ___ ___ ___	a photo
15	**w** ___ ___ ___ **f** ___ ___	a bus
16	**t** ___ ___	to do something difficult
17	**d** ___ ___ ___	a picture
18	**r** ___ ___	a race
19	**h** ___ ___ ___	a noise
20	**c** ___ ___ ___	a taxi
21	**b** ___ ___	new clothes
22	**l** ___ ___ ___ ___	your bag on a train
23	**p** ___ ___ ___ ___	the walls, a picture
24	**t** ___ ___ ___	to a friend







ACTIVATION

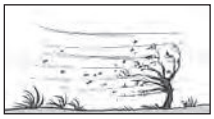
Work with a partner. Cover the **VERBS** and test your partner.

a photo → *take a photo*

5C VOCABULARY The weather

Student A

a Look at the pictures. What's the weather like? Complete sentences 1–5.







1 It's _____. **2** It's _____. **3** It's _____. **4** It's _____. **5** It's _____.

b Ask **B** questions to complete your information.

What's the weather like in Berlin?

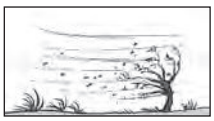
City	Weather	Temperature
Berlin	_____	_____
Tokyo	cloudy and windy	44°
Istanbul	_____	_____
Seoul	snowing	28°
Mexico City	_____	_____
Edinburgh	foggy	41°
Buenos Aires	_____	_____
Santiago	cloudy and hot	79°

c Answer **B**'s questions.

It's cloudy and windy and it's 44 degrees.

Student B

a Look at the pictures. What's the weather like? Complete sentences 1–5.







1 It's _____. **2** It's _____. **3** It's _____. **4** It's _____. **5** It's _____.

b Answer **A**'s questions.

It's cold and it's 39 degrees.

c Ask **A** questions to complete your information.

What's the weather like in Tokyo?

City	Weather	Temperature
Berlin	cold	39°
Tokyo	_____	_____
Istanbul	cloudy and windy	57°
Seoul	_____	_____
Mexico City	raining	72°
Edinburgh	_____	_____
Buenos Aires	sunny and hot	86°
Santiago	_____	_____

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6B VOCABULARY Dates

- ☐ April 11th
- ☐ June 30th
- ☐ May 7th
- ☐ September 24th
- ☐ August 16th
- ☐ January 1st
- ☐ July 18th
- ☐ February 23rd
- ☐ April 15th
- ☐ March 27th
- ☐ March 19th
- ☐ December 25th
- ☐ July 6th
- ☐ October 22nd
- ☐ February 20th
- ☐ May 21st
- ☐ June 8th
- ☐ March 31st
- ☐ November 14th
- ☐ September 17th
- ☐ October 12th
- ☐ November 2nd
- ☐ January 9th
- ☐ August 29th
- ☐ December 8th

BINGO

11/2	7/18	3/31	12/25	4/11
6/8	5/21	8/16	1/1	3/27

BINGO

1/1	10/12	2/23	8/16	11/2
4/15	6/30	5/7	9/24	3/31

BINGO

4/11	3/27	7/6	10/22	3/19
5/21	1/1	8/16	11/14	2/20

BINGO

12/25	9/24	6/8	1/9	4/15
8/29	2/20	10/22	7/6	5/7

BINGO

9/17	12/8	1/9	3/31	10/12
2/20	4/11	8/16	11/14	6/8

BINGO

2/23	8/29	1/1	5/7	3/19
6/30	4/11	7/6	10/22	12/25

BINGO

3/31	1/9	12/8	8/29	11/14
10/12	2/20	4/15	5/21	3/27

BINGO

8/29	11/2	3/31	1/9	10/22
4/11	9/17	2/20	6/30	7/6

7C VOCABULARY *go, have, get*

Student A

Complete the questions with *go*, *have* or *get*.

1. What time did you _____ to bed last night?
2. Did you _____ up early yesterday?
3. What did you _____ for breakfast this morning?
4. How many emails did you _____ yesterday?
5. Did you _____ to the movies last weekend?
6. How often do you _____ a taxi?
7. When do you usually _____ shopping?
8. Do you usually _____ dinner with your family?
9. How many brothers and sisters do you _____?
10. Do you usually _____ home after class?

ACTIVATION

Ask your partner the questions. Ask for more information.

Student B

Complete the questions with *go*, *have* or *get*.

1. Where did you _____ lunch last Saturday?
2. Did you _____ out last night?
3. Did you _____ a good time last weekend?
4. What car does your family _____?
5. Where did you _____ on vacation last year?
6. Do you usually _____ dressed before breakfast?
7. How do you usually _____ to work / school?
8. How often do you _____ to bed before midnight?
9. What did you _____ for dinner last night?
10. Do you _____ up at the same time during the week and the weekend?

ACTIVATION

Ask your partner the questions. Ask for more information.

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8B VOCABULARY Race around the house

In ten minutes write as many words as you can for the definitions.

1 It's usually in a living room. It's for one person to sit on. It's very comfortable.
an _____

2 It's on a table or wall. You turn it on when it's dark.
a _____

3 You put these on the walls to decorate the rooms.
_____

4 You can see yourself in it.
a _____

5 It's a room where you sleep.
a _____

6 This is on the floor. It decorates the room.
a _____

7 It's in the kitchen. You cook on it. It can be gas or electric.
a _____

8 In summer, you turn it on when it's hot.
_____

9 You use these to go from the first floor to the second floor in a house.
_____

10 In the kitchen, you put the glasses and plates in this.
a _____

11 You put milk, eggs, and vegetables in it. It keeps food cool and fresh.
a _____

12 It's a room where you take a shower.
a _____

13 A room has four walls, a floor, and…
a _____

14 You clean your dirty clothes in this.
a _____

15 You put your clothes in this.
a _____

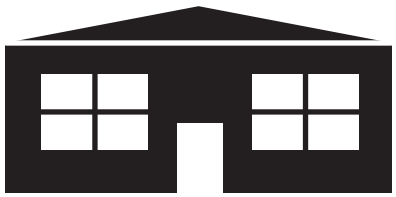
16 They're on the wall. You can put things on them, for example books.
_____

17 It's outside. It has flowers and plants.
a _____

18 You put your car in here.
a _____

19 In the bathroom, you fill this with water. You wash in it.
a _____

20 You turn it on in winter to keep the house warm.
_____



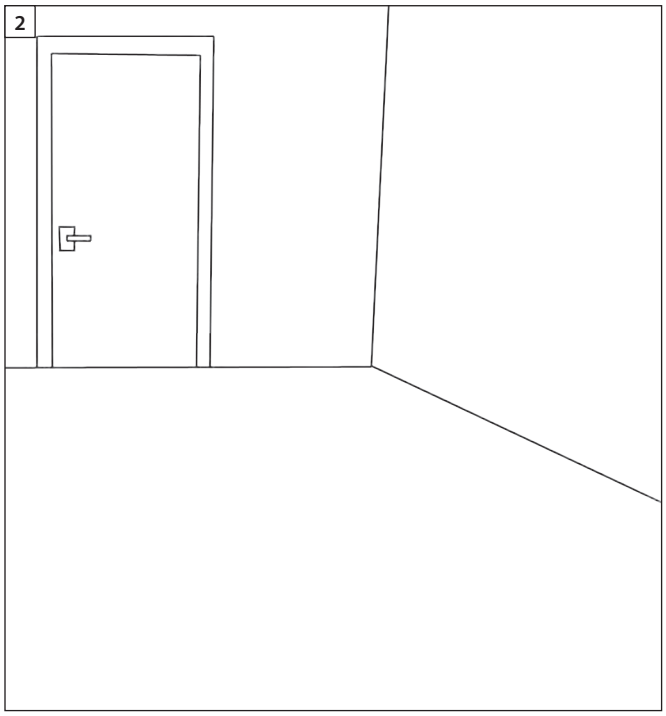
ACTIVATION

Test your memory. Cover the words and the definitions. Say the words.

