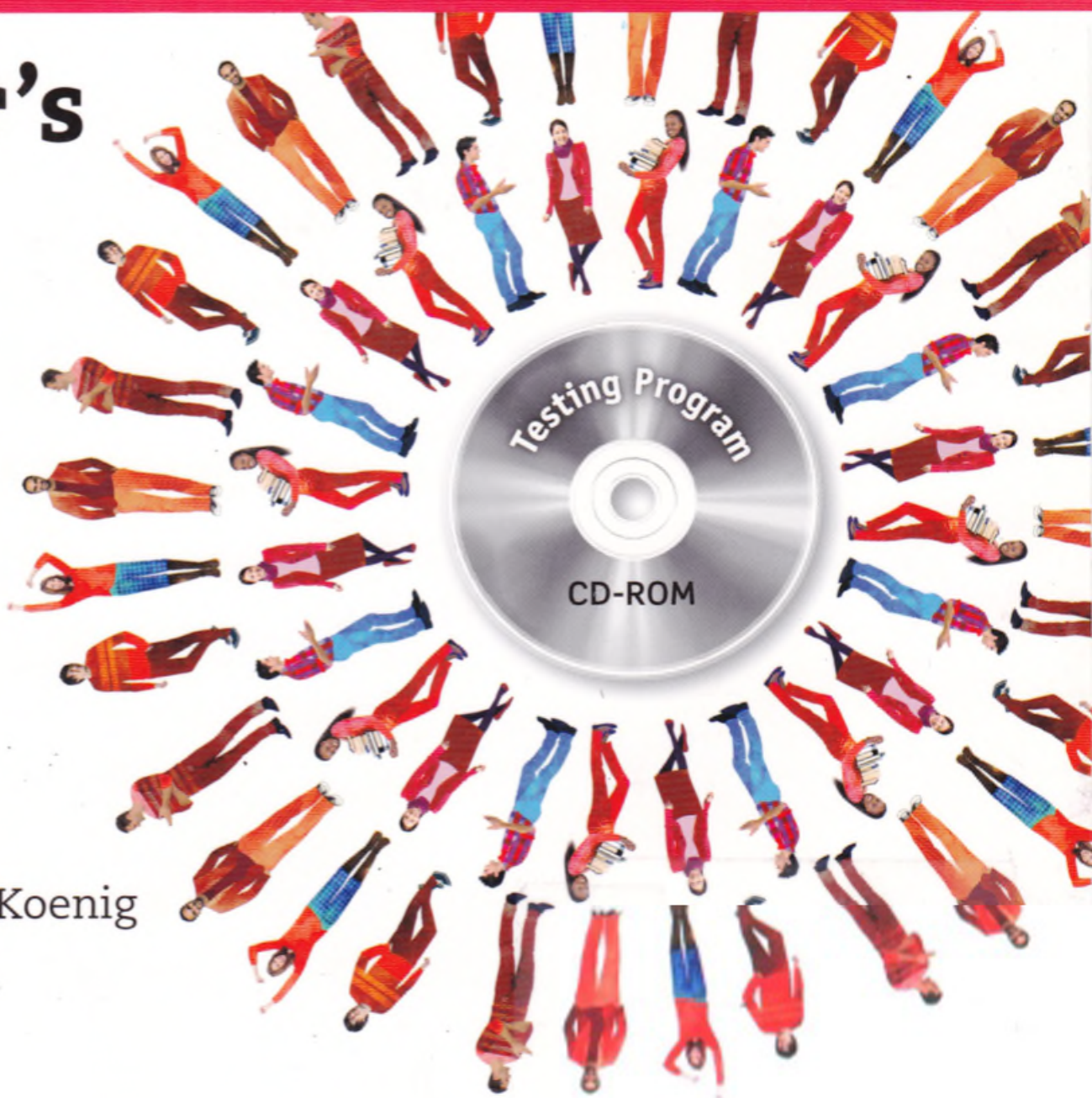


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SECOND EDITION

American ENGLISH FILE

Teacher's Book



Christina Latham-Koenig
Clive Oxenden
Paul Seligson

OXFORD

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1

American ENGLISH FILE

Teacher's Book

Christina Latham-Koenig
Clive Oxenden
Paul Seligson

with Anna Lowy
Gill Hamilton
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Paul Seligson and Clive Oxenden are the original co-authors of *English File 1* and *English File 2*

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Syllabus checklist

			Grammar	Vocabulary
	1			
4	**A**	My name's Hannah, not Anna	verb *be* ➕, subject pronouns: *I*, *you*, etc.	days of the week, numbers 0–20, greetings
6	**B**	All over the world	verb *be* ❓ and ➖	the world, numbers 21–100
8	**C**	Open your books, please	possessive adjectives: *my*, *your*, etc.	classroom language
10	**PRACTICAL ENGLISH** Episode 1 Arriving in London			
	2			
12	**A**	A writer's room	*a / an*, plurals; *this / that / these / those*	things
14	**B**	Stars and Stripes	adjectives	colors, adjectives, modifiers: *very / really*
16	**C**	After 300 feet, turn right	imperatives, *let's*	feelings
18	**REVIEW AND CHECK 1&2**			
	3			
20	**A**	Things I love about the US	simple present ➕ and ➖	verb phrases
22	**B**	Work and play	simple present ❓	jobs
24	**C**	Meeting online	word order in questions	question words
26	**PRACTICAL ENGLISH** Episode 2 At a coffee shop			
	4			
28	**A**	Is she his wife or his sister?	*Whose...?*, possessive *'s*	family
30	**B**	What a life!	prepositions of time (*at*, *in*, *on*) and place (*at*, *in*, *to*)	everyday activities
32	**C**	Short life, long life?	position of adverbs and expressions of frequency	adverbs and expressions of frequency
34	**REVIEW AND CHECK 3&4**			
	5			
36	**A**	Are you the next American Idol?	*can / can't*	verb phrases: *buy a newspaper*, etc.
38	**B**	Love your neighbors	present continuous	verb phrases
40	**C**	Sun and the City	simple present or present continuous?	the weather and seasons
42	**PRACTICAL ENGLISH** Episode 3 In a clothing store			
	6			
44	**A**	Reading in English	object pronouns: *me*, *you*, *him*, etc.	phone language
46	**B**	Times we love	*like* + (verb + *-ing*)	the date; ordinal numbers
48	**C**	Music is changing their lives	review: *be* or *do*?	music
50	**REVIEW AND CHECK 5&6**			

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Pronunciation	Speaking	Listening	Reading
vowel sounds, word stress	saying hello, saying goodbye	saying hello, saying goodbye – Mike and Hannah; Numbers	
/ə/, /tʃ/, /ʃ/, /dʒ/; sentence stress	*Where are you from? Where is it from? Where are they from?*	*Where are you from? Where is it from? Where are they from?*, Numbers, Song: *All Over the World*	
/oʊ/, /u/, /ɑr/; the alphabet	classroom language, an interview, real names	Classroom language; At registration	
final *-s* and *-es*; *th*	things on your desk	What's on your table?	
long and short vowel sounds	Guess the famous person		Hollywood stars—Who are they?
understanding connected speech	*What's the matter?* feelings	family vacation – the Carter family, Song: *Please Don't Go*	family vacation American and British English – the same, but different
third person *-s*	State Parks, freeways, and other things I love about the US; cities		State Parks, freeways, and other things I love about the US
/ər/	in the week, on the weekend	His job, her job	Uniforms – for or against?
sentence stress	personal information; likes and dislikes	Meeting online – Kevin and Samantha, Song: *Somethin' Stupid*	
/ʌ/, the letter *o*	family relationships	Who are the people in the photos?	photographs
linking and sentence stress	typical weekday	Father & daughter – whose day is more stressful? – Amelia's day	Father & daughter – whose day is more stressful? – Nico's day
the letter *h*	The secrets of a long life	Song: *Who Wants to Live Forever?*	The secrets of a long life Is this the typical American man?
sentence stress	*Do you want to be famous?*	Song: *Famous*	American Idol winners – Where are they now?
/ŋ/	noisy neighbors, *Spot the differences*	Switzerland—The sound of silence	
places in New York City	the weather and seasons; What to do in New York City	the weather and seasons	What to do in New York City
/aɪ/, /i/, and /ɪ/	*Reading in English*	A Story: *Sally's phone*	*Sally's Phone*
consonant clusters; saying the date	Favorite time	Favorite times	Favorite times
/y/	Music questionnaire	Song: *Lemon tree*	Music is changing their lives Walla Walla, Washington – the friendly city

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			Grammar	Vocabulary
	7			
52	**A**	At the National Portrait Gallery	simple past of *be*: *was / were*	word formation: *paint* > *painter*
54	**B**	Chelsea girls	simple past: regular verbs	past time expressions
56	**C**	A night to remember	simple past: irregular verbs	*go, have, get*
58	PRACTICAL ENGLISH Episode 4 Getting lost			
	8			
60	**A**	A murder story	simple past: regular and irregular	irregular verbs
62	**B**	A house with a history	*there is / there are, some / any* + plural nouns	the house
64	**C**	A night in a haunted hotel	*there was / there were*	prepositions: place and movement
66	REVIEW AND CHECK 7&8			
	9			
68	**A**	What I ate yesterday	countable / uncountable nouns; *a / an, some / any*	food
70	**B**	White gold	quantifiers: *how much / how many, a lot of*, etc.	food containers
72	**C**	Quiz night	comparative adjectives	high numbers
74	PRACTICAL ENGLISH Episode 5 At a restaurant			
	10			
76	**A**	The most dangerous road...	superlative adjectives	places and buildings
78	**B**	CouchSurf around the world!	*be going to* (plans), future time expressions	vacations
80	**C**	What's going to happen?	*be going to* (predictions)	verb phrases
82	REVIEW AND CHECK 9&10			
	11			
84	**A**	First impressions	adverbs (manner and modifiers)	common adverbs
86	**B**	What do you want to do?	verbs + infinitive	verbs that take the infinitive
88	**C**	Men, women, and the Internet	articles	the Internet
90	PRACTICAL ENGLISH Episode 6 Going home			
	12			
92	**A**	Books and movies	present perfect	irregular past participles
94	**B**	I've never been there!	present perfect or simple past?	more irregular past participles
96	**C**	The *American English File* questionnaire	review: question formation	review: word groups
98	REVIEW AND CHECK 11&12			

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Pronunciation	Speaking	Listening	Reading
sentence stress	*Where were you?*, Famous people	Two famous people	National Portrait Gallery
-ed endings	*When was the last time you...?*	The taxi trip	The taxi trip
sentence stress	A memorable night	A memorable night Song: *Summer Nights*	Why do we remember some nights in our lives?
simple past verbs	Police interview	Murder in a country house	Murder in a country house
/ɛr/ and /ɪr/, sentence stress	Describing your home	A house with a history Song: *House of the Rising Sun*	
silent letters	The Ghost Room	Stephen's night	Would you like to stay in a haunted hotel? The man who wrote Sherlock Holmes
the letters *ea*	Food diary for yesterday, *Get ready! Cook!*	*Get ready! Cook!* TV cooking competition	What I ate last week
/ʃ/ and /s/	How much salt and sugar do you have a day?	Song: *Sugar Sugar*	White Gold – Fascinating facts about sugar and salt
/ɔr/, sentence stress	*Quiz Night*	Quiz night	Quiz shows
consonant groups	Tourist information about your town		Riding a bike on the most dangerous road in the world
sentence stress	Making suggestions	CouchSurfing	Iria's blog
the letters *oo*	Fortune telling	It's written in the cards Song: *Fortune Teller*	It's written in the cards The unhealthy American diet
word stress	Talking about a city	Living abroad	Travel blogs
sentence stress	What do you want to do with your life?	Song: *Don't Tell Me That It's Over*	What do you want to do with your life?
word stress	What people do on the Internet	Men, women, and the Internet	
sentence stress	Movie experiences	Movie experiences Song: *Flashdance*	
irregular past participles	What I've done recently / in my life	A TV series	
review: sounds	Question formation		Interview with Sir Ian McKellen Impressions of the US

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Introduction

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

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

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

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

What do high-beginning students need?

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

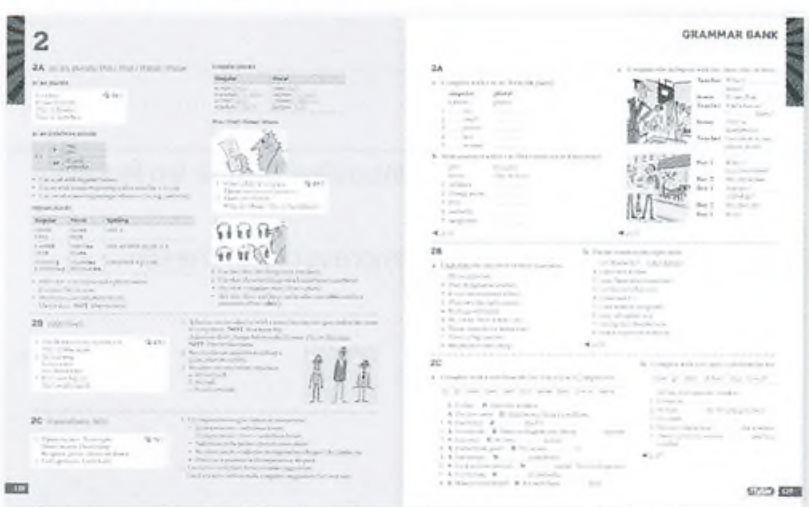
Grammar, Vocabulary, and Pronunciation

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

Grammar

High-beginning students need

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



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

Vocabulary

High-beginning students need

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

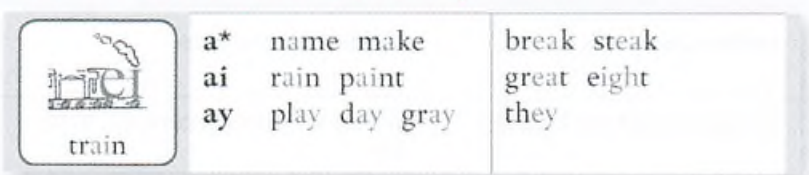


Every lesson focuses on high frequency vocabulary and common lexical areas, but keeps the load realistic. All new vocabulary is given with the phonetics, to help students with the pronunciation of new words. Many lessons are linked to the **Vocabulary Banks,** at the back of the book, which help present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

Pronunciation

High-beginning students need

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



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

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Speaking

High-beginning students need

- topics that will inspire their interest.
- achievable tasks to motivate them.
- regular opportunities to use new language.



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

Listening

High-beginning students need

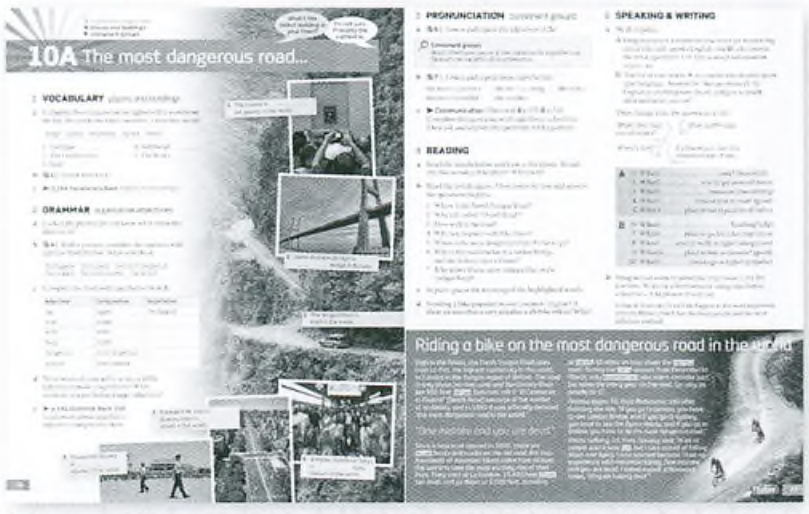
- to understand the gist of what is being said.
- to make sense of connected speech.
- a reason to listen.

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

Reading

High-beginning students need

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



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

Writing

High-beginning students need

- clear models.
- the "nuts and bolts" of writing on a word and sentence level.



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

Practical English

High-beginning students need

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

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

Review

High-beginning students need

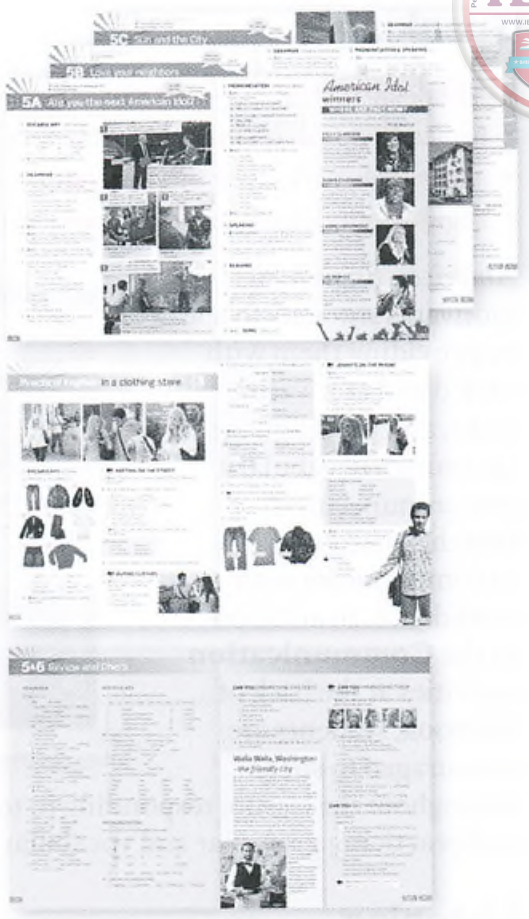
- regular review.
- motivating reference and practice material.
- to feel a sense of progress.

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

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Student Book Files 1–12

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



A, B, and C lessons

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

Practical English

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

Review & Check

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

The back of the Student Book

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

STUDY LINK

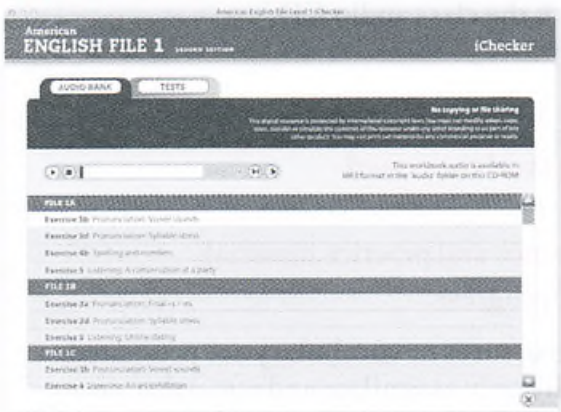
Workbook

For practice after class

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



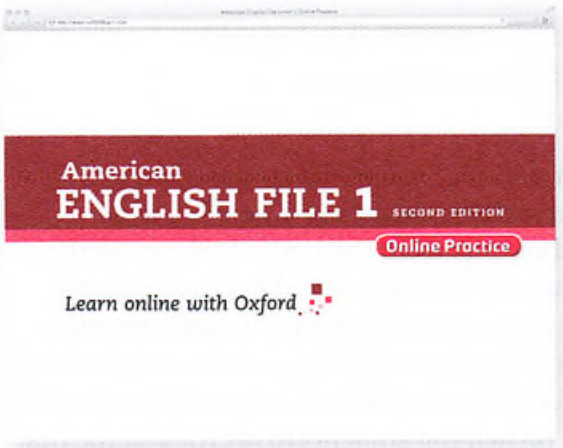
iChecker CD-ROM



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

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

Online Practice



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

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



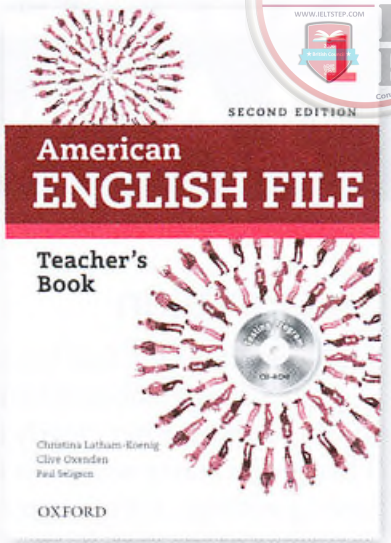
Pronunciation app

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

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

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For teachers



Teacher's Book

Detailed lesson plans for all the lessons including:

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

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

All lesson plans include keys and complete audioscripts.

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



Grammar

see *pages 162–197*

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



Communicative

see *pages 209–244*

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



Vocabulary

see *pages 247–264*

- Extra practice of new vocabulary, for every Vocabulary Bank



Song

see *pages 269–280*

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



iTools

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



Testing Program CD-ROM

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

Class Audio CDs

- All of the listening materials for the Student Book



DVD

Practical English

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

On the street

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

Short movies

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

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G verb *be* ⊞, subject pronouns: *I*, *you*, etc.
V days of the week, numbers 0–20, greetings
P vowel sounds, word stress

1A My name's Hannah, not Anna

Lesson plan

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

STUDY LINK
- **Workbook** 1A

Extra photocopiable material

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

Optional lead-in (books closed)

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

1 LISTENING & SPEAKING

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

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

1 C 2 A 3 D 4 B

1 2
1 A Hi, I'm Mike. What's your name?
B Hannah.
A Sorry?
B Hannah!
2 A What's your phone number?
B It's 212-555-7894.
A OK. See you on Saturday. Bye.
B Goodbye.
3 A Hi, Mom. This is Hannah.
B Hello. Nice to meet you.
C Nice to meet you, Anna.
B My name's Hannah.
C Sorry, Hannah.
4 A Hi, Mom. You're early!
B Hello, Mrs. Archer. How are you?
C I'm very well, thank you, Anna. And you?
B Fine, thanks.
A It's Hannah, Mom.

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

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

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

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

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

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

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

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

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

Extra support

- Write the phrases on the board first.

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

Play all the sound effects for dialogues 1–4 for Sts to understand what they have to do. Then play the audio for dialogue 1 and demonstrate the activity with a strong student.

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Now play the sound effects for dialogue 1 again, getting the two Sts who have the roles of Mike and Hannah to practice it. Repeat with the other three dialogues. If there's time, get Sts to change roles.

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

Extra challenge

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

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

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

2 GRAMMAR verb *be* ⊞, subject pronouns

a Focus on the instructions and on the first sentence, *I'm Mike*. Explain that *I'm* is the contraction of two words, and elicit that the missing word in the first line is *am*.

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

My name **is** Hannah.
You **are** early.
It **is** 212-555-7894.

b 1 5)) Tell Sts to go to **Grammar Bank 1A** on *page 124*. Explain that all the grammar rules and exercises are in this section of the book.

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

Extra support

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

Additional grammar notes

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

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

Check answers, getting Sts to read the full sentences.

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

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

Extra support

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

c 1 6)) Play the audio and get Sts to repeat the pronouns and contractions.

1 6))
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 7)) Focus on the instructions and the example, and tell Sts they're going to hear a full form of the verb and that they must say the contracted form. Play the audio, pausing after each phrase, and elicit a response from the whole class. Then repeat the activity with individual Sts.

1 7))
1 I am (*pause*) I'm
2 You are (*pause*) You're
3 He is (*pause*) He's
4 She is (*pause*) She's
5 It is (*pause*) It's
6 We are (*pause*) We're
7 They are (*pause*) They're

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*.

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

3 PRONUNCIATION vowel sounds, word stress

Pronunciation notes

- It is important to point out to Sts that with the vowels (*a, e, i, o, u*) there is no one-to-one relation between a letter and a sound, e.g., the letter *e* can be pronounced in more than one way, e.g., *he*, *very*, *they*. However, reassure your Sts that there are common combinations of letters that are usually pronounced the same way, and these will be pointed out to Sts as the course progresses.
- You could also tell Sts that /eɪ/ and /aɪ/ are diphthongs, i.e., two sounds together (/ɛ/ and /ɪ/, /æ/ and /ɪ/), if you think this will help them.

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Tell Sts that English has 21 vowel sounds, and that the *American English File* pronunciation system has an example word to help them remember each sound. Learning the sounds will help them to pronounce words more clearly and confidently.

a 1 8 Focus on the six sound pictures (*fish*, *tree*, etc.). Explain that the phonetic symbol in the picture represents the sound. The phonetic alphabet is used worldwide to show how words are pronounced. Learning to recognize these symbols will help Sts to check the pronunciation of a word in a dictionary.

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

Play the audio once for Sts just to listen.

Then play the audio again, pausing after each sound picture word and its corresponding sound and words for Sts to repeat them.

1 8

fish	/ɪ/	it, this
tree	/i/	he, we, meet
cat	/æ/	am, thanks
egg	/e/	very, well
train	/eɪ/	they, name
bike	/aɪ/	I, Hi, Bye

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

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

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

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

Extra idea

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

c 1 9 Focus on the **Word stress** box and go through it with the class. Elicit / explain the meaning of *syllable* (= units into which a word is divided).

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 right (AIRport). Underline AIR on the board, and tell Sts to underline the stressed syllable when they learn new words, especially if it's not where they would expect it.

Now focus on the words. These are words that many Sts will probably already know, and some are "international," e.g. *hotel*, *Internet*.

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

Check answers. The four words not stressed on the first syllable are *computer*, *karate*, *hotel*, and *museum*.

1 9

airport	email	hotel	salad	pasta	basketball
computer	karate	museum	tennis	Internet	sandwich

Extra idea

- If Sts have dictionaries with them, get them to look up, e.g., *airport*, and show them that stress is marked in dictionaries with an apostrophe before the stressed syllable, e.g., /ˈerpɔrt/. If not, copy a dictionary entry onto the board or use an online dictionary entry if you have an interactive board.

d Get Sts to write the words from **c** in the chart under the correct heading. Check answers.

food	technology	sports	places
salad	computer	karate	airport
pasta	email	tennis	hotel
sandwich	Internet	basketball	museum

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

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

4 VOCABULARY days of the week, numbers 0–20

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

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

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

1 10 Now do **b**. Play the audio for Sts to check answers.

1 10

Monday	Wednesday	Friday	Sunday
Tuesday	Thursday	Saturday	

Play the audio again and get Sts to repeat the days. Ask them where the stress is (always on the first syllable). Give more pronunciation practice as necessary.

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Sts may have problems with *Tuesday* /ˈtuzdeɪ/, *Wednesday* /ˈwɛnzdeɪ/, and *Thursday* /ˈθɜərzdeɪ/. You could write these on the board and cross out the silent *d* in *Wednesday*, and highlight the vowels sounds in *Tuesday* and *Thursday*.

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

Finally, focus on the **Useful phrases** box, and model and drill the expressions for Sts to repeat. Highlight the stressed syllables (<u>week</u>end, <u>week</u>day). Elicit / explain the meaning of any words Sts don't know.

Then focus on the information about **Capital letters**.

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

1 11 Now do **b**. Play the audio for Sts to check answers. 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.

3 three	7 seven	12 twelve	18 eighteen
5 five	11 eleven	15 fifteen	20 twenty

1 11

zero	three	six	nine	twelve	fifteen	eighteen
one	four	seven	ten	thirteen	sixteen	nineteen
two	five	eight	eleven	fourteen	seventeen	twenty

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

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

Extra support

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

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

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

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

Extra support

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

Extra idea

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

c 1 12 Focus on the instructions and the example, and tell Sts they will hear two words (a day of the week or a number), and they have to say the next word in the sequence.

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

1 12

Monday, Tuesday (*pause*) Wednesday
18, 19 (*pause*) 20
Tuesday, Wednesday (*pause*) Thursday
8, 9 (*pause*) 10
13, 14 (*pause*) 15
Friday, Saturday (*pause*) Sunday
Sunday, Monday (*pause*) Tuesday
10, 11 (*pause*) 12
16, 17 (*pause*) 18

d Model and drill the questions. Get Sts to ask three Sts sitting near them the questions. 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

a 1 13 Focus on the six places (airport, sandwich bar, 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 1–6 in the boxes.

! Make sure Sts write 1–6 in the boxes, and <u>not</u> 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.

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

1 13

(audioscript in Student's Book on *page 116*)

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

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

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

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

Extra support

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

c 1 14 Focus on the instructions and example, and tell Sts they're going to hear a sentence and they must respond to it. Play the audio, pausing after each sentence, and elicit a response from the whole class. Then repeat the activity, eliciting responses from individual Sts.

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

1 14

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

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G verb *be* ? and −
V the world, numbers 21–100
P /ə/, /ʧ/, /ʃ/, /ʤ/; sentence stress

1B All over the world

Lesson plan

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

STUDY LINK
- **Workbook** 1B

Extra photocopiable material

- **Grammar** verb *be* − and ? *page 163*
- **Vocabulary** The world *page 248* (instructions *page 244*)
- **Communicative** Nationalities bingo *page* 209 (instructions *page 198*)
- **Song** *All Over the World page 269* (instructions *page 265*)

Optional lead-in (books closed)

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

1 VOCABULARY the world

a Books open. In pairs, Sts tell each other three countries in English, if possible.

Get some feedback and write their answers on the board.

b Tell Sts to go to **Vocabulary Bank** ***The world*** on *page 149*.

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

1 15 Now do **b**. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give further practice of any words your Sts find difficult to pronounce.

1 15
4 Africa (*pause*) African
5 Asia (*pause*) Asian
6 Australia (*pause*) Australian
3 Europe (*pause*) European
1 North America (*pause*) North American
2 South America (*pause*) South American

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.

1 16 Play audio for Sts to check answers. Play the audio again, pausing for Sts to repeat the countries and nationalities.

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

1 16
8 England (*pause*) English
7 Ireland (*pause*) Irish
9 Spain (*pause*) Spanish
13 Turkey (*pause*) Turkish
6 Chile (*pause*) Chilean
11 Germany (*pause*) German
3 Mexico (*pause*) Mexican
18 South Korea (*pause*) South Korean
2 The United States (*pause*) American
5 Brazil (*pause*) Brazilian
1 Canada (*pause*) Canadian
15 Iran (*pause*) Iranian
12 Italy (*pause*) Italian
4 Peru (*pause*) Peruvian
14 Russia (*pause*) Russian
16 China (*pause*) Chinese
20 Japan (*pause*) Japanese
19 Vietnam (*pause*) Vietnamese
10 France (*pause*) French
17 Thailand (*pause*) Thai

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

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

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

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

Extra support

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

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c 1 17 Here Sts recycle the country and nationality words that they have just learned in the Vocabulary Bank.