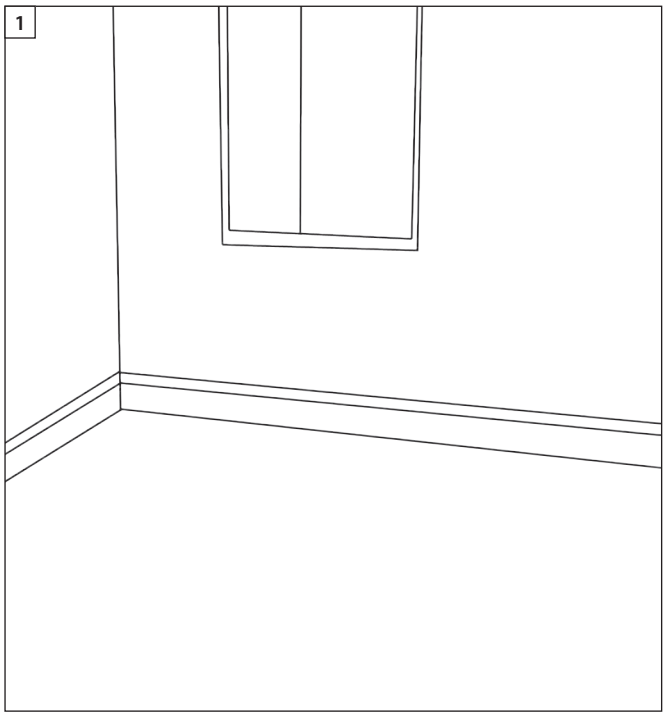
8C VOCABULARY Prepositions of place

Student A





Student B





Oxford University Press 2026

9A VOCABULARY Food


a


b


c


d


e


f


g


h


i


j

a = an _____
b = _____
c = _____
d = a *dessert*
e = an _____
f = _____
g = *grapes*
h = a _____
i = an _____
j = _____
k = *kiwis*
l = _____
m = _____

n = *nuts*
o = an _____
p = _____
r = _____
s = a _____
t = _____
v = _____
w = *watermelon*


k


l


m


n


o


p


r


s


t


v


w

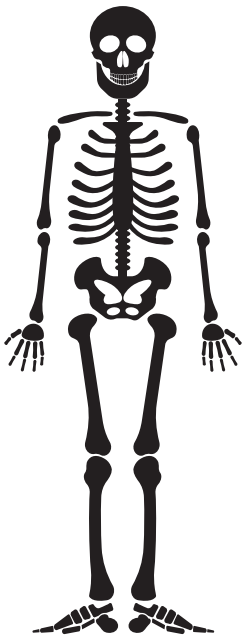
ACTIVATION

Work in pairs. **A** say the first letter of five words for food.
B (page face down) say the words. Then change roles.

9C VOCABULARY Guess the number

Complete the sentences with a number from the list.

195 ~~206~~ 2,920 3,300 4,132 5,000 86,400 155,887 660,253 67,800,000



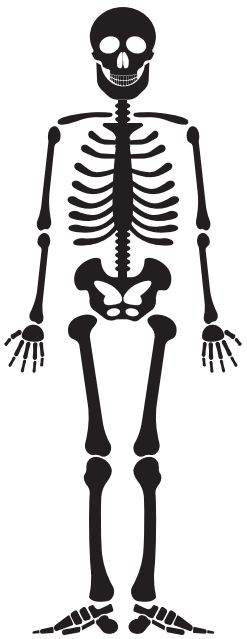
1 The human body has *two hundred and six* bones.
2 The total number of countries in the world is _____.
3 A person with a good level of English knows about _____ words.
4 A hippopotamus normally weighs about _____ pounds.
5 A normal person sleeps for about _____ hours every year.
6 A day has _____ seconds.
7 An Olympic swimming pool has _____ gallons of water.
8 _____ people live in the UK.
9 The River Nile is _____ miles long.
10 The novel *Emma*, by Jane Austen, has _____ words.

ACTIVATION

Work with a partner. Compare answers. Decide which answers you both think are correct.
Listen to your teacher and check your answers. Were you right?

Complete the sentences with a number from the list.

195 ~~206~~ 2,920 3,300 4,132 5,000 86,400 155,887 660,253 67,800,000



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ACTIVATION

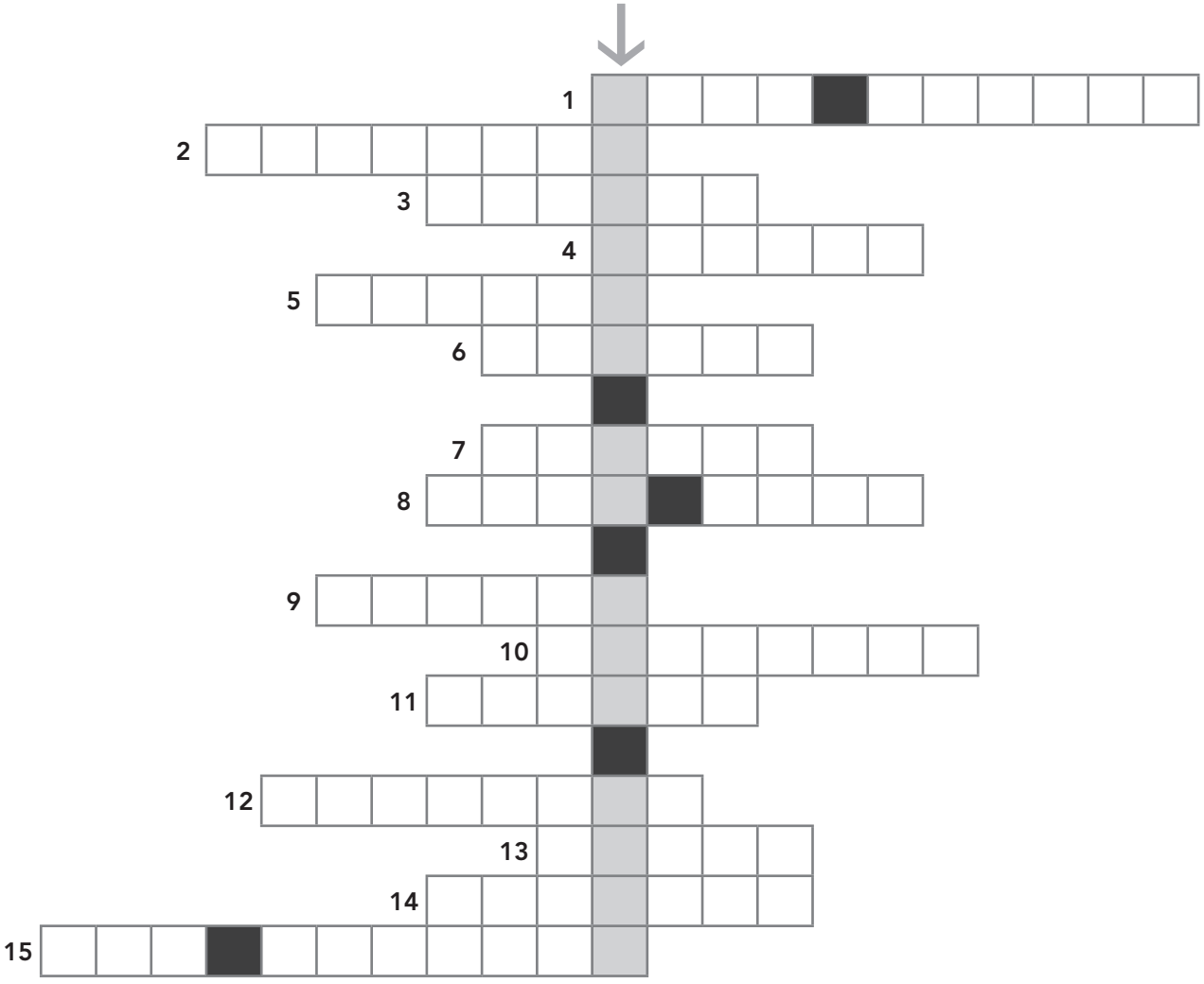
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Oxford University Press 2026

10A VOCABULARY Places and buildings puzzle

a Read the clues and complete the puzzle.