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

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

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

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

Then go through the **Languages** box with the class.

Put Sts in pairs or groups and give them a time limit to do questions 1–4 in the quiz.

Monitor and check that most Sts have finished before playing the audio for 5 and 6.

1 18 Focus on question 5 and play the audio. Sts write the nationalities of the countries that they think the national anthem is from.

1 19 Focus on question 6 and remind Sts that the word for the language is the same as the nationality. Play the audio. Sts letter the languages a–d in the order in which they think they hear them.

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

1 a Peru
b Vietnam
c Ireland
d Turkey
e Iran

2 a the US
b China
c Russia
d the UK
e Japan

3 a Spain
b South Korea
c Italy
d Mexico

4 a Japanese
b Argentinian
c Canadian
d Brazilian

5 a Mexican
b British
c American
d French

6 a Spanish
b Chinese
c Turkish
d Russian

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

1 19
a *"I love you" in Spanish*
b *"I love you" in Chinese*
c *"I love you" in Turkish*
d *"I love you" in Russian*

2 PRONUNCIATION /ə/, /tʃ/, /ʃ/, /dʒ/

Pronunciation notes

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

a 1 20 Focus on the box about **The /ə/ sound**, and go through it with the class. Model and drill the sound.

Play the audio once for Sts just to listen.

Play it again and get Sts to repeat the sound word (*computer*, the sound /ə/), and the other words in the list.

1 20
See words in Student's Book on *page 6*

b 1 21 Focus on the three sound pictures (*chess*, *shower*, *jazz*). Remind Sts that the phonetic symbol in the picture represents the sound.

Play the audio once for Sts just to listen.

Then play the audio again, pausing after each sound and sentence for Sts to repeat. Play again if necessary.

1 21
See sentences in Student's Book on *page 6*

c Tell Sts to go to the **Sound Bank** on *page 166*. Focus on /ə/, /tʃ/, /ʃ/, and /dʒ/, and highlight the different spellings.

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

3 GRAMMAR verb *be* ? and −

a 1 22 Focus on the instructions and make sure Sts cover the dialogues. Play the audio, pausing after each dialogue for Sts to write the country.

Check answers.

Argentina, Australia, and the US.

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1 22))

1 A Are you Mexican?
B No, **I'm not** Mexican. **I'm** Argentinian.
A Where **are** you from in Argentina?
B **I'm** from Córdoba.

2 A Where **are** you from?
B **I'm** from Australia, from Darwin.
A Where's Darwin? **Is** it near Sydney?
B No, it **isn't**. It's in the north.
A **Is** it nice?
B Yes, it **is**. It's beautiful.

3 A Where **are** you from?
B We're from Columbus, Ohio, in the US.
A **Are** you on vacation?
C No, we **aren't**. We're students.

b Focus on the instructions and the dialogues. Give Sts two minutes to try and complete the missing words.

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

See words in **bold** in audioscript 1.22

d 1 23)) Tell Sts to go to **Grammar Bank 1B** on *page 124*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

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

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

Check answers, getting Sts to read the full sentences.

a 1 I'm not American.
2 They aren't Brazilian.
3 It isn't in South America.
4 You aren't French.

b 1 Am I in room 10? Yes, you are.
2 Is it Italian? No, it isn't.
3 Are they students? No, they aren't.
4 Is he from the US? Yes, he is.
5 Are you sure? No, I'm not.

c 1 's 2 Are 3 'm 4 Are 5 'm 6 Is 7 isn't 8 's 9 Are 10 'm

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

Extra support

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

e 1 24)) Focus on the instructions and the example. Tell Sts they will hear ten questions, and each time they must respond with a short answer.

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

1 24))

1 Is Sydney the capital of Australia? (*pause*) No, it isn't.
2 Are you Mexican? (*pause*) No, I'm not.
3 Is Asterix French? (*pause*) Yes, he is.
4 Are the Simpsons English? (*pause*) No, they aren't.
5 Is sushi Chinese? (*pause*) No, it isn't.
6 Are the Andes in north America? (*pause*) No, they aren't.
7 Is Cusco in Peru? (*pause*) Yes, it is.
8 Are Honda and Suzuki Japanese? (*pause*) Yes, they are.
9 Is Harry Potter Irish? (*pause*) No, he isn't.
10 Is New York City the capital of the United States? (*pause*) No, it isn't.

Extra challenge

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

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

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

Get feedback from a few pairs.

4 PRONUNCIATION & SPEAKING

sentence stress

Pronunciation notes

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

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

a 1 25)) Focus on the instructions. Play the audio for Sts just to listen. Then play it again, pausing after each sentence for Sts to repeat and try to copy the rhythm.

1 25))
See dialogues in Student's Book on *page 7*

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

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

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

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

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

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

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

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

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

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

Finally, ask a few Sts where they are from.

5 VOCABULARY numbers 21–100

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

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

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

Check answers by writing the numbers on the board.

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

1 26 Now do **b**. Play the audio, pausing after each number for Sts to repeat. Play again if necessary.

1 26

twenty-one	forty-three	sixty-seven	eighty-eight
thirty	fifty	seventy	ninety
thirty-five	fifty-nine	seventy-two	ninety-four
forty	sixty	eighty	a hundred

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

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

Extra idea

- A numbers game that Sts always enjoy is *Buzz*. You may want to play it now or at any other moment when you want to review numbers.
  - Get Sts to sit or stand in a circle and count out loud. When they come to a number that contains 3 (e.g., 13) or a multiple of 3 (e.g., 3, 6, 9, etc.) they have to say "Buzz" instead of the number.
  - If a student makes a mistake, either saying the number instead of "Buzz", or simply saying the wrong number, he / she is "out," and the next player begins again from 1.
  - Keep going until there is only one student left, who is the winner, or until the group has gotten to 30 without making a mistake.
  - You can also play *Buzz* with 7 as the "wild" number and go up to 50.

c 1 27 Play the audio and get Sts to write the numbers.

Check answers.

1 27

25 33 49 50 66 78 81 99

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

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

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

6 LISTENING

a 1 28 Play the audio and get Sts to repeat the numbers. Ask *What's the difference between a and b?*

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

1 28

13, 30 14, 40 15, 50 16, 60 17, 70 18, 80 19, 90

b 1 29 Focus on the instructions. This time Sts will hear seven dialogues. In each dialogue, they will hear just one number from each pair.

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

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

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1 29))
(audioscript in Student's Book on *page 116*)
1 The train waiting at platform **13** is the Metroliner to Washington, D.C.
2 **A** Excuse me! How far is it to Miami?
B It's about **40** miles.
A Thanks a lot.
3 **15** love.
4 Will all passengers on flight BA234 to New York please go to gate **60** immediately.
5 **A** How much is that?
B A pizza and two waters. That's **17** dollars.
6 **A** What's your address?
B It's **80** Park Road.
A Sorry? What number?
B **80**, 8 zero.
7 **A** OK. Can you be quiet, please? Open your books to page **90**.
B What page?
C Page **90**.

Extra support

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

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

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

Call out random numbers, choosing from the pairs of numbers in **a**. Keep a note of the numbers you call out. If Sts have one of the numbers you call out on their card, they should cross it off. Keep calling until one pair has crossed off all the numbers, at which point they should call out "Bingo!"

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

7 1 30)) SONG *All Over the World* ♫

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

1 30))
All Over the World

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

Chorus
All over the world,
Everybody got the word;
Everybody everywhere is gonna feel it tonight.

Everybody walkin' down the street,
Everybody movin' to the beat,
They're gonna get hot down in the USA (New York, Detroit, L.A.)
We're gonna take a trip across the sea,
Everybody come along with me;
We're gonna hit the night down in *gay Paree*.

Chorus
All over the world
London, Hamburg, Paris, Rome; Rio, Hong Kong, Tokyo;
L.A., New York, Amsterdam; Monte Carlo, Shard End, and...

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

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

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

1C Open your books, please

Lesson plan

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

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

Extra photocopiable material

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

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 illustration and get Sts to match the words and pictures.

b 1 31 Play the audio for Sts to listen and check their answers. Then play it again to drill the pronunciation of the words. Give further practice of any words your Sts find difficult to pronounce.

1 31

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

c Tell Sts to go to **Vocabulary Bank** ***Classroom language*** on *page 150*. **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 32 Now do **b**. Play the audio for Sts to check answers. Make sure the meaning of each phrase is clear by miming or getting Sts to mime.

1 32
6 Open your books, please.
10 Go to page 84.
12 Do exercise a.
4 Read the text.
13 Look at the board.
11 Close the door.
1 Work in pairs.
9 Answer the questions.
8 Listen and repeat.
5 Stand up.
2 Sit down.
7 Turn off your cell phone.
3 Please stop talking!

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

1 33 Now do **b**. Play the audio for Sts to check answers. Make sure Sts know what all the phrases mean. Play the audio again, pausing for Sts to repeat the phrases, encouraging them to use the right rhythm.

1 33
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 Excuse me, what's ... in English?
20 Can you help me, please?
16 What page is it?

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

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

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

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

Extra support

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

d 1 34 Play the audio and get Sts to follow the classroom instructions.

1 34
Stand up.
Sit down.
Open your books.
Go to page 12.
Look at exercise 1b.
Close your books.
Listen and repeat, "Nice to meet you."
Answer the question "Where are you from?"

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

Pronunciation notes

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

a 1.35 Focus on the three sound pictures (*phone, boot, car*).

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

Play the audio once for Sts just to listen.

Then play the audio again, pausing after each sound picture word and its corresponding sound, and the other words for Sts to repeat them.

1.35
See words in Student's Book on *page 8*

b 1.36 Focus on the abbreviations. Explain that in English, we usually say abbreviations by saying the individual letters. Give Sts a few moments in pairs to practice saying them.

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

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

1.36
OK CNN MTV BBC USB DVD BMW ATM

c 1.37 Explain that it's important to know the English alphabet because you often need to spell names, town names, etc. (especially when you're talking on the phone).

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

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

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

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

1.37
A H J **K**
B C D E G P **T V** Z
F L **M N S** X
I Y
O
Q **U W**
R

d 1.38 Focus on the group of letters. Play the audio twice and tell Sts to circle the letter they hear. Tell Sts they will hear the letter twice.

Check answers.

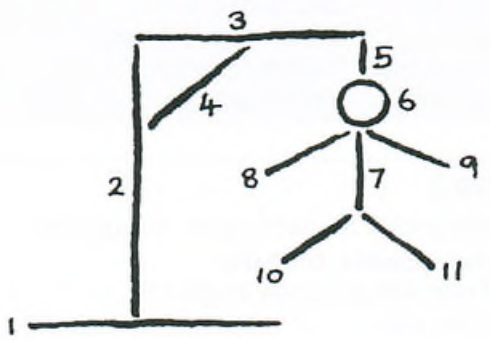
1.38
1 E, E 3 Q, Q 5 V, V 7 V, V
2 J, J 4 C, C 6 M, M 8 Y, Y

e 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 idea

- Play *Hangman*. Think of a word Sts know, preferably of at least eight letters, e.g., *nationality*. Write a dash on the board for each letter of the word: _ _ _ _ _ _ _ _ _ _ _ _
- Sts call out letters one at a time. If the letter is in the word (e.g., *A*), fill it in each time it occurs, e.g., _ A _ _ _ _ A _ _ _ _ _. Only accept correctly pronounced letters. If the letter is not in the word, draw the first line of this picture on the board:



- Write any wrongly-guessed letters under the picture so that Sts don't repeat them. The object of the game is to guess the word before the man is "hanged." Sts can make guesses at any time, but each wrong guess is "punished" by another line being drawn.
- The student who correctly guesses the word comes to the board and chooses a new word.
- Sts can also play in pairs / groups, drawing on a piece of paper.

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3 LISTENING & SPEAKING

a 1 39 Focus on the picture of the language student and the receptionist.

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

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

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

Extra support

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

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

First name	**Darly**
Last name	**Bezerra**
Country	**Brazil**
City	**Rio**
Age	**20**
Address	**350** Avenida Princesa Isabel
Zip code	**22011-010**
Email	dbezerra@mail.com
Phone number	55 **219 560733**
Cell number	**970-555-3784**

1 39

(audioscript in Student's Book on *page 116*)

R = receptionist, D = Darly

R Hello. Are you a new student?
D Yes, I am.
R Sit down, please. I'm the receptionist and my name's Mark. I'm just going to ask you a few questions.
D OK.
R Great. What's your first name?
D Darly.
R How do you spell that?
D D-A-R-L-Y
R D-A-R-L-Y?
D Yes, that's right.
R And what's your last name?
D Bezerra.
R Bezerra. Is that B-E-Z-E-R-A?
D B-E-Z-E-R-R-A.
R B-E-Z-E-R-R-A. OK. Where are you from?
D I'm from Brazil.
R Where in Brazil?
D From Rio.
R And how old are you?
D I'm 20.
R What's your address?
D In Rio?
R Yes.
D It's 350 Avenida Princesa Isabel.
R That's 350 Avenida Princesa Isabel.
D Yes.
R What's your zip code?
D Sorry?
R The zip code, you know, a number? Or postcode?
D Ah yes. It's 22011-010.
R 22011-010. Great. What's your email address?
D It's dbezerra@mail.com.
R And what's your phone number?
D My cell phone or my home number in Rio?
R Both – home and cell phone.
D My phone number in Rio is 55 - that's the code for Brazil - 219 560733.
R 55 219 560733.
D Yes, that's right. And my cell phone is 970-555-3784. It's an American cell phone.
R 970-555-3784. That's great, Darly. Thank you. OK, so you're in level 6. Your first class is on Monday.

Extra support

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

b 1 40 Now focus on the receptionist's questions and give Sts a couple of minutes to complete them.

Play the audio for Sts to listen and check.

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

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

See words in **bold** in audioscript 1.40

1 40

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

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

Play the audio, pausing after each question for Sts to underline the stressed words (see underlined words in audioscript 1.40).

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

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

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

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

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

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Extra challenge

- Get **B** to listen and answer the questions with his/her book closed.

Sts trade 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: *my, your,* etc.

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

Check answers.

1 you, I
2 your, My

b 1 41 Tell Sts to go to **Grammar Bank 1C** on *page 124*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

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

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

Check answers, getting Sts to read the full sentences.

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

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

Extra support

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

c 1 42 Focus on the instructions and the example, and tell Sts they are going to hear a sentence, e.g., *I'm Richard*, and they must change it using a possessive adjective and the word *name* (*My name's Richard*).

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

1 42
1 I'm Richard. (*pause*) My name's Richard.
2 You're Sam. (*pause*) Your name's Sam.
3 We're John and Mandy. (*pause*) Our names are John and Mandy.
4 He's Justin. (*pause*) His name's Justin.
5 They're Tyler and Alex. (*pause*) Their names are Tyler and Alex.
6 She's Sabrina. (*pause*) Her name's Sabrina.

5 SPEAKING

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

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

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

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

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

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

6 WRITING completing a form

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

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

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

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

- *Mr.* is for a man, *Mrs.* for a married woman, and *Ms.* /mɪz/ for a woman (giving no indication about marital status).
- *gender* refers to the sex of the person (*male* or *female*).
- *married*, *single*, *divorced*, *separated*.
- *signature* is your name as you usually write it on letters and formal documents.

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

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

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Extra idea

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

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

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

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

Extra support

- Quickly review how to say the alphabet in English before Sts try to correct the text.

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

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Vocabulary hotel words: *double room*, etc.
Function checking into a hotel and spelling your name; asking for something; offering a drink and accepting / refusing
Language *Hello, I have a reservation, Would you like...? Yes, please. / No, thanks.*, etc.

PRACTICAL ENGLISH

Episode 1 Arriving in London

Lesson plan

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

STUDY LINK
- **Workbook** Arriving in London

Test and Assessment CD-ROM

- Quick Test 1
- File 1 Test

Optional lead-in (books closed)

- Introduce this lesson (in Sts' L1 if you prefer) by giving the information above.

1 VOCABULARY in a hotel

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

b 1 43 Play the audio for Sts to listen and check.

Check that Sts understand *the first floor*, and drill the pronunciation of *second* and *third*. You may also want to teach that for other ordinals you normally add *th*, e.g., *fourth*.

Focus Sts' attention on the phonetics next to each word. Now play the audio again, pausing after each word for Sts to repeat.

1 43

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

Extra support

- Tell Sts to cover the words and test each other in pairs.

2 VIDEO INTRODUCTION

a 1 44 Focus on the first two photos at the top of the page and elicit what Sts can see. Tell them that the man is Rob and the woman is Jenny, and that they are the main characters in these lessons.

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

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

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

1 44
(audioscript in Student's Book on *page 116*)

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

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

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

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

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

Extra support

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

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3 VIDEO CHECKING IN

a 1.45 Focus on the third photo and ask Sts *Where is Jenny?* (in a hotel) *Who is the other person?* (the receptionist).

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

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

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

1 Z-I-**E**-L-I-**N**-S-K-I 2 306

1.45 1.46

R = receptionist, J = Jenny

R Good evening, madam.
J Hello. I have a reservation. My name's Jennifer Zielinski. (*repeat*)
R Can you **spell** that, please?
J Z-I-E-L-I-N-S-K-I. (*repeat*)
R For five nights?
J Yes, that's right. (*repeat*)
R Can I have your passport, please?
J Just a second... Here you are. (*repeat*)
R Thank you. Can you sign here, **please**? Thank you. Here's your **key**. It's room 306, on the third floor. The **lift** is over there.
J The lift? Oh, the elevator. (*repeat*)
R Yes. Enjoy your stay, Ms. Zielinski.
J Thank you. (*repeat*)

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

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

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

See words in **bold** in audioscript 1.45

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

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

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

c 1.46 Now focus on the **You Say** phrases and tell Sts they're going to hear the dialogue again. They should repeat the **You Say** phrases when they hear the beep. Encourage them to copy the rhythm and intonation, and to be aware that Jenny and the receptionist have different accents and pronunciation.

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

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

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

A is the receptionist and has his / her book open. He / she reads the **You Hear** part with the new information. Elicit that he / she may need to change *Good evening* to *Good morning* depending on the time of day, *Madam* to *Sir* if **B** is a man, and *It's room 306 on the third floor* to *It's room 207 on the second floor.*

B has his / her book closed. He / she should quickly read the **You Say** phrases again before starting. Remind **B**s that they should use their own name and surname.

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

When they have finished, they should change roles.

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

g 1.47 Focus on the ***Can you...? Can I have...?*** box and go through it 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...?*).

Now play the audio for Sts to listen and repeat the *Can* phrases.

1.47
See phrases in Student's Book on *page 11*

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

Elicit the phrases from the class or individual Sts.

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

Extra idea

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

4 VIDEO JENNY TALKS TO ROB

a 1.48 Focus on the photos and elicit that Jenny is in the hotel cafe, and then she talks on the phone to Rob.

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

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

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

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

1 48
(audioscript in Student's Book on *page 116*)
J = **Jenny, W = waitress, R = Rob**
W Is your tea OK?
J Yes, thank you... It's very quiet this evening.
W Yes, very relaxing! Are you on holiday?
J No, I'm here on business.
W Where are you from?
J I'm from New York. What about you?
W I'm from Budapest, in Hungary.
J Really? Oh, sorry.
W No problem.

J Hello?
R Is that Jennifer?
J Yes...
R This is Rob. Rob Walker... From *London 24seven*?
J Oh, Rob, yes, of course. Hi.
R Hi. How are you?
J Oh, I'm fine, thanks. A little tired, that's all.
R I can meet you at the hotel tomorrow morning. Is nine OK for you?
J That's perfect.
R Great. OK, see you tomorrow at nine.
J Thanks. See you then. Bye.
W Would you like another tea?
J No, thanks. It's time for bed.
W Good night, and enjoy your stay.
J Good night.

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

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

1 Jenny has **tea**.
3 The waitress is **Hungarian**.
4 **Rob** calls **Jenny**.
6 Their meeting is at **9:00**.

Extra support

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

c 1 49 Focus on the ***Would you like...?*** box and go through it with the class. Highlight that in English it is not polite to respond to an offer with simply *Yes* or *No*. We always use *Yes, please* or *No, thanks*.

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

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

1 49
See audioscript in Student's Book on *page 11*

Elicit words for drinks and write them on the board (or draw them), e.g., a cup of tea, a cup of coffee, a soda, a mineral water. Get Sts to practice offering and responding to each other.

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

In pairs, get Sts to decide who says them.

e 1 50 Play the audio for Sts to check their answers.

1 50
I'm here on business. **Jenny**
I'm from New York. What about you? **Jenny**
No problem. **The waitress**
Is that Jennifer? **Rob**
This is Rob, Rob Walker. **Rob**
That's perfect. **Jenny**
It's time for bed. **Jenny**

If you know your Sts' L1, you could get them to translate the phrases. If not, get Sts to take a look at the phrases again in context in the audioscript on *page 116*.

Highlight that *Is that Jennifer?* and *This is Rob Walker* are ways to ask on the phone who someone is and to say who you are. American English uses *this* instead of *that*, e.g., *Is this Jennifer?*

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

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

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G *a / an*, plurals; *this / that / these / those*
V things
P final *-s* and *-es*; *th*

2A A writer's room

Lesson plan

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

STUDY LINK
- **Workbook** 2A

Extra photocopiable material

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

Optional lead-in (books closed)

- Play *Hangman* with the word CLASSROOM (see *page 23*).

1 VOCABULARY things

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

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

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

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

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

1 51 Now do **b**. Play the audio for Sts to check answers. Then play the audio again, pausing after each word to drill pronunciation. Give further practice of any words your Sts find difficult to pronounce.

1 51

15	a book	17	a magazine
5	a calendar	14	a newspaper
12	a cell phone	26	a pen
24	a change purse	16	a pencil
1	a coin	8	a photo
21	a credit card	20	a piece of paper
23	a dictionary	19	scissors
2	a file / a binder	25	a stamp
4	glasses	28	sunglasses
22	headphones	27	a ticket
13	an ID card	7	a tissue
9	an iPod	10	an umbrella
11	a key	6	a wallet
3	a laptop	18	a watch

Go through the information box on **Plural nouns** with Sts.

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

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

Extra support

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

2 GRAMMAR *a / an*, plurals

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

Check answers.

an umbrella umbrellas a watch a dictionary

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

b **1** 52 Tell Sts to go to **Grammar Bank 2A** on *page 126* and to look at ***a / an*, plurals**.

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

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

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

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Additional grammar notes

***a* / *an* (indefinite article)**

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

Plural nouns

- The system in English of making regular nouns plural is very straightforward, simply adding an *s*.
- *es* (/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 exercises for **2A** on *page 127*. Sts do exercises **a** and **b** individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 **a** city, cities
2 **an** email, emails
3 **a** person, people
4 **a** box, boxes
5 **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.

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

3 PRONUNCIATION final -s and -es

Pronunciation notes

- When plural nouns end in *s*, the *s* is pronounced either as /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. Sometimes this 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 in the throat by vibrating the vocal chords, e.g., /b/, /l/, /m/, /v/, etc. Unvoiced consonant sounds are made in the mouth without vibration in the mouth, e.g., /p/, /k/, /t/, /s/, etc.
- You can demonstrate this to Sts by getting them to hold their hands against their throats. For voiced sounds, they should feel a vibration in their throat, but not for unvoiced sounds.
- However, a common error, which is easier to help Sts with, 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 the main focus of the exercises here.

a 1 53 Focus on the chart. Elicit the two sound picture words (*snake* and *zebra*) and the sounds /s/ and /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 audio once for Sts just to listen. Then play it again for Sts to listen and repeat the words.

1 53
See words in Student's Book on *page 12*

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

b 1 54 Go through the rule in the **Final *-es*** box with the class. Then ask Sts to circle the words where *-es* is pronounced /ɪz/. Get them to compare their answers with a partner.

Play the audio for Sts to check their answers.

1 classes 4 boxes 5 pieces 7 pages

1 54
See words in Student's Book on *page 12*

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

4 LISTENING & SPEAKING

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

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

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

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

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

b 1 55 Focus on the task. Play the audio for Sts to hear what things people have on their table or desk. Tell Sts that the first time they listen they should just answer the question *Are their tables neat?* and not check the things in the chart.

Check answers.

Speakers 1 and 2 are not neat. Speaker 3 is neat.

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1 55
(audioscript in Student's Book on *page 116*)
1 I have a big table, and on the table I have a computer and a printer, pens and pieces of paper, uh, photos, and a lamp. Lots of things. My table isn't neat. It's very messy.
2 On my desk I have a lamp, a phone, books, a laptop, a photo of my family, pens and pencils, and a lot of pieces of paper. I think my desk is neat. Not very neat, but neat.
3 On my desk I have a computer, a calendar, a Spanish–English dictionary, a lamp, DVDs, and some pens. Oh, and tissues. Right now, my desk is very neat.

c Play the audio again and this time tell Sts to tick the things each person has. Play the audio again if necessary.

Check answers.

Sts should check:
1 a computer / a laptop, a printer, a lamp, photos, pieces of paper, pens.
2 a computer / a laptop, a lamp, a phone, books, a photo, pieces of paper, pens.
3 a computer / a laptop, a lamp, a dictionary, a calendar, pens, DVDs, tissues.

Extra support

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

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

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

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

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

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

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

5 GRAMMAR *this / that / these / those*

a 1 56 Focus on the instructions and give Sts time to complete the dialogues.

Play the audio for Sts to check their answers.

See words in **bold** in audioscript 1.56

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

1 56
1 What's this? It's **a credit card**.
2 What are these? They're **headphones**.
3 What's that? It's **a lamp**.
4 What are those? They're **photos**.

In pairs, Sts practice the dialogues.

b Sts read the dialogues again and answer the questions.

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

Get some pairs to read the dialogues to the class.

c 1 57 Tell Sts to go to **Grammar Bank 2A** on *page 126* and to look at ***this / that / these / those***. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

this / that / these / those

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

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

Check answers, getting Sts to read the full sentences.

c 1 this 3 that
2 these 4 those

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

Extra support

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

6 PRONUNCIATION *th*

Pronunciation notes

- Most nationalities find the *th* sound difficult to pronounce. As well as having problems producing the actual sound, they may initially find it impossible to distinguish between and produce the unvoiced* *th* /θ/ in, e.g., *think*, and the voiced* *th* /ð/ in, e.g., *this, there*, etc.
- At this level you should concentrate your efforts on getting Sts to try to make the actual sound by putting their tongues behind their teeth (you can demonstrate this). But at the same time make Sts aware that there is a voiced and unvoiced version, and encourage them to hear the difference and to try voicing the /ð/ *mother* sound. Your goal, as always, should be *intelligible* pronunciation. As Sts continue with English, they will slowly refine their pronunciation of individual sounds.
- If Sts ask you if there are any spelling rules governing when *th* is /θ/ or /ð/, the answer is that there aren't (except that *th* between vowels is usually /ð/, e.g., *another*.)

* See the **Voiced and unvoiced consonants** box in 3 Pronunciation.

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a 1 58 Focus on the two sound pictures *mother* /ð/ and *thumb* /θ/, and play the audio once for Sts just to listen to the sounds and words. Encourage Sts to try to approximate the *th* sound as far as possible and to hear the difference between the voiced sound /ð/ and the unvoiced sound /θ/, although they will find this very difficult.

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

> 1 58
> See words in Student's Book on *page 13*

b 1 59 Focus on the phrases. Play the audio for Sts to listen to them.

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

> 1 59
> See phrases in Student's Book on *page 13*

Give Sts time to practice saying the phrases in pairs.

Then repeat the activity, eliciting responses from individual Sts.

c Focus on the speech bubbles and the instructions.

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

Get some pairs to demonstrate in front of the class.

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

2B Stars and Stripes

Lesson plan

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

STUDY LINK
- **Workbook** 2B

Extra photocopiable material

- **Grammar** adjectives *page 166*
- **Vocabulary** Opposite adjectives race *page 251* (instructions *page 244*)
- **Communicative** Can you name? *page 212* (instructions *page 199*)

Optional lead-in (books closed)

- Write THE US on the board and ask Sts to tell you things which they think are typically American, e.g., *Hollywood movies, hamburgers*, etc.
- Write their suggestions on the board.

1 VOCABULARY colors, adjectives, part 1

a Books open. Focus on the question. Sts need to add the missing vowels.

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

r**e**d, wh**i**te, bl**u**e

Extra support

- To get Sts to review the alphabet, elicit the missing letters or ask a student to spell the whole word.

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

Check answers. Model and drill pronunciation. Highlight especially the pronunciation of *orange* (/'ɑrɪndʒ/ or /'ɔrɪndʒ/)

bl**a**ck, y**e**llow, gr**e**y, p**i**nk, **o**range, br**o**wn, gr**ee**n

c Now in pairs, Sts ask each other the colors of the flags.

Check answers.

Brazil: green, yellow, blue, white
Ireland: green, white, orange
Germany: black, red, yellow
Iran: green, white, red

d If Sts aren't from one of the countries in **c**, do this as an open-class activity.

Get some feedback from the class.

Extra support

- Give more practice of colors asking Sts *What color is this / that?* and pointing to people's clothes, things in the classroom, etc.

e Tell Sts to go to **Vocabulary Bank** *Adjectives* on *page 152*.

Focus on part **1 Common adjectives** and get Sts to do exercise **a** individually or in pairs.

1 60 Now do **b**. Play the audio for Sts to check answers. Then play the audio again to drill the pronunciation of the adjectives. Give further practice of any words your Sts find difficult to pronounce.

1 60

9	bad	2	expensive	15	old
8	big	13	far	5	rich
1	dangerous	12	fast	14	strong
10	dirty	16	high	4	wrong
11	easy	6	hot		
7	empty	3	long		

Focus on the instructions for **c**. Get Sts to match the adjectives with their opposites in the previous exercise.

1 61 Now do **d**. Play the audio for Sts to check answers. Then play the audio again to drill the pronunciation of the pairs of adjectives.