1 If you need stamps or want to send a letter, you go here.
2 You go here if you are very sick or have an accident.
3 Trafalgar _____ is in London; Times _____ is in New York.
4 A religious building where Christians go.
5 A place where the king and queen live.
6 Similar to clue 4, but for Muslims.
7 To walk or drive across a river, you usually go over a _____.
8 A building where the local government offices are.
9 An open area of small stalls where you can buy fresh fruit, vegetables, and sometimes clothes.
10 Broadway in New York is a street with a lot of _____.
11 A building where you can see historical, scientific, or cultural objects.
12 You can buy aspirin or medicine here.
13 The Hudson is the _____ that goes through New York City.
14 You go here when you want to get a bus or a train.
15 You can see paintings and sculptures here.



b There is a phrase under the arrow. Find the missing phrase, which is the title of the puzzle.

ACTIVATION

Test your memory. Cover the puzzle and look at the definitions. Say the words.

Workbook answer key

1A

1 GRAMMAR

a 3 are 4 you're 5 is 6 he's 7 she 8 she's 9 is 10 it's 11 are 12 we're 13 they 14 they're

b 2 'm 3 's 4 're 5 's 6 're

c 2 I'm 3 They're 4 she's 5 You're 6 He's 7 we're

2 PRONUNCIATION

a fish /ɪ/ six, in
tree /i/ three
cat /æ/ man, thanks
egg /ɛ/ ten, well
train /eɪ/ eight, day
bike /aɪ/ fine, nice

c 2 te|nnis 3 eigh|teen 4 thir|teen 5 bas|ket|ball 6 good|bye 7 e|mail 8 in|ter|net 9 com|pu|ter 10 ho|tel

3 VOCABULARY

a 2 Sunday 3 Thursday 4 Monday 5 Friday 6 Wednesday 7 Tuesday

b 2 twelve, fourteen, sixteen
3 eighteen, nineteen, twenty
4 eleven, thirteen, fifteen

c 2 Tuesday 3 eight 4 Thursday 5 four 6 Saturday

d 1 Hello. I'm Lola. You're in my English class.
2 Oh! Nice to meet you, Lola.
3 Nice to meet you, too.
4 Well, see you on Monday, Lola.
5 No, the class is on Tuesday, not Monday!
6 Bye.
7 Goodbye.

1B

1 VOCABULARY

a 2 Australia 3 Brazilian 4 China 5 English 6 France 7 Irish 8 Mexico 9 Peruvian 10 Thailand 11 Turkish 12 Vietnam

b 3 Chinese 4 Canada 5 American 6 Japan 7 Spanish 8 Nigeria 9 Russian 10 Czech Republic

c 2 South America 3 Europe 4 Africa 5 North America 6 Australasia 7 Antarctica

d 1 eighty-three
2 fifty-one, twenty-seven
3 fifty-two, forty-four
4 thirty-six, twenty-eight

2 PRONUNCIATION

a 2 Chi|na 3 Ger|ma|ny 4 Ire|land 5 Eu|rope 6 Bra|zil 7 Thai|land 8 Ja|pan

c 2 Chinese 3 Spanish

3 GRAMMAR

a 2 Where's she from?
3 Are they from South America?
4 Are you from Türkiye?
5 Is he from Vietnam?
6 Are we in room five?

b **a** 5 **b** 2 **c** 4 **d** 3 **f** 6

c 3 He isn't Mexican, he's Peruvian.
4 They aren't in Egypt, they're in Türkiye.
5 She isn't British, she's American.
6 It isn't from China, it's from Japan.
7 I'm not Vietnamese, I'm Thai.
8 It isn't Brazilian, it's Argentinian.

d 2 Are you American?
3 are you from
4 Are you a student?
5 is / 's your teacher from
6 Is she English?

e Students' own answers

1C

1 VOCABULARY

a 2 door 3 board 4 computer 5 desk 6 table

b 3 d 4 b 5 l 6 a 7 c 8 e 9 j 10 g 11 i 12 k

c 2 Sorry 3 have, please 4 spell 5 What 6 How 7 Can, please 8 repeat, please 9 know

2 PRONUNCIATION

a 2 south 3 vocabulary 4 do

c 2 S 3 O 4 A 5 E

3 GRAMMAR

a 2 you 3 his 4 she 5 it 6 our 7 your 8 they

b 2 His 3 Our 4 My 5 Its 6 your 7 Their

c 2 book
3 his bike
4 It's our classroom.
5 It's her chair.
6 It's their pizza.
7 It's my laptop / computer.
8 It's your house.

d 2 your 3 you 4 your 5 your 6 your 7 your 8 you

e Students' own answers

Practical English 1

1 VOCABULARY

2 single 3 double 4 reception 5 first floor

2 CHECKING IN

a 2 sign 3 elevator 4 you 5 spell 6 key 7 moment

b 2 Can you spell your last name, please?
3 Just a moment.
4 Can you sign here, please?
5 Here's your key.
6 The elevator is over there.
7 Thank you.

3 *WOULD YOU LIKE…?*

2 Would you like an orange juice? No, thanks.
3 Would you like a soda? No, thanks.
4 Would you like a tea? Yes, please.
5 Would you like a water? Yes, please.
6 Would you like a hot chocolate? No, thanks.

4 SOCIAL ENGLISH

2 Thank, welcome 3 Can, Sure 4 Are, student 5 think, like

Can you remember…? 1

1 GRAMMAR

2 isn't 3 your 4 aren't 5 you 6 Is

2 VOCABULARY

2 today 3 thirteen 4 Spanish 5 Europe 6 Germany 7 door 8 repeat

3 PRONUNCIATION

2 bye 3 his 4 do 5 table 6 go

4 GRAMMAR & VOCABULARY

2 b 3 a 4 c 5 b 6 a 7 c 8 a 9 a 10 b

2A

1 VOCABULARY

a 2 tissue 3 earphones 4 mask 5 calendar 6 scissors 7 tablet 8 coin 9 magazine

b 2 in 3 under 4 under 5 on 6 in

2 GRAMMAR

a 3 It's a 4 It's an 5 It's a 6 It's an 7 It's a 8 It's a

b *-s*: keys, magazines, pencils, photos, tickets, windows
-es: classes, sandwiches, watches
-ies: countries, dictionaries

c 1 men 2 woman 3 people 4 child

d 2 man 3 children 4 people 5 women

e **A**
2 dictionaries
3 It's a charger.
4 They're magazines.
5 They're glasses.
6 It's a pen.

B
2 on the desk.
3 is under the desk.
4 The magazines are in the bag.
5 The glasses are on the laptop.
6 The pen is in the notebook.

f Students' own answers

3 PRONUNCIATION

a 2 classes 3 watches 4 sandwiches 5 glasses

2B

1 VOCABULARY

a 2 pink 3 brown 4 purple 5 silver 6 gray 7 blue 8 gold 9 white 10 yellow

b 3 light 4 high 5 short 6 empty 7 big 8 poor 9 old 10 right 11 good 12 fast 13 strong 14 different 15 difficult

c 2 really cold 3 very clean 4 really young 5 really bad 6 very long

2 GRAMMAR

a 3 ✓ 4 ✗ a big house 5 ✗ old magazines 6 ✓ 7 ✓ 8 ✗ expensive watches 9 ✓ 10 ✗ young women

b 2 That's an expensive phone.
3 My hair is very long.
4 Are they new students?
5 Your boots are really dirty.
6 It is a new city.
7 That isn't a very good book.
8 His house is very big.

c 2 a beautiful city 3 fast cars 4 dangerous animals 5 rich people 6 a tall building

d 3 very old 4 is very tall 5 is short 6 is tall / isn't very short

e Students' own answers

3 PRONUNCIATION

a 2 clean jeans 3 hot dogs 4 a long song 5 a good book 6 blue shoes

2C

1 VOCABULARY

a 2 thirsty 3 happy 4 cold 5 sad 6 stressed 7 bored 8 hot 9 hungry 10 tired 11 worried 12 frightened

b 2 thirsty 3 sad 4 angry 5 happy 6 cold

c 2 am / 'm tired 3 am / 'm frightened 4 is / 's hot 5 are / 're bored 6 is / 's hungry

2 GRAMMAR

a 2 Let's park here.
3 Let's sit here.
4 Let's not eat here.
5 Let's go there.
6 Let's open the window.

b 3 Answer 4 Stop 5 Don't do 6 Turn 7 Don't read 8 Don't cross

c 3 Let's go to a restaurant.
4 Close the door.
5 Let's go on vacation.
6 Have a drink.
7 Let's go home.