1 61

bad, good	fast, slow
big, small	high, low
dangerous, safe	hot, cold
dirty, clean	long, short
easy, difficult	old, new
empty, full	rich, poor
expensive, cheap	strong, weak
far, near	wrong, right

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

Focus on the **Modifiers** box and go through it with Sts.

Finally, get Sts to do **e**, checking that they know all the vocabulary before they start. Check answers.

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

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

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2 GRAMMAR adjectives

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

b 1 62 Now play the audio for Sts to check their answers.

1 62

1	American Airlines	5	White House
2	New York	6	high school
3	nice day	7	blue jeans
4	fast food	8	yellow taxis

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

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

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

before don't change

c 1 63 Tell Sts to go to **Grammar Bank 2B** on *page 126*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

- The grammar of adjectives in English is very simple.
- There is only *one* possible form that never changes.
- When an adjective describes a noun, there is only *one* possible position: *before* the noun.

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

Check answers, getting Sts to read the full sentences.

a
1 They're Japanese tourists.
2 It's an international school.
3 That isn't the right answer.
4 We're good friends.
5 Hi, Anna. Nice to meet you.
6 Those animals are dangerous.
7 This is a big country.
8 My phone is very cheap.

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 a good student?
6 English is very easy.
7 My brother is very strong.
8 This is an expensive watch.

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

Extra support

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

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

3 PRONUNCIATION

long and short vowel sounds

Pronunciation notes

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

a 1 64 Go through the **Long and short vowels** box with Sts.

Now focus on the six sound pictures.

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

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

1 64
See words in Student's Book on *page 15*

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

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

Finally, they compare their answers in pairs.

c 1 65 Play the audio for Sts to check their answers.

/ɪ/	rich, big	/ɔ/	small, wrong
/i/	easy, cheap	/ʊ/	full, good
/ɑ/	hot, calm	/u/	blue, new

1 65

fish	rich, big	saw	small, wrong
tree	easy, cheap	bull	full, good
clock	hot, calm	boot	blue, new

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

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

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

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

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e Focus on the two groups of words and the example, and explain the activity. Remind Sts to use the article *a / an* with singular nouns.

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

f 1 66 When the time limit is up, play the audio for Sts to check their answers. Find out if any pairs have made nine correct phrases.

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

1 66

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

Extra idea

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

4 VOCABULARY adjectives part 2

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

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

1 67 Now do **b**. Play the audio for Sts to check answers, and then play it again, pausing for Sts to repeat the adjectives.

! You might want to point out to Sts that in American English, blond is always spelled the same; but in British English, the spelling is blonde, though sometimes it is spelled without an *e* for a man. You may also want to teach *overweight* (a more polite way of saying *fat*) and *slim* (= thin and attractive).

1 67

2 blond, dark
5 beautiful, ugly
1 fat, thin
3 old, young
4 tall, short

Focus on the instructions for **c**. Get Sts to cover the adjectives with a piece of paper and look at the pictures, and try to remember the adjectives.

Finally, go through the **Positive adjectives for appearance** box with Sts. If you know your Sts' L1, you could elicit if it is the same in their language.

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

Extra support

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

b Focus on the instructions and the example. In pairs, **A** thinks of an adjective and **B** of someone it describes.

Make sure Sts change roles.

Get feedback from a few pairs.

5 READING

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

! Tell Sts not to shout out the answers!

Get some feedback and then give the right answers.

Johnny Depp and Penélope Cruz

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

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

Deal with any other new vocabulary.

6 WRITING & SPEAKING

a Tell Sts they are now going to write a description of a famous person similar to those in **5a** for their partner to guess. Focus on the list with vocabulary for jobs and make sure Sts understand them.

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

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

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

Extra challenge

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

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

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

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

Make sure Sts change roles.

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G imperatives, *let's*
V feelings
P understanding connected speech

2C After 300 feet, turn right

Lesson plan

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

STUDY LINK
- Workbook 2C
- Online practice
- iChecker

Extra photocopiable material

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

Optional lead-in (books closed)

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

1 VOCABULARY feelings

a Books open. Give Sts a time limit to match the faces and the adjectives.

When Sts have finished matching, go through the **Collocation** box together.

! In your Sts' language, some of these concepts may also be expressed using the verb *have* + a noun.

b 1 68 Play the audio for Sts to listen and check their answers.

1 68
1 I'm worried.
2 I'm happy.
3 I'm thirsty.
4 I'm hot.
5 I'm angry.
6 I'm hungry.
7 I'm tired.
8 I'm stressed.
9 I'm cold.
10 I'm sad.
11 I'm bored.

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

Then give further practice by calling out the numbers of pictures for Sts to tell you how the person feels using the verb *to be*, e.g.,
T: *Number 5.*
Sts: *She's angry.*
T: *Number 2*, etc.

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

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

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

2 LISTENING & READING

a 1 69 Set the scene by going through the instructions and telling Sts to look only at the pictures. In pairs, Sts number the pictures 1–5 according to the order in which they think they happen.

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

1 E 2 A 3 C 4 B 5 D

1 69
See story in Student's Book on *page 17*

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

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

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

Deal with any other new vocabulary.

c 1 70 Focus on the instructions and play the audio for Sts to listen to the end of the story. Tell Sts they need to listen for two problems that the family has. Play the audio again if necessary.

Check answers.

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

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

Extra support

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

3 GRAMMAR imperatives, *let's*

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

Check answers.

⊞ **Park** here!
⊟ **Don't turn** right!
Suggestions: **Let's** stop..., Let's **go**.

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

Additional grammar notes

Imperatives

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

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

Check answers, getting Sts to read the full sentences.

a 1 Turn on
2 don't speak
3 Go
4 Don't read
5 Have
6 Be
7 Take
8 Park

b 1 Let's go
2 Let's turn off
3 Let's sit down
4 Let's close
5 Let's stop

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

Extra support

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

c Tell Sts to cover the dialogues in **2** with a piece of paper and to look at the five pictures on *page 16*.

In pairs, Sts tell each other the imperatives and suggestions for each picture.

Check answers.

1 Turn right. Slow down. Don't worry. Be careful.
2 Turn the air conditioning on. Open your window.
3 Let's stop at that service station.
4 Give me my iPod. Be quiet.
5 Don't park here. Come on. Let's go.

d Tell Sts to look at the nine signs and to write a positive ⊞ or negative ⊟ sentence for each, using the verb phrases from the list.

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

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

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

In pairs, Sts tell each other the phrases.

Get some feedback from the class.

Extra challenge

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

4 PRONUNCIATION

understanding connected speech

a 1 72)) Focus on the **Connected speech** box and go through it with the class. Explain that in English, when people speak fast they don't pronounce each word separately. They tend to run them together, and this can make it difficult for Sts to hear what has been said.

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

Play the audio and pause after each sentence to give Sts time to write. Play again if necessary.

Check answers by writing the sentences on the board.

1 72))
1 Turn on the radio.
2 Let's eat in this cafe.
3 Stand up, please.
4 Let's open the window.
5 Look at these photos.
6 Don't open the door.

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

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5 SPEAKING

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

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

Demonstrate the activity with a good student.

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

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

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

Extra support

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

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

6 1 73 SONG *Please Don't Go* ♫

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

1 73

Please Don't Go

I love you
Babe, I love you so;
I want you to know
That I'm gonna miss your love
The minute you walk out that door.

Chorus

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

Chorus

Hey, hey, hey.
Babe, I love you so;
I want you to know
That I'm gonna miss your love
The minute you walk out that door.

So please don't go, don't go;
Don't go away.

Hey hey hey, I need your love.
I'm down on my knees beggin' please, please, please
Don't go, don't you hear me baby?
Don't leave me now, oh, no, no
Don't go, please don't go
I want you to know that I, I, I love you so.

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1&2 Review and Check

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

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

Test and Assessment CD-ROM

- Quick Test 2
- File 2 Test

GRAMMAR

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

VOCABULARY

a 1 from 2 to 3 in 4 at 5 off

b 1 Read
2 Work
3 Stand, open
4 Open, answer
5 Answer, read

c 1 file (the others are numbers)
2 Chinese (the others are countries)
3 France (the others are nationalities / languages)
4 Ireland (the others are continents)
5 sixteen (the others are multiples of ten)
6 Italy (the others are days of the week)
7 change purse (the others are always used in the plural)
8 school (the others are part of a room)
9 wallet (the others are things you read)
10 happy (the others are negative adjectives)

d 1 bad
2 cheap
3 clean
4 short
5 full

PRONUNCIATION

a 1 A 2 day 3 files 4 good 5 dangerous

b 1 address 2 Italy 3 expensive 4 newspaper 5 thirteen

CAN YOU UNDERSTAND THIS TEXT?

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

CAN YOU UNDERSTAND THESE PEOPLE?

1 74

1 c 2 a 3 b 4 c 5 a

1 74

1 A What's your name?
B Jeanna.
A How do you spell it?
B J-E-A-N-N-A.
A Where are you from?
B I'm from LA.

2 A What's your name?
B My name's Andy.
A How do you spell it?
B A-N-D-Y.
A Where are you from?
B I'm from Newcastle. It's in the North East of England.

3 A What's your name?
B David.
A How do you spell it?
B D-A-V-I-D.
A Where are you from?
B I am from Paris.

4 A What's your name?
B My name is Elise.
A How do you spell it?
B E-L-I-S-E.
A Where are you from?
B Chicago, Illinois.

5 A What's your name?
B My name's Tiffany.
A How do you spell it?
B T-I-F-F-A-N-Y.
A Where are you from?
B I'm from Germany.

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G simple present ⊞ and ⊟
V verb phrases
P third person -s

3A Things I love about the US

Lesson plan

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

STUDY LINK
- **Workbook** 3A

Extra photocopiable material

- **Grammar** simple present ⊞ and ⊟ *page* 168
- **Vocabulary** Verb phrases *page* 252 (instructions *page* 244)
- **Communicative** True or not true? *page* 214 (instructions *page* 199)

Optional lead-in (books closed)

- Write WHAT'S TYPICALLY AMERICAN? on the board. Elicit ideas from the class, e.g., baseball, hamburgers, Hollywood movies, etc.
- Write their ideas on the board.

1 VOCABULARY verb phrases

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

Sts complete the other phrases with verbs from the list.

Check answers. Model and drill the pronunciation of the phrases.

2 **listen** to the radio
3 **have** children
4 **go** to the movies
5 **work** in an office

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

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

2 2))

19	cook dinner	12	play tennis
14	do homework / do housework	15	play the guitar
		7	read a newspaper
20	do exercise	16	say sorry
17	drink water	5	speak German
18	eat fast food	4	study economics
9	go to the movies	13	take an umbrella
3	have children	6	want a new car
8	like animals	10	watch TV
11	listen to music	21	wear glasses
1	live in an apartment	2	work in an office

Go through the ***work*** and ***have* or *eat?*** box with the class. Make sure Sts are clear about the difference between the meanings of the words. *Have* can be used 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.*)

Finally, focus on **c**. Get Sts to cover the verbs and use the pictures to test themselves or their partner.

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

Extra support

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

c 2 3)) Look at the example together 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. Then repeat the activity, eliciting responses from individual Sts.

2 3))

1 TV (*pause*) watch TV
2 the guitar (*pause*) play the guitar
3 water (*pause*) drink water
4 music (*pause*) listen to music
5 glasses (*pause*) wear glasses
6 children (*pause*) have children
7 fast food (*pause*) eat fast food
8 the movies (*pause*) go to the movies
9 a new car (*pause*) want a new car
10 housework (*pause*) do housework

Extra challenge

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

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2 GRAMMAR simple present ⊞ and ⊟

a Focus on the instructions and the four speech bubbles, and help Sts with vocabulary if necessary, e.g., *shines*.

Elicit answers from the class. Now tell Sts to read the text once to check their answers.

Check answers.

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

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

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

Check answers.

1 Some verbs end in *-s* because they are third person singular (*he, she, it*).
2 changes, has, talks, goes, cooks, eats
3 they don't eat fast food, it doesn't shine. a) They use *doesn't* + infinitive. b) They use *don't* + infinitive.

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.

c 2 4 Tell Sts to go to **Grammar Bank 3A** on *page 128*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

- 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 infinitive. 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 infinitive. These contracted forms (of *do not* and *does not*) are almost always used in spoken English and in informal writing.
- Highlight that *goes* /goʊz/ and *does* /dəz/ or /dʌz/ are speled the same but pronounced differently.

Focus on the exercises for **3A** on *page 129*. 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., I go to the movies. My sister doesn't study French.

a 1 She goes to the movies.
2 He lives in an apartment.
3 They have two children.
4 I don't like cats.
5 The supermarket closes at 9:30 p.m.
6 My sister doesn't study French.
7 My husband does housework.
8 My son wants a guitar.
9 My friend doesn't work on Saturdays.
10 Our English class finishes at 5 o'clock.

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 support

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

3 PRONUNCIATION third person -s

Pronunciation notes

- The pronunciation rules for third person singular *-s* and *-es* endings are exactly the same as those for plurals nouns (See **2A**).
- As with the plurals, if Sts want to know when the final *s* is pronounced /s/ and when it is pronounced /z/, explain that it is pronounced /s/ after verbs ending with these unvoiced sounds: /k/, /p/, /f/, /t/, e.g., *works, stops, laughs, sits*. After all other voiced endings, the *s* is pronounced /z/. See box **Voiced and unvoiced consonants** on page 31.
- Sts will have problems distinguishing between and producing the /s/ and the /z/ sounds, and will tend to pronounce all *s* endings as /s/. Tell them that the /s/ is like the sound made by a snake, and the /z/ is like the sound made by a bee or a fly.

a In pairs, Sts answer the question.

Check answers. Model and drill the three words.

books /bʊks/ keys /kiz/ watches /wɑtʃɪz/

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

b 2 5 Focus on the sentences and play the audio once for Sts just to listen. Then play it again, pausing after each sentence for Sts to repeat. If they are having difficulties producing the /s/ and /z/ endings, tell them that the difference is small and reassure them that it will come with practice. The most important thing at this stage is to make the /ɪz/ sound in the right place, e.g., *watches*, and not to make it in the wrong place, e.g., *lives* (NOT /lɪvɪz/).

2 5
See sentences in Student's Book on *page 20*

Play the audio again if necessary.

Give Sts time to practice saying the sentences in pairs.

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c 2 6 Focus on the instructions and the example, and tell Sts that they must listen to the first sentence and then change it using the new subject given, e.g., *I*, *he*, *you*, etc.

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

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

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 *page 153* and demonstrate the activity by making true sentences about yourself.

Give Sts time to think about their six sentences.

Extra support

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

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

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

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

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

4 READING & SPEAKING

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

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

Check answers. Model and drill the pronunciation.

a drive-through	1	a redwood forest	2
a car lane	3	a driver	1
a cup of coffee	1	a theme park	5
a ride	5	a hamburger	4

b 2 7 Focus on the instructions. Tell Sts they are going to read and listen to the article. The first time they shouldn't worry about answering the questions but should just listen and follow along.

2 7
See text in Student's Book on *page 21*.

Give Sts time to read the article again and decide whether the sentences are true or false. Then get them to compare with a partner and say why the F ones are false.

Check answers.

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

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

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

Deal with any other new vocabulary.

d Focus on the instructions and the example. Then go through the Useful words box and make sure Sts understand the meaning of *why* and *because* /bɪ'kɔz/. Model and drill the pronunciation.