3 PRONUNCIATION

a 2 Turn off 3 Let's ask 4 Don't open 5 Let's eat 6 Don't sit on

3A

1 VOCABULARY

a 2 take 3 do 4 say 5 like 6 read 7 want 8 study

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

c 2 play the guitar 3 work in an office 4 listen to music 5 do homework 6 have a garden 7 eat vegetables 8 speak German

2 GRAMMAR

a 2 b 3 b 4 a 5 a 6 b 7 a 8 a

b 2 don't go 3 has 4 doesn't work 5 rains 6 live 7 don't watch 8 studies 9 don't do 10 opens

c 2 study 3 works 4 doesn't like 5 wants 6 go 7 don't finish 8 cook

d 2 glasses
3 drinks water
4 He does housework.
5 He doesn't play the guitar.
6 doesn't eat vegetables
7 wears glasses
8 She doesn't drink water.
9 She doesn't do housework.
10 She plays the guitar.

11–15 Students' own answers

3 PRONUNCIATION

a 2 watches 3 finishes 4 uses 5 closes 6 changes

3B

1 GRAMMAR

a 3 ✓ 4 ✗ Does Grace do 5 ✓ 6 ✗ Does your room have 7 ✗ Does your office have 8 ✓ 9 ✗ Does your girlfriend drive? 10 ✗ Does your teacher speak

b 2 do, g 3 Is, f 4 do, e 5 Are, d 6 does, b 7 Is, h 8 does, a

c 3 Does he play
4 Do your parents live
5 Do you do
6 Does Miriam wear
7 Do people speak
8 Do they earn

2 VOCABULARY

a 2 f 3 a 4 d 5 e 6 b

b 3 administrator 4 cleaner 5 engineer 6 model 7 soldier 8 guide 9 lawyer 10 dentist 11 architect 12 doctor

c 2 drive 3 earn 4 wear 5 speak 6 travel 7 work 8 have 9 earn 10 work

d a journalist 2, a nurse 3, a police officer 1

e 2 an 3 for 4 unemployed 5 a 6 retired 7 in

f Students' own answers

g Students' own answers

3 PRONUNCIATION

a journalist, nurse, service, thirsty, worker

3C

1 GRAMMAR

a 2 Do you like animals?
3 Is your dog hungry?
4 How many languages do you speak?
5 Are you a vet?
6 Where is your teacher from?
7 Does your house have a big yard?

b 2 Do you live 3 Do you have 4 Is she 5 Where do you 6 Do you like

c 3 is / 's your phone number
4 does Toni go
5 do you like
6 Are you
7 are my keys
8 Does your boyfriend like

2 VOCABULARY

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

b 2 What kind of 3 What 4 How many 5 Why 6 Who 7 Which 8 Where

c 2 Where 3 When 4 How many 5 What kind of 6 Which 7 Who 8 Why

d Students' own answers

3 PRONUNCIATION

a 2 f 3 a 4 b 5 g 6 e 7 c

c 2 Where do you live?
3 What car do you drive?
4 What kind of movies do you like?
5 Who's your favorite singer?

Practical English 2

1 VOCABULARY

2 four-thirty / half past four
3 eleven o'clock
4 twenty-five to nine or eight thirty-five
5 quarter after twelve
6 twenty to six
7 twenty-five after two
8 ten to seven

2 BUYING A COFFEE

a 3 A Regular or large?
4 B Large, please.
5 A OK. Anything else?
6 B Yes, a croissant, please.

7 A To have here or to go?
8 B To go. How much is that?
9 A That's $7.65, please. Do you need a receipt?
10 B No, thank you.

b 2 Can I 3 or double 4 to go
5 have here 6 is that 7 a receipt

3 SOCIAL ENGLISH

a 2 How's the job?
3 Are you two friends?
4 What would you like?
5 Do you want to go out sometime?

b 2 How's the job?
3 What would you like?
4 Do you want to go out sometime?
5 Are you two friends?

Can you remember...? 1–3

1 GRAMMAR

2 work 3 Don't turn off
4 doesn't have 5 Are 6 Does, wear

2 VOCABULARY

2 window 3 bag 4 wear
5 cheap 6 late 7 tissue 8 watch

3 PRONUNCIATION

2 blue 3 high 4 take 5 watches
6 glasses

4 GRAMMAR & VOCABULARY

2 c 3 b 4 a 5 a 6 a 7 b
8 c 9 a 10 b

4A

1 GRAMMAR

a 2 Do you know **Olga's** sister?
3 **Marc's** wife is Brazilian.
4 I work in my **father's** store.
5 The Toyota is my **parents'** car.
6 The **children's** room is very messy.
7 **Chris's** friends are in Thailand.
8 Where is the **men's** hair stylist?

b 3 A 4 B 5 B 6 A 7 A 8 B

c 3 Whose 4 Who's 5 Who's
6 Whose 7 Who's 8 Whose

d 2 they
3 is it
4 keys are they
5 Whose umbrella is it?
6 Whose headphones are they?

e 2 sunglasses
3 Sandra's charger
4 They're my sister's keys.
5 It's my father's umbrella.
6 They're Amy's headphones.

2 VOCABULARY

a 2 father 3 aunt 4 husband
5 sister 6 son 7 niece 8 cousin

b 2 niece 3 aunt 4 grandmother
5 cousin 6 grandfather 7 nephew
8 brother-in-law 9 mother-in-law
10 stepmother

c 2 husband
3 Maya's brother
4 He's Maya's son.
5 She's Maya's niece.
6 She's Maya's sister-in-law.
7 She's Maya's daughter.
8 He's Maya's nephew.
9 He's Maya's father.

d Students' own answers

3 PRONUNCIATION

a ~~nurse~~, ~~model~~, ~~journalist~~

c 1 b 2 d 3 a 4 c

4B

1 VOCABULARY

a 2 take a shower 3 have breakfast
4 go to work 5 go home
6 go shopping

b 2 finish 3 see 4 put on 5 do
6 walk 7 relax 8 take 9 get
10 have

c 2 get 3 take 4 have 5 go
6 go 7 get 8 go 9 go 10 have
11 get 12 go 13 go 14 have
15 take

2 PRONUNCIATION

a 2 I take a shower at eight.
3 He starts work at eleven.
4 He has a coffee with breakfast.
5 They speak on the phone every evening.
6 I write a lot of emails.

3 GRAMMAR

a **in** the winter, the afternoon, 2022
on Monday, Saturday evening, August 21st, the weekend
at night, breakfast

b 2 in 3 at 4 at 5 in 6 on 7 at
8 on 9 to 10 in

c 2 at 3 to 4 on 5 in 6 at 7 at
8 In 9 on 10 in

d Students' own answers

4C

1 VOCABULARY

a 2 February 3 March 4 April
5 May 6 June 7 July 8 August
9 September 10 October
11 November 12 December

b 2 twelve 3 seven 4 sixty 5 four
6 twenty-four 7 thirty 8 fifty-two

c 2 never 3 usually 4 once
5 sometimes 6 three times a week

2 GRAMMAR

a 3 ✗ Luis sometimes drives to work.
4 ✓
5 ✗ They go to the beach every summer.
6 ✗ Ellie drinks coffee three times a day. 7 ✓
8 ✗ We study English twice a week.
9 ✗ I am always stressed. 10 ✓

b 3 My parents go shopping every morning.
4 I hardly ever sleep for eight hours.
5 We see our friends every weekend.
6 I usually get up at quarter to seven.
7 My children are always happy.
8 She takes the dog for a walk three times a day.

c 2 relaxed
3 plays sports or exercises
4 often eats healthy food
5 He is never sick.
6 sometimes sleeps for eight hours
7 is often relaxed
8 She never plays sports or exercises.
9 She hardly ever eats healthy food.
10 She is always sick.