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

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

Get some feedback from individual Sts.

Extra support

- You could do this as a whole class activity, and write their sentences on the board.

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G simple present ?
V jobs
P /ər/

3B Work and play

Lesson plan

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

STUDY LINK
- **Workbook** 3B

Extra photocopiable material

- **Grammar** simple present *page 169*
- **Vocabulary** Jobs *page 253* (instructions *page* 245)
- **Communicative** simple Present questionnaire *page* 215 (instructions *page* 200)

Optional lead-in (books closed)

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

1 VOCABULARY jobs

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

Sts write the names of the jobs individually or in pairs.

Get Sts to spell the words and write them on the board, with *a/an*.

1 teacher	3 waiter	5 receptionist
2 actor	4 taxi driver	

Model and drill the pronunciation, and underline the stress.

b Tell Sts to go to **Vocabulary Bank** ***Jobs*** on *page 154* and get them to do exercise **a** individually or in pairs.

Focus on the information box on **Pronunciation** and ***a / an* + jobs** and go through it with Sts.

2 8 Now do **b**. Play the audio for Sts to check answers. Play it again, pausing after each phrase for Sts to repeat. Give further practice of any words and phrases your Sts find difficult to pronounce.

2 8

2	an administrative assistant	14	a (bank) manager
		16	a model
1	an architect	18	a musician
7	a chef / a cook	5	a nurse
6	a construction worker	21	a pilot
4	a dentist	23	a police officer
17	a doctor	15	a salesperson
8	an engineer	13	a soccer player
11	a factory worker	9	a soldier
22	a flight attendant	25	a teacher
24	a front desk clerk / a receptionist	3	a veterinarian
		20	a waiter / a waitress
19	a hair stylist		
10	a journalist		
12	a lawyer		

Now focus on the instructions for **c**. Get pairs to cover the words with a piece of paper and look at the pictures, and try to remember the jobs.

2 9 Finally, focus on the flow chart in **d** and go through the possible answers to the question *What do you do?* Play the audio for Sts to listen and repeat the sentences. Play again if necessary.

2 9

I'm a musician.	I'm in college.
I'm an engineer.	I'm at school.
I work for a French company.	I'm unemployed.
I work in a store.	I'm retired.
I'm a student.	

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

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

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

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

Extra support

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

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

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

Get feedback from as many Sts as possible.

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2 LISTENING

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

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

Extra support

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

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

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

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

2 10
(audioscript in Student's Book on *page 116–117*)
A = announcer, H = host, D = David, K = Kate, L = Lorna, W = Wayne

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

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

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

Check answers.

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

2 11
(audioscript in Student's Book on *page 117*)
H Now you have a minute to ask Wayne about Tanya's job.
K Wayne, does Tanya work outside?
W It depends. Outside and inside.
L Does she work on the weekend?
W Yes, she does.
K Does she work with computers?
W No, she doesn't.
D Does she wear a uniform or special clothes?
W Yes, she does. She wears special clothes.
K Does she travel?
W Yes, she does. A lot.
L Does she earn a lot of money?
W Yes, she does. A lot.
H That's time. OK team.

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

Play audio 2 10 again.

Check Wayne's answers about his job.

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

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

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

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

Get feedback, but don't tell them if they're right or wrong.

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d 2 12 Play the end of the show on the audio. Pause after they ask *Are you a soccer player?* and ask Sts what they think, before letting them hear his job.

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

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

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

Extra support

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

3 GRAMMAR simple present

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

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

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

2 13
1 Do you work with other people? Yes, I do.
2 Do you work in an office? No, I don't.
3 Does she work with computers? No, she doesn't.
4 Does she work on the weekend? Yes, she does.

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

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

Additional grammar notes

do* and *does

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

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

Check answers, getting Sts to read the full sentences.

a 1 Does 2 Do 3 Does 4 Do 5 Do 6 Do 7 Does 8 Do

b 1 Does he like tennis?
2 Does she speak Chinese?
3 Do you eat pizzas?
4 Do they cook lasagna?
5 Does she live in a house?
6 Do you want an iPhone?
7 Does he drive fast?

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

Extra support

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

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

Remind Sts of the rules of the game, which you could write on the board:

— the people asking the questions have two minutes – one to guess the participant's job and one to guess his / her imaginary wife's / husband's job. They should give their imaginary partner a name, too.

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

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

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

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

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

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4 PRONUNCIATION /ɚ/

Pronunciation notes

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

a 2 15 Focus on the new sound picture, *bird*. Play the audio once for Sts just to listen to the words and sound.

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

> 2 15
> See words in Student's Book on *page 23*

Go through the /ɚ/ information box with the class.

b 2 16 Now focus on the words in the exercise. Explain that Sts must find the "odd one out" (the word that doesn't have the /ɚ/ sound) in each line.

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

Extra challenge

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

Check answers.

1 tired 2 here 3 sure

> 2 16
> See words in Student's Book on *page 23*

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

c Model and drill the three sentences.

In pairs, Sts practice saying the sentences.

Get a few Sts to say them aloud to the class.

5 SPEAKING

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

Check answers.

During the week:
use a computer at work / school, **read** in English, **eat** in a cafe or restaurant, **do** housework
On the weekend:
watch TV in the morning, **listen** to music, **do** housework, **do** homework, **go** to the movies

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

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

Extra support

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

Get Sts to change roles.

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

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

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

6 READING

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

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

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

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

Get Sts to compare their guesses with a partner.

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

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

Check answers.

1 Marie 2 Jon 3 Sarah

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

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

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G word order in questions
V question words
P sentence stress

3C Meeting online

Lesson plan

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

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

Extra photocopiable material

- **Grammar** word order in questions *page 170*
- **Communicative** Famous people *page* 216 (instructions *page* 200)
- **Song** *Somethin' Stupid page 271* (instructions *page* 265)

Optional lead-in (books closed)

- Pretend to write your Facebook profile on the board or ask Sts what kind of information people give in their profile on social networking sites like Facebook.

1 LISTENING

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

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

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

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

b 2.17 Establish that Kevin and Samantha are now meeting for the first time in a restaurant. Write the three questions on the board and ask Sts to cover the conversation or close their books.

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

Check answers.

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

2.17
K = **Kevin**, S = **Samantha**
S Hi. Are you Kevin?
K Yes. Are you Samantha?
S Yes, I am, but call me Sam. Nice to **meet** you. Sorry I'm late.
K No problem. You look different from your photo.
S Let's **have** something to drink? Coffee? Tea.
K No, thanks. Water for me. I don't **drink** caffeine after 9:00 a.m.
***
K I **like** this place.
S Me too. Where do you **live** in New Jersey?
K In Edison. Near the mall. I **live** with my mother.
S Really? What do you **do**?
K I'm a teacher. I teach chemistry.
S Chemistry? How interesting.
K Yes, it's a very interesting job. What about you?
S I'm a journalist. Um, you **like** the movies, Kevin. What kind of movies do you **like**?
K Science fiction movies. I **love** *Star Wars*.
S Oh.
K Do you **like** *Star Wars*?

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

Extra challenge

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

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

Check answers.

See verbs in **bold** in audioscript 2.17

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

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

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

Put Sts in pairs and get them to read the conversation.

If there's time, get them to change roles.

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e 2 19 Focus on the instructions and the question. Play the audio once and then ask Sts *Do you think they want to meet again?* Elicit some opinions (No, because lunch is clearly a disaster!).

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

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

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

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

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

Extra support

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

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

2 GRAMMAR word order in questions

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

Check answers.

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

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

Additional grammar notes

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

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

Check answers, getting Sts to read the full sentences.

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

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

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

Extra support

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

3 VOCABULARY & PRONUNCIATION

question words; sentence stress

a 2 21 Focus on the question words and phrases. Play the audio once for Sts to listen and repeat. Play again if necessary.

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

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

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

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

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

See words in **bold** in audioscript 2.22

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

2 22))

1 **What** phone do you have?
2 **How** old are you?
3 **How many** brothers and sisters do you have?
4 **Which** do you prefer, Saturdays or Sundays?
5 **When** do you have English classes?
6 **What kinds** of movies do you like?
7 **Where** do you live?
8 **Who**'s your favorite actor?
9 **Why** do you like him?

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

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

Extra challenge

- 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 box A they need to add *do you* between the question word or phrase and the verb, and in the second box they have to add *is* after *Who* or *What*.

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

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

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

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

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

Get some feedback from the class.

Extra challenge

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

- With a strong class you could also get the Sts who are asking the questions to cover the question and only look at the prompts (e.g., *What / name?*) or even produce the questions from memory.
- Round off the activity by asking various pairs what they have in common.

5 WRITING

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

a Focus on Jamie's profile. Go through the different sections with Sts. Highlight and check the meaning and pronunciation of:

–*occupation* (= what they do, e.g., their job).

–*interests* (= hobbies).

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

Then ask Sts if they have similar interests to Jamie.

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

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

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

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

6 2 23)) SONG *Somethin' Stupid* ♫

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

2 23))

Somethin' Stupid

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

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

I practice every day to find some clever lines to say to make the meaning come through,
But then I think I'll wait until the evening gets late and I'm alone with you.
The time is right, your perfume fills my head, the stars get red and oh, the night's so blue
And then I go and spoil it all by saying something stupid like "I love you".

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Vocabulary snacks and drinks: *espresso, brownie*, etc.
Function telling the time; ordering food and a drink; meeting and introducing people
Language *What time is it? It's half past nine., Can I have a...?, How much is that?*, etc.

PRACTICAL ENGLISH

Episode 2 At a coffee shop

Lesson plan

In this lesson Sts learn to tell the time and how to buy a coffee (or other drink) in a coffee shop. The Rob and Jenny story develops. They meet at the hotel, and go to buy some coffee. They then go to the office and Jenny meets Karen, the administrator, and Daniel, the boss.

STUDY LINK
- **Workbook** At a coffee shop

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

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

1 TELLING THE TIME

a Books open. Focus on the clock and the question. Elicit the answer *It's nine o'clock* and write it on the board. You may want to point out here that we often just say, e.g., *The meeting is at nine* (rather than *at nine o'clock*), but if someone asks you the time it's more common to answer *It's nine o'clock*.

Tell Sts to go to **Vocabulary Bank** ***Time*** on *page 157*. Focus on part **1 Telling the time** and get Sts to do exercise **a** individually or in pairs.

2 24 Now focus on **b** and play the audio for Sts to check answers.

Highlight:

–that from 12 o'clock to the six at the bottom of the clock (the right-hand side of the clock) all the times are with *after*, and that from the six at the bottom of the clock to 12 o'clock (the left-hand side) all the times are expressed with *to*.

–the pronunciation of *after* /ˈæftər/ (highlighting the silent *l*) and *quarter* /ˈkwɔrtər/.

–the origin of *o'clock* (originally "of the clock")

Note: there is no difference in exactness between *It's nine* and *It's nine o'clock*. If you want to emphasize an exact time, you can add the phrase on the dot, e.g., *It's nine o'clock on the dot*.

You may also want to point out that Americans often leave out the *a* before *quarter after* and *quarter to*, e.g., *It's (a) quarter to ten*. It is also very common in the US to use digital time, e.g., *9:45, 10:15*.

2 24
4 It's six fifteen. / It's quarter after six.
5 It's six o'clock.
1 It's six forty-five. / It's quarter to seven.
7 It's six ten. / It's ten after six.
9 It's six fifty-five. / It's five to seven.
2 t's six thirty-five. / It's twenty-five to seven.
8 It's six thirty. / It's half past six.
6 It's three minutes after six.
3 It's six twenty. / It's twenty after six.

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

Now, focus on the **Time** box and go through it with Sts.

Finally, focus on the instructions for **c**. Get Sts to cover the phrases with a piece of paper and to point to the watches, and ask and say the times.

b Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** ***What's the time?***, **A** on *page 101*, **B** on *page 107*.

Sit **A** and **B** face-to-face if possible. Go through the instructions with them carefully and drill the question *What's the time?* (or *What time is it?*).

At the end of the activity get Sts to compare their clocks to make sure they have drawn in the right times.

Tell Sts to go back to the main lesson.

2 VIDEO ROB AND JENNY MEET

a 2 25 Focus on the photos and elicit who the people are and where they are (Rob and Jenny in the hotel, and then in a coffee shop).

Then focus on the instructions and the question. Play the audio once the whole way through.

Check answers.

They decide to go and get some good coffee in a coffee shop.

2 25
(audioscript in Student's Book on *page 117*)
R = **Rob**, J = **Jenny**
R Um... Jennifer?
J Rob?
R Yes, hello. Nice to meet you, Jennifer.
J Call me Jenny. Good to meet you, too.
R Welcome to London. Am I late?
J Um... just a little.
R What time is it?
J Nine fifteen.
R I'm really sorry. The traffic is terrible today.
J No problem.
R How are you? How's the hotel?
J The hotel's very nice. But breakfast isn't great. I'd like a good cup of coffee. Not hotel coffee, real coffee.
R OK, let's get a coffee.
J Do I have time? I have a meeting at nine-thirty.
R With Daniel?
J Yes.
R Don't worry. We have lots of time, the office is very near. So, Jenny, where do you live in New York?

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b Focus on sentences 1–6 and go through them with Sts, eliciting / explaining new words, e.g., *full name*. Then play the audio again for them to mark the sentences T (true) or F (false). Make it clear that they don't need to correct the false sentences yet.

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

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

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

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

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

Extra support

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

3 VIDEO BUYING A COFFEE

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

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

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

Extra activity

- You could get Sts to practice in pairs like this:
  A *How much is a single espresso?*
  B *2:45. How much is a regular cappuccino?*, etc.

b 2.26 Focus on the task and on questions 1–3. Elicit / explain that question 3 *How much is it?* means "What is the price?". Tell Sts just to listen for the numbers here (as they are written on the menu).

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

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

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

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

2.26 2.27

B = **barista**, R = **Rob**, J = **Jenny**
B Can I **help** you?
R What would you like, Jenny? (*repeat*)
J An espresso, please. (*repeat*)
B **Single** or double?
J Double. (*repeat*)
R Can I have a latte, please? (*repeat*)
B **Regular** or large?
R Large. (*repeat*)
B To have **here** or take away?
R To take away. (*repeat*)
B Anything else?
J No, thanks. (*repeat*)
R A brownie for me, please... and a croissant... (*repeat*)
B OK.
R How much is that? (*repeat*)
B That's £12.45, please.
R Sorry, how much? (*repeat*)
B £12.45. Thank you. And your **change**.
R Thanks. (*repeat*)

c Focus on the dialogue in the chart. Elicit who says the **You Hear** phrases (the barista) and who says the **You Say** phrases (the customer or here Rob and Jenny). These phrases will be useful for Sts if they need to order food or a drink. Point out the **Cultural note** on the page. *Barista* is an imported Italian word.

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

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

See words in **bold** in audioscript 2.26

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

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

d 2.27 Now focus on the **You Say** phrases and tell Sts they're going to hear the dialogue again. They should repeat the **You Say** phrases when they hear the beep. Encourage them to copy the rhythm and intonation.

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

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

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

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

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

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

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

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4 VIDEO FIRST DAY IN THE OFFICE

a 2 28 Focus on the photos and ask Sts some questions, e.g., *Where are Rob and Jenny now? Who do you think the other people are?* (You may want to teach / review *maybe* and *I think* to encourage speculation.)

Go through questions 1–6.

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

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

1 She is an administrator.
2 In Poland.
3 In Manhattan.
4 Yes, a sister.
5 Tea, coffee, or water.
6 Twelve o'clock.

2 28
(audioscript in Student's Book on *page 117*)
R = Rob, J = Jenny, K = Karen, D = Daniel

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

Extra support

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

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

In pairs, Sts decide who says them.

c 2 29 Play the audio for Sts to check their answers.

2 29
Here we are. **Rob**
Is this your first time in the UK? **Karen**
Would you like something to drink? **Daniel**
Talk to you later. **Daniel**

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

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

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

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G *Whose...?*, possessive *'s*
V family
P /ʌ/, the letter *o*

4A Is she his wife or his sister?

Lesson plan

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

STUDY LINK
- Workbook 4A

Extra photocopiable material

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

Optional lead-in (books closed)

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



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

1 GRAMMAR *Whose...?*, possessive *'s*

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

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

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

Get some feedback from the class.

1
Justin Bieber is a singer. He's from Canada.
Carla Bruni is a singer and model. She's from Italy.
Lionel Messi is a soccer player. He's from Argentina.
Jack Nicholson is an actor. He's from the US.
George Clooney is an actor. He's from the US.

c Now focus on the title of the activity *Who are they with?*.

In pairs, Sts guess who the other person in each photo is by looking at sentences 1–5 and choosing **a** or **b**. If you didn't do the **Optional lead-in**, make sure Sts know the meaning of *brother, father*, etc.

! Tell Sts not to shout out answers if they already know who some of the people are.

Get feedback, but do not tell Sts the answers yet.

d 2 30 Play the audio once for Sts to listen and check. Elicit that *'s = of*, i.e., *of Justin Bieber*.

2 30
1 She's Justin Bieber's mother.
2 He's Carla Bruni's ex-boyfriend.
3 She's Lionel Messi's sister.
4 She's Jack Nicholson's daughter.
5 He's George Clooney's father.

e 2 31 Tell Sts to go to **Grammar Bank 4A** on *page 130*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

- Sts tend not to have too many problems with the possessive *s* being used in English with things / places, e.g., *Harry's bag* and people, e.g., *Jane's brother*. However, they may be less clear about not using it in phrases like *The end of the movie* or in compound noun phrases like *bus stop* (if this is an *of* construction in their L1).

Names that end in *s*

- *James's* or *James'*? After names ending in *s*, you can add either *'s* or just an apostrophe. We teach the first form as it is more common and follows the basic rule. The pronunciation is /ɪz/, e.g., /ʤeɪmzɪz/.

Focus on the exercises for **4A** on *page. 131*. Sts do the exercises individually or in pairs. With **b**, go through the instructions with the Sts first to make sure they understand exactly what they have to do.

Check answers. For **b**, ask Sts for the answers and then write the sentences on the board, so they can see where they have to put the apostrophes. Elicit each time whether the *'s* is the contraction of *is* or the possessive *s*.

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a 1 my mother's birthday
2 her parents' house
3 the end of the day
4 my sister's friends
5 Anne's bag
6 the students' desks

b 1 They're Mark's.
2 It's Mark's.
3 They're Bill's.
4 It's Mark's.
5 They're Bill's.

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 support

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

f Ask Sts to focus on the things from the photos. Elicit what they are, and model and drill their pronunciation. Then tell Sts that they belong to the famous people in **b**.

Focus Sts' attention on the speech bubbles. Give Sts, in pairs, a few minutes to practice asking and answering the questions. Check answers, encouraging Sts to use *I think*....

Check answers.

1 It's George Clooney's.
2 It's Jack Nicholson's.
3 It's Lionel Messi's.
4 They're Carla Bruni's.
5 It's Justin Bieber's.

Extra idea

- Try to find some photos of famous people's relatives who your Sts will know. You could find these on the Internet or in celebrity magazines. Ask who the people are.

2 VOCABULARY family

a Tell Sts to go to **Vocabulary Bank *The family*** on *page 155*.

Focus on the instructions to **a** and the first family tree. Make sure that Sts realize that they have to number the people in relation to Richard.

Ask Sts *Who is Kate?* and elicit *She's Richard's sister.* Then show them where to find the word *sister* and write the number (11) in the box next to *Kate*.

Give Sts, in pairs, five minutes to write the numbers on the two family trees.

! Tell Sts they will need to use one of the words (*cousin*) twice.

Do not check answers at this stage.

Focus on **b**. Give Sts a few moments to fill in the blanks. Do not check answers at this stage.

2 32 Now do **c**. Play the audio for Sts to check their answers to **a** and **b**. Then play the audio again, pausing after each phrase for Sts to repeat. Give further practice of any words your Sts find difficult to pronounce, e.g., *cousin*, *daughter*, *niece*, and *nephew*.

2 32

a 7 Jennifer is Richard's grandmother.
6 John is Richard's grandfather.
8 Carol is Richard's mother.
5 Gary is Richard's father.
1 Sue is Richard's aunt.
13 Nick is Richard's uncle.
11 Kate is Richard's sister.
2 Steven is Richard's brother.
3 Matt is Richard's cousin.
3 Sarah is Richard's cousin.
14 Grace is Richard's wife.
4 Nicole is Richard's daughter.
12 Jake is Richard's son.
9 Oliver is Richard's nephew.
10 Ava is Richard's niece.

b 1 my father and my mother (*pause*) my **parents**
2 my grandfather and my grandmother (*pause*) my **grandparents**
3 my son and my daughter (*pause*) my **children**

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 and sisters?*

Go through the **More family words** box with Sts.

Extra challenge

- 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), and *partner* (the most common word used these days to describe people who live together but are not necessarily married).

Focus on **d**. 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 support

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

b Focus on the questions and give Sts two minutes to answer them in pairs.

Check answers.

2 My uncle
3 My niece
4 My cousins
5 My brother-in-law
6 My nephew

3 PRONUNCIATION /ʌ/, the letter *o*

Pronunciation notes

- 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., *mother*) and /u/ (e.g., *boot*).
- Highlight that *clock* and *mother* are short sounds, *boot* is a long sound, and *phone* is a diphthong. Help Sts by demonstrating the mouth positions for these sounds.

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a 2 33 Focus on the sound picture (*up*) and play the audio once for Sts just to listen to the words and sound.

> 2 33
> See words in Student's Book on *page 29*

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

b Tell Sts to go to **Sound Bank** on *page 166*. Go through the typical and less common spellings for the sound.

Tell Sts to go back to the main lesson **4A**.

c Remind Sts that in English the vowels can be pronounced in different ways. 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., *mother*) and /u/ (e.g., *boot*).

Focus on the sound pictures and elicit the four words and sounds, e.g., *up* /ʌ/, *phone* /oʊ/, etc.

Give Sts two or three minutes to put the eleven 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 them decide where to put them.

! Two of the words have a second *o* in them that are not pink. They are both the schwa sound, i.e., *doctor* and *London*.

Extra support

- To help Sts, you could tell them how many words go into each column (excluding the example): /ʌ/ has three more words, /oʊ/ has three, /ɑ/ has four, and /u/ has one.

d 2 34 Get Sts to compare with a partner. Play the audio for Sts to listen and check their answers.

Then feedback the correct answers onto the board.

> 2 34
>
up /ʌ/	come, London, money, one
phone /oʊ/	don't, go, home, no
clock /ɑ/	doctor, job, model, hot, stop
boot /u/	do, who

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

e Model the example dialogues with a strong student.

Get Sts to practice the dialogues in pairs.

Then get a few pairs to read out loud for the class.

4 LISTENING & SPEAKING

a 2 35 Focus on the instructions and on the photos on Isabel's phone.

Extra support

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

Play the audio once or twice. Check answers.

> Photo 1: Isabel's boyfriend
> Photo 2: Isabel's father, stepmother, and her brother's girlfriend

> 2 35
> (audioscript in the Student's Book on *page 117*)
> **A = Anna, I = Isabel**
> A Who's that?
> I That's my boyfriend, Alex.
> A He's good-looking. How old is he?
> I 26.
> A What does he do?
> I He's a police officer.
> A Really! Does he like it?
> I Yes, he loves it. And this is my dad.
> A He looks very young.
> I Well, he's fifty-five this year.
> A He doesn't look fifty-five! Is that your mother?
> I No, that's Gloria, my stepmother.
> A Is she nice?
> I Yes, she's great. She's a hair stylist – she does my hair for free!
> A How nice! Who's that?
> I That's Natalie.
> A Who's she?
> I My brother's girlfriend.
> A She's pretty!
> I Do you think so?
> A Yes. Don't you like her?
> I Not very much. She thinks she's very intelligent, but she isn't really.
> A What does she do?
> I She's a student. She studies Spanish – but she can't speak it very well.

b Focus on the instructions. Play the audio again, pausing after each person has been described to give Sts time to write. Play again if necessary.

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

> Photo 1: Isabel's boyfriend's name is Alex. He is 26 and a police officer.
> Photo 2: Isabel's father is 55. Her stepmother's name is Gloria. She is a hair stylist. Isabel's brother's girlfriend studies Spanish at college. Isabel doesn't like her.

Extra support

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

c Focus on the instructions and the examples. If Sts have, e.g., their phones or laptops with them, ask them to show each other photos of people in their family or friends. They must ask each other three questions about each person.

If not, they could write the names of some of their relatives and friends on a piece of paper. They exchange pieces of paper and then **A** asks **B** three questions about each person.

They then change roles.

Extra support

- Demonstrate by bringing in some photos of your family / friends. If possible, blow them up or project them on the board, and then elicit questions from Sts.

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G prepositions of time (*at*, *in*, *on*) and place (*at*, *in*, *to*)
V everyday activities
P linking and sentence stress

4B What a life!

Lesson plan

This lesson is based on the daily routine of two real people with busy lives (Nico runs the restaurant the Blue Jar in Santiago de Chile). Sts begin by learning verb phrases to talk about everyday activities. There is then a pronunciation focus on linking and sentence stress, which will help Sts to understand spoken English. Sts then read about Nico's day, and listen to an interview with his stepdaughter Amelia and decide whose day they think is more stressful. This is followed by a grammar focus on prepositions of time and place, which are commonly used when we describe a typical day. The lesson ends with a speaking activity, where Sts ask each other about their typical weekdays, and they then write a description of their favorite day of the week.

! This lesson also reviews telling the time. This was taught at the beginning of **Practical English Episode 2** on *page 26*. If you did not do this lesson, you will need to do this section first instead of the **Optional lead-in**.

STUDY LINK
- Workbook 4B

Extra photocopiable material

- **Grammar** prepositions of time and place (*in, on, at, to*) *page* 172
- **Vocabulary** A day in the life of an aerobics teacher *page* 255 (instructions *page* 245)
- **Communicative** Prepositions questionnaire *page* 218 (instructions *page* 200)

Optional lead-in (books closed)

- Review telling the time. Draw a clock on the board and then draw different hands and ask Sts *What time is it?*
- Then 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

everyday activities

a 2 36 Books open. Focus on the phrases and give Sts time to look at them with a partner. Then play the audio (sound effects), pausing after each one for Sts to guess which one it is.

Check answers. Model and drill the pronunciation of the phrases.

1 get up	3 get dressed	5 have breakfast
2 take a shower	4 have a coffee	6 go to work / school

2 36
(sound effects)
1 alarm clock ringing immediately followed by somebody getting out of bed yawning
2 somebody taking a shower
3 somebody getting dressed
4 somebody stirring cup of coffee and sipping it
5 somebody having breakfast
6 somebody going to work

b Focus on the task. Demonstrate it yourself by using phrases 1–6 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.

c Tell Sts to go to **Vocabulary Bank** ***Everyday activities*** on *page 156* and get them to do exercise **a** individually or in pairs.

2 37 Now do **b**. Play the audio for Sts to check answers (tell them they will hear complete sentences, e.g., *She wakes up at 7 o'clock.*).

Then play the audio again, pausing after each sentence for Sts to repeat. Give further practice of any words or sentences your Sts find difficult to pronounce.

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). You may also want to point out that *Stressed* and *Healthy* are Suzy and Henry's last names here.

2 37
Suzy Stressed
2 She takes a shower.
4 She has a coffee.
11 She does housework.
6 She starts work at 8:30.
8 She finishes work at 6:30.
3 She gets dressed.
1 She wakes up at seven o'clock.
7 She has lunch at work.
9 She goes shopping.
14 She goes to bed late.
12 She has pizza for dinner.
10 She gets home late.
5 She goes to work by bus.
13 She watches TV and checks emails.
Henry Healthy
6 He goes to Italian classes.
9 He does Italian homework.
1 He gets up at eight o'clock.
3 He has breakfast.
2 He exercises.
5 He goes home early.
4 He walks to work.
10 He relaxes.
7 He takes the dog for a walk.
12 He sleeps for eight hours.
8 He makes dinner.
11 He takes a bath.

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

Focus on **c** and put Sts in pairs. Get **A** to describe Suzy's day and **B** Henry's day. Encourage them to say the complete phrase, i.e., *She wakes up at 7 o'clock*, and to change roles after they've finished.

Tell Sts to go back to the main lesson **4B**.

Extra support

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

2 PRONUNCIATION linking and sentence stress

a 2 38 Focus on the **Connected speech** box and remind Sts about linking in spoken English. Tell Sts they are going to hear five sentences, each read at natural speed.

Play the audio once for Sts just to listen. Then play it again, pausing for Sts to write the five sentences. Play again if necessary.

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

2 38
1 He wakes up at eight o'clock.
2 She works in an office.
3 She has a coffee at eleven o'clock.
4 He has a lot of homework.
5 She has an interesting day.

b 2 39 This exercise practices sentence stress and rhythm. Focus on the sentences and tell Sts that the words in bigger bold print are the words that are stressed.

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

2 39
See sentences in Student's Book on *page 30*

In pairs, Sts practice the sentences, paying attention to linking and rhythm.

Get a few Sts to read some of the sentences aloud.

3 READING & LISTENING

a Focus on the title of the article and the photos of Nico and Amelia. Read the introduction together. Tell Sts they will now read about a typical (working) day in Nico's life and then listen to an interview with Amelia about a day in her life.

Focus on the adjectives in the list and make sure Sts can remember what they mean.

Set a time limit and tell Sts that all they have to do is find out how Nico feels at the end of the day.

Get feedback from a few Sts.

Nico feels tired, but happy. Maybe he also feels stressed. He works all day and makes food for his family. He gets up early and is always working. He has very little free time, but he likes his job.

Extra challenge

- Encourage Sts to use modifiers (e.g., *a bit, a little, really, very*) with the adjectives.

b Focus on the first highlighted word (*own*) and elicit the meaning (= to emphasize that the restaurant belongs to him). Then get Sts in pairs to guess the meaning of the other highlighted words and phrases in the text. Tell them to read the whole sentence, as the context will help them guess.

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

Sts read the article again and underline all the lexis related to restaurants.