11–15 Students' own answers

3 PRONUNCIATION

a 2 home 3 hospital 4 hour
5 hair stylist 6 happy

b *h* is not pronounced in *hour*.

5A

1 VOCABULARY

a 2 dance 3 forget 4 sing
5 draw 6 give 7 use 8 meet
9 remember

b 2 paint 3 look 4 run 5 send
6 swim 7 take 8 wait

c 2 help 3 leave 4 tell 5 try
6 hear 7 talk 8 find

2 GRAMMAR

a 2 b 3 d 4 e 5 a 6 f

b 2 can't talk 3 can see 4 can't turn

c 2 She can't paint.
3 He can't swim.
4 He can cook.

d 2 Can you paint?
3 Can you swim?
4 Can you cook?

3 PRONUNCIATION

b 2 I can't find the keys. ✓
3 She can sing.
4 Where can I buy a newspaper?
5 A Can you cook? B No, I can't. ✓
6 He can't swim. ✓

5B

1 VOCABULARY

a 2 practice the piano 3 bark
4 have a noisy party 5 argue
6 play loud music 7 cry
8 make a lot of noise

b 2 have 3 bark 4 cry 5 ping
6 make 7 argue 8 play 9 have

c Students' own answers

2 GRAMMAR

a 2 are 3 isn't 4 is 5 'm not
6 aren't

b 2 is buying 3 aren't dancing
4 Is, coming 5 isn't wearing
6 Are, watching 7 'm not working
8 are swimming

c 2 are playing soccer
3 is arguing
4 is / 's barking
5 is / 's crying
6 is / 's playing the guitar
7 is / 's singing
8 is / 's talking on her phone

3 PRONUNCIATION

b 2 pink 3 long 4 uncle 5 drink
6 England 7 young 8 think

5C

1 VOCABULARY

a 2 summer 3 fall 4 winter
b 2 sunny 3 windy 4 raining 5 hot
6 cold 7 snowing 8 cloudy
c 2 It's hot. 3 It's raining.
4 It's snowing. 5 It's windy.
6 It's foggy. 7 It's sunny. 8 It's cold.

2 GRAMMAR

a 2 I'm sightseeing
3 I'm having dinner
4 do they usually go
5 She travels
6 Is it raining
7 does your girlfriend do
8 Are you working
b 2 makes, isn't cooking
3 am / 'm working, finish
4 practice, are / 're playing
5 goes, is / 's working
6 am / 'm reading, buy
c 2 need 3 is / 's raining
4 are visiting 5 love 6 is sitting
7 isn't looking 8 is drawing 9 go

3 PRONUNCIATION

a 2 the Mag|ni|fi|cent Mile
3 Bu|cking|ham Foun|tain
4 Tha|lia Hall
5 Sol|dier Field
6 Mi|lle|nni|um Park
7 Ad|ler Pla|ne|tar|i|um
8 Na|vy Pier
9 Hum|boldt Park
10 Sky|deck Chi|ca|go

Practical English 3

1 VOCABULARY

2 jacket 3 jeans 4 shirt
5 sweater 6 pants 7 T-shirt
8 skirt

2 BUYING CLOTHES

a 2 size 3 medium 4 large 5 try
6 rooms 7 Thank 8 much
b 2 this 3 these 4 this 5 These
6 these

3 SOCIAL ENGLISH

2 You look great 3 Say "hi"
4 Do you want to go in 5 Follow me

Can you remember...? 1–5

1 GRAMMAR

2 children 3 doesn't
4 brother's 5 Is 6 Don't stop
7 usually drives, on 8 Who's
9 are you going

2 VOCABULARY

2 soldier 3 have children 4 easy
5 run 6 cheap 7 eighty 8 writer

3 PRONUNCIATION

2 mother 3 take 4 coffee 5 hour
6 lunch

4 GRAMMAR & VOCABULARY

2 b 3 a 4 b 5 a 6 b 7 c
8 b 9 a 10 c

6A

1 GRAMMAR

a 2 you 3 him 4 her 5 it 6 us
7 you 8 them
b 2 him 3 you 4 them 5 us
6 me 7 you 8 her 9 him
10 them
c 3 he, me 4 I, you 5 She, us
6 We, it 7 they, him 8 I, them
d 2 her 3 he 4 him 5 them
6 they 7 her 8 she

2 VOCABULARY

a 2 d 3 e 4 g 5 f 6 h 7 c 8 a
b 2 arrive 3 desert 4 comfortable
5 sells 6 valuable 7 through
8 village
c 2 inside 3 decide 4 strange
5 mountain 6 leave 7 into
8 surprised

3 PRONUNCIATION

b 2 this 3 me 4 these 5 it
6 niece

6B

1 VOCABULARY

a 2 second 3 third 4 fifth
5 twelfth 6 thirteenth 7 twentieth
8 twenty-first
b 2 sixth, eighth
3 ninth, eleventh
4 eighteenth, twenty-second
5 fifteenth, twentieth
6 twenty-first, twenty-eighth
7 twenty-third, twenty-second
8 thirtieth, thirty-first
c 2 10/31, October thirty-first
3 1/1, January first
4 7/4, July fourth
5 2/14, February fourteenth

2 PRONUNCIATION

a 2 a 3 a 4 b 5 a 6 b 7 b
8 a

3 GRAMMAR

a 2 painting
3 dancing
4 running
5 cooking
6 swimming
7 studying
8 writing
9 playing
b 2 driving at night
3 doesn't mind sitting in cafés
4 He loves swimming in the ocean.
5 He doesn't like watching soccer.
6 loves dancing at parties
7 hates driving at night
8 She likes sitting in cafés.
9 She doesn't like swimming in the ocean.
10 She doesn't mind watching soccer.
11–15 Students' own answers
c 2 December twenty-fifth
3 He gets up early.
4 They have eggs.
5 They have lunch at home.
6 They watch a movie (on TV).
7 They play games together.
8 They go to bed very late.
d Students' own answers

6C

1 VOCABULARY

a 2 guitar 3 accordion 4 drums
5 keyboard 6 bass 7 piano
8 violin 9 saxophone
b 2 guitarist 3 accordionist
4 drummer 5 keyboard player
6 bass player 7 pianist 8 violinist
9 saxophonist
c 1 a 2 c 3 a 4 c 5 b 6 c

2 GRAMMAR

a 2 doesn't 3 Is 4 aren't 5 Do
6 don't 7 isn't 8 Does
b 2 do 3 isn't 4 don't 5 aren't
6 Does 7 is 8 doesn't 9 don't
10 Are
c 2 play
3 is Scott
4 does Jason live
5 How old are Pascal and Patrice
6 What instrument do Scott and Patrice play?
7 Where do Pascal and Patrice live
8 Where is Scott from
9 What does Pascal play
10 Where does Scott live

3 PRONUNCIATION

a 2 journalist 3 nurse 4 lunch
5 summer
c 2 I really like it. It's fantastic.
3 I don't like him. He's awful.
4 I don't like her. She's terrible.

7A

1 GRAMMAR

a 2 Were 3 wasn't 4 were 5 wasn't 6 Were 7 was 8 weren't

b 2 was 3 Was 4 wasn't 5 was 6 was 7 Were 8 were 9 were 10 weren't

c 2 Is, isn't, was, 's / is
3 are, were
4 's / is, was, were
5 was, was
6 Were, weren't, 're / are

d Students' own answers

2 PRONUNCIATION

a A Who was Andy Warhol?
B He was an artist.
A Was he English?
B No, he wasn't. He was American.
A When was he born?
B He was born in 1928.
A Were his parents American?
B No, they weren't.

b 2 She was Thai.
3 He wasn't rich.
4 They weren't expensive.
5 Where were you?
6 Was she a vet?
7 He was wrong.

3 VOCABULARY

a *-er* dancer, painter, singer, writer
-or actor, director, inventor
-ist artist, novelist, pianist, scientist
-ian musician, politician

b 3 was an actor 4 was a scientist 5 was a singer 6 were inventors 7 was a writer / novelist 8 were painters / artists

c 3 Was Charlotte Brontë a novelist? Yes, she was.
4 Was Frida Kahlo a pianist? No, she wasn't. She was an artist.
5 Were J.R.R. Tolkien and C.S. Lewis musicians? No, they weren't. They were writers.
6 Was David Bowie a singer? Yes, he was.
7 Were Vivaldi and Bach composers? Yes, they were.
8 Was Dante Alighieri a politician? No, he wasn't. He was a poet.

7B

1 GRAMMAR

a 2 called, didn't call
3 liked, didn't like
4 looked, didn't look
5 checked, didn't check
6 booked, didn't book
7 played, didn't play

b 2 What time did the game finish?
3 Did you like your birthday presents?
4 What did your brother study in college?
5 Did your parents arrive last night?
6 Where did your friends live in Canada? / Where in Canada did your friends live?
7 Did you cry at the end of the movie?
8 What time did Sandra start work yesterday?

c 2 When did the Covid-19 pandemic start? It started in 2019.
3 When did Whitney Houston die? She died in 2011.
4 When did Neil Armstrong walk on the moon? He walked on the moon in 1969.
5 When did the satellite *Juno* arrive at Jupiter? It arrived in 2016.
6 When did the first tablets appear? They appeared in 2002.
7 When did Tim Berners-Lee create the World Wide Web? He created it in 1990.

2 PRONUNCIATION

a 2 painted 3 waited 4 posted 5 started 6 decided

3 VOCABULARY

a 2 two years ago
3 last month
4 yesterday morning
5 two hours ago
6 last July
7 two weeks ago
8 yesterday afternoon
9 a long time ago
10 the day before yesterday

b 2 last 3 ago 4 yesterday 5 yesterday 6 ago 7 ago 8 last 9 yesterday 10 ago

c Students' own answers

7C

1 GRAMMAR

a 2 wore 3 bought 4 knew 5 found 6 thought 7 took 8 said 9 put on

b 2 went shopping after work last night
3 wore jeans yesterday
4 didn't have dinner at home last night
5 bought a lot of things yesterday
6 didn't get up early yesterday morning
7 felt sick yesterday
8 didn't go out last week
9 had breakfast yesterday
10 couldn't come to my party last year

c 3 did you go 4 did you wear 5 did you get 6 Did you get / take 7 Did you have 8 Was 4 did they arrive 5 the weather like 6 What did they do? 7 Where did they have dinner? 8 Did they have a good time?

d Students' own answers

2 VOCABULARY

a 2 ~~for a walk~~ 3 ~~a good time~~ 4 ~~a car~~ 5 ~~by train~~ 6 ~~shopping~~

b 2 got 3 had 4 went 5 got 6 had 7 went 8 went 9 had 10 went 11 had

c 2 go with
3 travel

Practical English 4

1 VOCABULARY

2 straight 3 right 4 past 5 end street 6 corner 7 across from 8 traffic lights

2 ASKING THE WAY

a 2 Turn left at the traffic lights.
3 Is the station near here?
4 Could you say that again?
5 It's at the end of the street.
6 You can't miss it!
7 I don't know exactly where.
8 Can you tell me the way to the station?

b 2 Is the station near here?
3 I don't know exactly where.
4 Can you tell me the way to the station
5 Turn left at the traffic lights
6 Could you say that again
7 It's at the end of the street.
8 You can't miss it!

3 SOCIAL ENGLISH

a 2 Is 3 Can 4 Thanks 5 You 6 What

b 2 See you later.
3 Can you still come tonight?
4 What are you doing these days?
5 You look worried.
6 Thanks for coming.

Can you remember...? 1–7

1 GRAMMAR

2 am / 'm working 3 found, were 4 are / 're having 5 didn't get 6 don't like

2 VOCABULARY

2 fourteen 3 fourth 4 guitarist 5 weather 6 every day 7 month 8 have a garden

3 PRONUNCIATION

2 three 3 those 4 jacket 5 needed 6 started

4 GRAMMAR & VOCABULARY

2 first 3 for 4 took 5 back 6 didn't 7 was 8 her 9 spoke 10 weren't

8A

1 PRONUNCIATION

a 2 said 3 had 4 bought 5 drove 6 could 7 learned

2 GRAMMAR & VOCABULARY

a 2 I wasn't 3 Is he 4 I could
5 He can't 6 Could you
7 She studies 8 We didn't like
9 Does it finish 10 He spoke
11 She doesn't have 12 Did you feel

b 3 ✗ all the lights were off 4 ✓
5 ✗ we couldn't see who it was
6 ✗ It was Steven Potter 7 ✓
8 ✗ we went to his house at 6.00 a.m.
9 ✗ He didn't want to speak to us
10 ✓

c 3 did you see 4 did you go
5 Did she like 6 did, finish
7 did you do 8 did you leave
9 Did you go 10 Did you get
11 did you go

d 2 come, came 3 drink, drank
4 drive, drove 5 give, gave
6 know, knew 7 put, put
8 sit, sat 9 swim, swam
10 wake, woke 11 win, won
12 write, wrote

e 2 met 3 thought 4 found
5 bought 6 lost 7 broke 8 took
9 made 10 could

f 2 drove 3 knew 4 wanted
5 watched 6 waited 7 saw
8 followed 9 was 10 stopped
11 opened 12 took 13 left
14 had 15 looked 16 wasn't
17 was

8B

1 VOCABULARY

a 2 mirror 3 cupboard 4 refrigerator
5 stairs 6 rug 7 fireplace 8 stove
9 bed 10 shower 11 lamp
12 armchair

b 2 bathroom 3 dining room
4 study 5 garage 6 kitchen
7 living room 8 bedroom 9 yard

c 2 balcony 3 wardrobe
4 microwave 5 wall 6 bathtub
7 dishwasher 8 plant 9 ceiling
10 sink 11 light 12 floor

2 GRAMMAR

a 2 Is there 3 there isn't 4 there's
5 are there 6 There are 7 a
8 there is 9 any 10 any 11 some

b 2 Are there any rugs
3 There aren't any plants
4 There are some books
5 Are there any glasses
6 There aren't any lights

c 2 it 3 There 4 they 5 There
6 There 7 there 8 there 9 there
10 They

d 2 There's a sofa under the bike.
3 There are some boxes on the shelves.
4 There's a small table in front of the sofa.
5 There's a rug on the floor.
6 There's a window in the corner.

e Students' own answers

f Students' own answers

3 PRONUNCIATION

a 2 stairs 3 we're 4 hair

8C

1 GRAMMAR

a 2 There weren't any chairs.
3 Was there a dishwasher?
4 There were some cupboards.
5 Were there any glasses?
6 There wasn't a table.

b 2 were 3 was 4 wasn't 5 were
6 was 7 was 8 weren't 9 were

c 2 there weren't 3 Was there
4 there wasn't 5 there wasn't
6 Was there 7 there weren't
8 Were there 9 there were

2 VOCABULARY

a 2 next to 3 in front of 4 on
5 under 6 between 7 across from
8 over 9 behind

b 2 next to 3 across from 4 behind
5 under 6 between 7 in front of
8 on 9 over

c 2 from…to 3 into 4 out of
5 through 6 up

d 3 There were some cupboards and shelves
4 there was an armchair and a sofa
5 There wasn't a bathtub in the bathroom
6 There was a large window and a balcony
7 there were some chairs and a table
8 there weren't any buildings

3 PRONUNCIATION

a 2 cupboard 3 white 4 know
5 hour 6 walk 7 building
8 wrong

9A

1 VOCABULARY

a 2 chicken 3 cake 4 jam 5 cereal
6 butter 7 steak 8 rice 9 fries
10 coffee 11 milk 12 seafood

b Vegetables: carrots, mushrooms, onions, peas, potatoes
Snacks: candy, chocolate, cookies, nuts, sandwiches
Fruit: bananas, oranges, pineapple, strawberries

c 2 ice cream 3 fish 4 sugar
5 bread 6 eggs 7 olive oil
8 lettuce

2 GRAMMAR

a 2 some 3 some 4 an 5 some
6 some 7 a 8 an 9 some

b 3 a 4 some 5 a 6 some 7 a
8 some

c 2 aren't any herbs in our garden
3 had an egg for breakfast
4 is some sugar in my coffee
5 ate some snacks yesterday
6 were some spices in the cupboard
7 didn't make a cake for his birthday
8 wasn't any bread on the table

d 2 some 3 some 4 any 5 an
6 any 7 any 8 some 9 a
10 some 11 any 12 some

e Students' own answers

3 PRONUNCIATION

a 2 ice cream 3 eat

9B

1 VOCABULARY

a 2 box 3 carton 4 bag
5 package 6 can 7 bottle

b 2 box 3 jar 4 bag 5 bottle
6 package 7 carton

c 2 bag, nuts 3 carton, milk
4 can, soda 5 box, cupcakes
6 bottle, oil 7 package, cookies

2 GRAMMAR

a 3 ✓ 4 ✗ a little milk 5 ✗ None
6 ✗ a few cookies
7 ✗ many snacks 8 ✓

b 2 How much, a lot of sugar in her tea
3 How many, many cookies
4 How many, a lot of candy
5 How much, much exercise
6 How many, any (cups of) coffee

c 2 How many calories are there in a banana?
3 How many oranges are there in a carton of orange juice?
4 How much salt is there in a bowl of cereal?
5 How many eggs are there in a carton?
6 How much jam is there in a jar?
7 How many tomatoes are there in a bottle of ketchup?
8 How many spices are there in a curry?
9 How much butter is there in a croissant?
10 How many potatoes are there in a small bag of potato chips?

3 PRONUNCIATION

a 2 salt 3 shopping 4 center

9C

1 VOCABULARY

a 2 520 3 1,830 4 2,800 5 30,640
6 475,000 7 1,700,000 8 8,250,000

b 2 twenty-nine, and
3 six hundred
4 eighty-one thousand
5 a hundred and eighty-three
6 eighteen million, thirty-seven
7 eight hundred and forty-eight
8 fifteen, four hundred and ninety thousand

c 2 eight hundred and ninety-five
3 four thousand five hundred
4 twelve thousand four hundred and seventy
5 thirty-three thousand nine hundred and thirty

6 five hundred and seventy-five thousand six hundred
7 six million two hundred and fifty thousand
8 thirty-four million eight hundred and sixty thousand

2 GRAMMAR

a 1 colder, higher
2 sadder, thinner, wetter
3 dirtier, drier, hungrier
4 more beautiful, more comfortable, more difficult
5 worse, farther/further, better

b 2 is bigger than China
3 is drier than Russia
4 is shorter than January
5 is safer than skiing
6 are worse than Fridays
7 is colder than a stove
8 is harder / more difficult than driving a car

c 2 drier than Istanbul
3 is more expensive than the black watch
4 is bigger than the apartment
5 Lamborghini is faster than the Mercedes

d Students' own answers

3 PRONUNCIATION

a 2 is shorter than 3 is dirtier than
4 are healthier than 5 is colder than
6 is higher than

Practical English 5

1 VOCABULARY

2 Appetizers 3 soup
4 Main courses 5 sauce
6 Grilled 7 Desserts 8 Homemade

2 GOING OUT FOR DINNER

a 2 Could we have the check, please?
3 Hello, we have a reservation.
4 I'll have the steak, please.
5 How was your meal?
6 Still or sparkling?
7 What would you like to drink?
8 A table for two?

b 2 A table for two?
3 Are you ready to order?
4 I'll have the steak, please.
5 What would you like to drink?
6 Still or sparkling?
7 How was your meal?
8 Could we have the check, please?

3 SOCIAL ENGLISH

2 It's a beautiful evening.
3 Wow! That's great!
4 Sorry, I'm late.
5 Yes, I'm fine.

Can you remember...? 1–9

1 GRAMMAR

2 weren't 3 did 4 aren't 5 an
6 don't

2 VOCABULARY

2 find 3 housework 4 tablet
5 usually 6 sandwich 7 spring
8 a month

3 PRONUNCIATION

2 great 3 learn 4 see 5 burger
6 chef

4 GRAMMAR & VOCABULARY

2 a 3 c 4 b 5 c 6 a 7 b
8 a 9 c 10 b

10A

1 VOCABULARY

a 2 square 3 street 4 hospital
5 park 6 church 7 road 8 river
9 bridge 10 castle

b 2 train station 3 post office
4 police station 5 department store
6 parking lot 7 town hall

c 2 zoo 3 supermarket 4 art gallery
5 bus station 6 market 7 theater
8 pharmacy

2 GRAMMAR

a 2 colder, the coldest
3 more expensive, the most expensive
4 sunnier, the sunniest
5 more dangerous, the most dangerous
6 hotter, the hottest
7 more beautiful, the most beautiful
8 more tired, the most tired
9 better, the best
10 worse, the worst

b 2 The biggest, the Pacific
3 The driest, the Atacama
4 The smallest, Australasia
5 The most expensive, Singapore
6 The hottest, Mali
7 The most populated, Shanghai
8 The wettest, India

c 1 What to see 2 What to do
3 Where to shop

d Students' own answers

3 PRONUNCIATION

a 2 highest 3 healthiest 4 prettiest
5 most difficult 6 most polluted
7 most attractive 8 most intelligent

10B

1 GRAMMAR

a 2 She's going to study
3 We're going to drive
4 I'm going to give
5 They're going to order
6 He's going to rent

b 2 We're going to show
3 They're going to have
4 Are you going to stay
5 They aren't going to visit
6 Are they going to see
7 He's going to meet
8 She isn't going to go
9 Am I going to sleep
10 Is David going to go
11 I'm not going to fly
12 Sara's going to spend

c 2 am / 'm going to go
3 are you going to stay
4 am / 'm not going to stay
5 am / 'm going to live
6 am / 'm going to help
7 Is, going to go
8 is / 's going to fly
9 are / 're going to spend
10 are / 're going to dance
11 is / 's going to be
12 am / 'm going to meet

2 PRONUNCIATION

a 1 How are you going to get there?
2 Where are you going to stay?
3 We're going to stay for a week.
4 I'm going to see the sights.
5 We aren't going to go by car.
6 I'm not going to stay in a hotel.

3 VOCABULARY

a 2 g 3 a 4 e 5 b 6 d 7 h
8 i 9 f

b 2 go by train
3 eat in local restaurants
4 book accommodations
5 have a good time
6 buy souvenirs
7 meet new people
8 visit museums
9 rent an apartment

c 2 go by car
3 going to rent a house
4 's going to eat in local restaurants
5 He isn't going to visit different places.
6 aren't going to go on vacation with friends
7 aren't going to go by car
8 They're going to rent a house.
9 They aren't going to eat in local restaurants.
10 They're going to visit different places.

11–15 Students' own answers

10C

1 VOCABULARY

a 2 spades 3 joker 4 king
5 shuffle 6 diamonds 7 ace
8 deck 9 jack

b 2 The queen of hearts
3 a deck of cards
4 seven of diamonds
5 shuffle
6 The ace of spades
7 the jack of hearts
8 a joker
9 The king of clubs

2 PRONUNCIATION

ear: hear, appear, year
bird: earn, learn
car: heart

3 GRAMMAR

a 3 ✓ 4 ✗ Paul is going to have 5 ✗ You're going to fall 6 ✓ 7 ✗ You are not / aren't going to remember 8 ✓ 9 ✗ they're going to be 10 ✗ is he going to do

b 2 he's / he is going to be 3 I'm not / I am not going to sleep 4 Are you going to pass 5 it's / it is going to close 6 We aren't / We are not going to win 7 You're going to enjoy 8 it's / it is going to rain 9 he's going to be 10 they're going to get

c 2 have a surprise 3 He's going to get a lot of money. 4 He's going to become famous. 5 She's going to get married. 6 They're going to travel to different countries.

11A

1 GRAMMAR

a 2 carefully 3 easy 4 fast 5 good 6 healthily 7 incredible 8 possibly 9 quiet 10 really

b 3 adv 4 adv 5 adj 6 adj 7 adj 8 adv 9 adj 10 adj

c 2 easy 3 quickly 4 quiet 5 bad 6 incredible 7 slowly 8 good 9 good 10 healthy

d 3 well 4 stressful 5 beautifully 6 badly 7 politely 8 good 9 quietly 10 easy

2 PRONUNCIATION

a 2 bed at eight in 3 eat outside under an 4 Look at the 5 cold and 6 studies eight hours a 7 gave us our 8 love early

3 VOCABULARY

a 2 beautifully 3 fluently 4 well 5 hard 6 loudly 7 patiently 8 politely 9 seriously

b 2 beautifully 3 calmly 4 fluently 5 patiently 6 loudly 7 hard 8 well 9 seriously

c 2 working hard 3 biking dangerously 4 They're walking fast. 5 She's waiting patiently. 6 He's talking loudly. 7 He's speaking politely. 8 It's singing beautifully.

11B

1 VOCABULARY

a 2 get 3 learn 4 see 5 do 6 go 7 read 8 travel 9 hike 10 be

b 2 learn 3 read 4 see 5 ride 6 travel 7 go 8 be 9 hike

2 GRAMMAR

a 2 to sell 3 to call 4 to put 5 to arrive 6 to get 7 to buy 8 to speak

b 3 to buy 4 to go 5 cooking 6 to have 7 to read 8 playing

c 2 want to go 3 loves buying 4 hopes to become 5 need to get up 6 try to be 7 'd / would like to watch 8 hates driving

d 2 Would you like to see a tennis match at Wimbledon? 3 We'd like to go on a safari. 4 I'd like to learn to play chess. 5 She wouldn't like to do a bungee jump. 6 Would they like to travel to all seven continents?

e 2 Which places do you want to visit? 3 When do you hope to retire? 4 What do you sometimes forget to take on vacation? 5 What do you need to buy this week? 6 When do you try to do English homework?

f Students' own answers

3 PRONUNCIATION

a 1 planning to drive to 2 hope to see 3 wants to know 4 promised to be 5 forgot to turn off 6 remember to buy

11C

1 VOCABULARY

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

b 2 ~~send~~ 3 ~~count~~ 4 ~~text~~ 5 ~~book~~ 6 ~~count~~

c 2 listened 3 shared 4 downloaded 5 got 6 texted 7 streamed 8 booked

2 GRAMMAR

a 2 bed 3 dinner 4 romantic movies 5 the shoes 6 The burgers 7 the moon 8 the nicest 9 Vegetarians 10 bus

b 2 I'm **an** engineer. 3 In **the** refrigerator 4 **An** ID card. 5 Twice **a** week. 6 ~~The~~ **R**ock music. 7 By ~~a~~ car. 8 On **the** internet.

c 3 the 4 – 5 the 6 – 7 the 8 –

d 2 the 3 – 4 – 5 – 6 – 7 – 8 – 9 the 10 – 11 the 12 – 13 – 14 –

e Students' own answers

3 PRONUNCIATION

a 3 D 4 S 5 D 6 S 7 D

Practical English 6

1 VOCABULARY

a 2 taxi 3 plane 4 train

b 2 van 3 train 4 car 5 motorcycle

2 USING PUBLIC TRANSPORTATION

2 Where to?
3 And when would you like it for?
4 How much is it?
5 Can I pay by card?
6 Can I have a ticket to Baltimore Airport?
7 One way or round trip?
8 Do you need a receipt?
9 Which platform is it?

3 SOCIAL ENGLISH

2 Good luck! 3 It depends. 4 What a relief! 5 How did it go? 6 I hope so.

Can you remember...? 1–11

1 GRAMMAR

2 to call 3 is / 's wearing / wore 4 bigger 5 watches 6 going

2 VOCABULARY

2 rice 3 forget your bag 4 ugly 5 fog 6 playlist 7 daughter 8 souvenir

3 PRONUNCIATION

2 police 3 were 4 there 5 come 6 table

4 GRAMMAR & VOCABULARY

2 to 3 than 4 them 5 there 6 can 7 is 8 are 9 a 10 the 11 want 12 are

12A

1 GRAMMAR

a 2 hasn't 3 Have 4 has 5 haven't 6 Has 7 haven't 8 have

b 2 My brother has decided to get a new job. 3 I haven't studied for the exam. 4 They've seen the movie, 5 He hasn't answered my email. 6 Have you called your brother? 7 I've finished the first season. 8 Have they shared their vacation photos on social media?

c 2 have / 've read 3 have you read 4 Have you seen 5 has seen 6 haven't read 7 have / 've heard

2 PRONUNCIATION

a **1** 've read the book
2 haven't watched
3 've never traveled
4 Has he finished
5 Have you decided
6 hasn't passed

b **A** Have you read *The Hunger Games* books? **B** No, I haven't.
A Have you seen the movies?
B Yes, I have. I've seen all of them.

3 VOCABULARY

a **2** fell, fallen **3** gave, given **4** heard, heard **5** left, left **6** read, read **7** saw, seen **8** told, told

b **2** left **3** bought **4** read **5** seen **6** given **7** heard **8** told

c **2** left a bag at a movie theater, hasn't
3 she read a book in English, she hasn't
4 Has she fallen asleep during a movie? Yes, she has.
5 Corina and Neil met a famous person? No, they haven't.
6 Have they left a bag at a movie theater? Yes, they have.
7 Have they read a book in English? Yes, they have.
8 Have they fallen asleep during a movie? No, they haven't.

9–12 Students' own answers

12B

1 GRAMMAR

a **3** We went
4 Has Jessie gone out
5 's she gone
6 she's gone
7 did she go
8 She went
9 Have you ever tried

b **3** gone **4** gone **5** been **6** been **7** been **8** gone **9** gone **10** been

c **2** have **3** did you go **4** went **5** Has she gone out **6** left **7** did she go **8** didn't say **9** Have you been **10** have **11** Did you like **12** did

2 VOCABULARY

a **2** did, done **3** ate, eaten **4** got, gotten **5** had, had **6** lost, lost **7** met, met **8** spoke, spoken **9** sang, sung **10** won, won

b **2** had **3** lost **4** met **5** sung **6** done **7** spoken **8** been **9** won **10** gotten

c **2** done a bungee jump
you do it / a bungee jump
3 you ever eaten Indian food
did you eat
4 Have you ever won any money?
(money) did you win
5 Have you ever gotten lost?
did you get lost
6 Have you ever met a famous person?
did you meet

d Students' own answers

3 PRONUNCIATION

a **2** found **3** heard **4** gotten **5** read **6** lost

12C

1 GRAMMAR

a **2** Are you **3** What does **4** What kind **5** Can you **6** Why is / Why's **7** Is it **8** How many **9** What movie **10** Did you **11** Whose phone **12** Where were **13** Is there **14** Was there **15** When are **16** Have you

b **2** His **3** Don't **4** in **5** that **6** can't **7** him **8** flying **9** any **10** were **11** much **12** older **13** most **14** well **15** an

c **2** takes **3** Did, see **4** aren't going to come **5** Have, been **6** Is, going to learn **7** don't eat **8** are / 're going to see **9** Have, met **10** cooked **11** do, go **12** is playing **13** didn't walk **14** have / 've, read

2 VOCABULARY

a **2** Asia **3** awful **4** shower **5** brother **6** spring **7** kitchen **8** strawberries **9** bridge

b **2** thirty **3** Wednesday **4** third **5** evening **6** three times **7** winter **8** August **9** hour **10** month

c **2** do **3** say **4** take **5** go **6** take **7** make **8** get **9** wear **10** use

d **2** doesn't **3** in **4** a **5** is / 's **6** to **7** his **8** didn't **9** went **10** her **11** than **12** best

3 PRONUNCIATION

a **2** bread **3** safe **4** day **5** money **6** met **7** food **8** go **9** tired **10** eat **11** said **12** ring

c **2** ex|pen|sive **3** ma|ga|zine **4** head|phones **5** ad|mi|ni|stra|tor **6** en|gi|neer **7** mil|lion **8** Au|gust **9** di|ffi|cult **10** mu|si|cian **11** ga|rage **12** ba|na|nas