Get Sts to compare with a partner, and then check answers. Model and drill pronunciation, making sure Sts understand the meaning of the lexis.

chef, reservations, menu, cooking, orders, prepare food, check the tables, shout instructions, waiters, make lunch, customers

Deal with any other new vocabulary.

c Put Sts in pairs, **A** and **B**, and tell them to go to **Communication *Nico's day***, **A** on *page 101*, **B** on *page 107*.

Go through the instructions with them carefully.

Sit **A** and **B** face-to-face. **A** asks **B** his / her questions. **B** reads the text and finds the answers.

When **A** has asked all his / her questions, they change roles.

Tell Sts to go back to the main lesson **4B**.

d 2 40 Focus on the photos of Amelia and read the instructions. Elicit the meaning of *stepdaughter* (= his wife's daughter from a previous relationship).

Give Sts a couple of minutes to read the information about Amelia's day. Tell them to think about what the missing words / phrases could be.

Extra support

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

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

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

Morning
8:00 She starts school.
She has **five** or **six** classes.
Afternoon
1:00 She has lunch. She only has **50** minutes for lunch.
She has **three** or **five** classes.
5:30 She finishes school.
On Mondays and **Wednesdays** she has extra classes.
On Tuesdays and **Thursdays** she has **basketball** practice.
Evening
She does **homework** and studies until dinner.
After dinner, she studies until **11:00**.
11:30 She goes to bed.

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2 40

(audioscript in Student's Book on *pages 117–118*)
I = **interviewer**, A = **Amelia**

I What time do you get up in the morning?
A I get up at six thirty. I never want to get up because it's very early.
I Do you have breakfast?
A Yes, a quick breakfast, and then I go to school.
I How do you go to school?
A By bus. We have these yellow school buses – we call them *liebres*.
I What time do you start school?
A At eight o'clock. In the first class everyone is really sleepy.
I How many classes do you have?
A In the morning we usually have five, but sometimes six.
I What time do you have lunch?
A At one o'clock.
I That's a very long morning!
A Yes, it is. We're very hungry at lunchtime.
I Where do you have lunch?
A We have lunch at school in the cafeteria. We only have 50 minutes, so we don't have much time to relax. We just eat our food and then run to the next class.
I How many classes do you have in the afternoon?
A On a good day only three, on a bad day five. After the second class everybody is tired and we don't concentrate on what the teacher is telling us.
I What time does school finish?
A At five thirty.
I Do you go home then?
A It depends. On Mondays and Wednesdays I go to extra classes to prepare for college entrance exams, and on Tuesdays and Thursdays I have basketball practice.
I What do you do when you get home?
A I just want to relax, but it's impossible. I have homework and exams, so I need to study! So I sit down at my desk and start working again. After dinner, I go back to my room and study until eleven o'clock, or sometimes later.
I What time do you go to bed?
A About eleven thirty. I lie in bed and think about the next day and the classes I have. Luckily, it's Friday today! No school tomorrow!

Extra idea

- If there's time, you could get Sts to listen again with the audioscript on *pages 117–118*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

e Finally, ask Sts whose day they think is more stressful, Nico's or Amelia's. Encourage them to try to say why (even if they make mistakes).

4 GRAMMAR prepositions of time (*at, in, on*) and place (*at, in, to*)

a Tell Sts to try to complete the sentences about Amelia's day with a preposition.

b 2 41 Play the audio for Sts to listen and check.

Check answers.

See words in **bold** in audioscript 2.41

2 41

1 I get up **at** six thirty.
2 **In** the morning we usually have five classes, sometimes six.
3 We have lunch **at** school in the cafeteria.
4 **On** Mondays and Wednesdays I go **to** extra classes.

c 2 42 2 43 Tell Sts to go to **Grammar Bank 4B** on *page 130*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

- There are three main prepositions of time: *at, in, on*.
- There is a simple rule for *in*. The rules for *on* and *at* require a little bit more effort to remember, because these include the exceptions *on the weekend*, *at night*.
- Some uses are not yet practiced (*in* + months and year, *on* + dates) because Sts do not have this lexis yet, but they are focused on later when Sts learn dates in **6B**.
- Under prepositions of place, Sts focus on *at* or *in* and *to*. The main goal is for Sts to be clear that *at* and *in* are used for position whereas *to* is used for movement. Sts also learn that *in* / *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 go into this at this level.

Focus on the exercises for **4B** on *page 131*. Sts do the exercises individually or in pairs.

Extra support

- You may want to focus on the rules for prepositions of time and then do exercise **a**, followed by the rules for prepositions of place and exercise **b**.

Check answers, getting Sts to read the full sentences.

a	1 in		3 in		5 at		7 on	
	2 on		4 at		6 on		8 in	
b	1 at		3 in		5 to		7 in	9 in
	2 to		4 at		6 –		8 at	10 at

Tell Sts to go back to the main lesson **4B**.

Extra support

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

d 2 44 Tell Sts they are going to hear some time phrases and they must repeat the time phrase with a preposition. Focus on the example.

Play the audio, pausing after each time phrase for Sts to repeat with the right preposition. Then repeat the activity, eliciting responses from individual Sts.

2 44

1 the weekend (*pause*) on the weekend
2 the morning (*pause*) in the morning
3 seven o'clock (*pause*) at seven o'clock
4 Sunday (*pause*) on Sunday
5 night (*pause*) at night
6 the evening (*pause*) in the evening
7 midnight (*pause*) at midnight
8 the summer (*pause*) in the summer
9 Tuesday morning (*pause*) on Tuesday morning
10 noon (*pause*) at noon

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5 SPEAKING & WRITING

a Put Sts in pairs and tell them they are going to interview their partner. Stress that they are going to talk about a typical weekday (Monday to Friday).

Focus on the questions and elicit that Sts need to add *do you* each time.

Demonstrate the activity by getting Sts to ask you two or three questions. Remind Sts of the typical rhythm of questions and encourage them not to stress *do you*, e.g., *What time do you get up?*

Before starting, go through the **When you can't be exact** box with Sts and remind them of the expressions mentioned.

Sts ask and answer the questions in pairs. Monitor and help, correcting any mistakes with the time and prepositions.

b In their pairs, Sts decide who has a more stressful day.

Get feedback, asking as many pairs as possible who is more stressed and why.

c Tell Sts to go to **Writing** ***A magazine article*** on *page 112*.

The goal here is to give Sts practice describing habitual actions. Sts learn to recognize and use common connectors and common sequencers.

Focus on **a** and give Sts time to read the article. When they have finished, ask a few Sts *Is Cristina's Saturday like yours?*

Now do **b** and go through the ***after* and *then*** box with the class. Highlight that:

—*then* is used with a verb phrase. It can go at the beginning or in the middle of a sentence: *I take a bath. Then I go to bed. I take a bath and then I go to bed.*

—*after* and *before* are prepositions and opposites. They are used with a noun or a verb phrase: *I always have a cup of coffee after lunch.*

—You could teach *after that* as an alternative to *then*. However, highlight that you can't use *after* to connect two clauses, e.g., NOT ~~*I get up, and after I have breakfast*~~.

With a partner, Sts check that they know the highlighted words in the text, and then they complete the six sentences in **c**. Check answers.

1 Then	3 before	5 then
2 After	4 During, from, to	6 before

Focus on the task in **d** and the instructions. Elicit / explain that the article has four paragraphs and each one describes one main idea. Give Sts a few minutes to make some notes for each paragraph.

In exercise **e**, Sts write their article. They can do this in class if there is time or for homework. Monitor and help Sts, encouraging them to use the highlighted words from the text.

In **f**, Sts spend a few minutes checking their article before handing it to another student. They read each other's articles and try to find something in common.

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G position of adverbs and expressions of frequency
V adverbs and expressions of frequency
P the letter *h*

4C Short life, long life?

Lesson plan

The topic of this lesson is lifestyle choices, which may determine whether you have a longer or shorter life. Sts begin by learning the vocabulary for adverbs and expressions of frequency. A study carried out recently that investigates why teenagers may not live as long as their parents provides the context for 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 lifestyle in three places in the world that have a very high proportion of centenarians, and they compare this to their own country.

STUDY LINK

- **Workbook** 4C
- **Online practice**
- **iChecker**

Extra photocopiable material

- **Grammar** adverbs and expressions of frequency *page* 173
- **Communicative** Adverbs board game *page* 219 (instructions *page* 201)
- **Song** *Who Wants to Live Forever page* 272 (instructions *page* 265)

Optional lead-in (books closed)

- Write on the board HOW CAN I LIVE TO BE 100? Invite suggestions from the class and write them on the board, e.g., *Don't smoke, Exercise every day*, etc.

1 VOCABULARY

adverbs and expressions of frequency

a 2 45 Books open. Focus on the time words and the example. In pairs, Sts complete the other time words.

Play the audio for Sts to check their answers. Focus on the words with difficult pronunciation, especially *minute* /ˈmɪnət/, *hour* /ˈaʊər/, and *month* /mʌnθ/, and play the audio again to drill the pronunciation of the words.

2 hour 3 hour 4 day 5 week 6 month 7 year

2 45

1	a minute	3	an hour	5	a week	7	a year
2	half an hour	4	a day	6	a month		

Extra support

- If you think your Sts won't be able to produce many of these words, write them on the board in random order for Sts to match with the definitions.

b Tell Sts to go to **Vocabulary Bank** ***Time*** on *page 157* and get them to do parts **2** and **3**.

Focus on part **2 Expressions of frequency** and get Sts to do exercise **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*.

2 46 Now do **b**. Play the audio for Sts to check answers. Then play the audio again, pausing for Sts to repeat the phrases. Give further practice of any words your Sts find difficult to pronounce.

2 46

1	every day	5	once a week
2	every week	6	twice a week
3	every month	7	three times a week
4	every year	8	four times a year

Highlight that *once* and *twice* are irregular forms. For all other numbers, we use a number + *times*, e.g., *five times, ten times*.

Focus on the instructions for **c**. Get 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 part **3 Adverbs of frequency** and get Sts to do exercise **a** individually or in pairs.

2 47 Now do **b**. Play the audio for Sts to check answers. Then play the audio again, pausing for Sts to repeat sentences 1–6.

2 47

1 b I always get up at 7:00 during the week. I start work at 8:00 every day.
2 a I often go to the movies after work. About seven or eight times a month.
3 c I usually finish work at 6:00. But on Fridays we stop at 3:00.
4 f I sometimes meet a friend for lunch. About once or twice a month.
5 e I hardly ever go to the theater. Only once or twice a year.
6 d I never have coffee. I don't like it.

Focus on the meaning of the six highlighted adverbs. 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* probably means three times a week, whereas in *I often travel abroad for work, often* may mean once a month.

Then go through the ***normally*** information box with the class.

Focus on the instructions for **c**. Get 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.

2 48 Finally, do **d** and play the audio for Sts to listen and repeat the adverbs.

2 48

always, often, usually, sometimes, hardly ever, never

Tell Sts to go back to the main lesson **4C**.

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2 GRAMMAR position of adverbs and expressions of frequency

a Focus on the photo. Ask Sts how old they think the person is, and elicit the meaning of *teenagers* (= young people between the ages of 13 and 19).

Focus on the text. Set a time limit for Sts to read it. Then ask the class if they think the situation is the same in their country and elicit opinions.

b Get Sts to read the text again, focusing on the position of the highlighted words, which all express frequency. They then circle the right word in rules 1 and 2.

Check answers.

1 before a main verb, after the verb *be* 2 at the end

c 2 49 Tell Sts to go to **Grammar Bank 4C** on *page 130*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

- The normal positions for adverbs of frequency is before the main verb, but after *be*. However, *sometimes* and *usually* can be used at the beginning of a sentence or clause for emphasis, e.g., *Sometimes I wake up really early…*
- Similarly, the normal position for expressions of frequency is at the end of a sentence or verb phrase, but they are sometimes placed for emphasis at the beginning, e.g., *Every day I check my emails first thing in the morning.*

Focus on the exercises for **4C** on *page 131*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 Do you usually wear glasses?
2 I'm hardly ever bored.
3 She sometimes does housework. / Sometimes she does housework.
4 We go to the movies once a week. / Once a week we go to the movies.
5 Why are you always late?
6 I walk to work every day. / Every day I walk to work.
7 My friend is never stressed.
8 Does it often rain in the winter?

b 1 I am never late for class.
2 We hardly ever eat fast food.
3 What time do you usually finish work?
4 My parents don't often listen to the radio.
5 My brother is always hungry at lunchtime.
6 We don't always do our homework.
7 Do you drive to work every day?
8 Our teacher is hardly ever angry.

Tell Sts to go back to the main lesson **4C**.

Extra support

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

d Demonstrate the activity first by making true sentences about yourself.

Sts should write true sentences about themselves using the verb phrases and an adverb or expression of frequency.

They then compare their sentences with a partner.

Extra challenge

- Get Sts to make sentences orally with a partner.

Get feedback, asking two or three pairs if they were similar or different.

3 PRONUNCIATION the letter *h*

Pronunciation notes

- How difficult this sound is will depend on your Sts' L1, and you should spend more or less time here accordingly.
- The main problem with the letter *h* is that in many languages it is silent at the beginning of a word. Highlight that in English it is almost always pronounced like 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 exercise **b**.

a 2 50 Focus on the sound picture (*house*) and sound /h/.

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

2 50
See words in Student's Book on *page 32*

b 2 51 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.

In the word *hour*, the *h* is not pronounced.

2 51
See sentences in Student's Book on *page 32*

c In pairs, Sts practice saying the sentences.

d Tell Sts to go to **Sound Bank** on *page 166*. Highlight the fact that *wh* is also pronounced /h/ in *who* and *whose*.

Tell Sts to go back to the main lesson **4C**.

4 READING & SPEAKING

a Focus on the photos and the title, and read the introduction aloud. Elicit / explain the meaning of *secret* (= sth you do not or must not tell other people). Ask Sts to predict anything that they think the three places might have in common. Elicit possible answers (e.g., their lifestyle, the weather, etc.). You might want to pre-teach *diet* (here meaning *daily food*), and *to be in a hurry*.

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Focus on the article and the nine sentences. Tell Sts that five of the sentences are things that the people in these places have in common and that help them live to one hundred. Get Sts, in pairs, to decide which five they think they are, and then to read the article to check.

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

Sts should check:
They aren't in a hurry. They hardly ever eat meat. They hardly ever take medicine. They work outside. They often see friends.

b Tell Sts to read the article again and to find where each of the items listed is important. Elicit / explain the meaning of *special* and drill pronunciation /'spɛʃl/.

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

1 Ecuador 2 Japan 3 Ecuador 4 Japan

c Tell Sts to underline new words or phrases in each text and, in pairs, to try to guess the meaning of the underlined words.

Check some of the Sts' choices, either explaining in English, getting Sts to check in their dictionaries, or translating into Sts' L1. Tell Sts to choose two words or phrases from each text to learn.

Deal with any other new vocabulary.

d Ask the class if people in their country live healthily like the people in the three countries in the article. Elicit things that are similar or different on the board.

! If your Sts are from any of these countries, ask them if the way people live in, e.g., Ogliastra is true of Italy as a whole.

Extra challenge

- With a strong class, you could write the names of the three places from the article on the board. Sts, in pairs, try to remember all the information they can from the text.

e Tell Sts that they are now going to find out if they are going to live a short or long life by answering a questionnaire. Tell them to go to **Communication** ***Short life, long life?*** on *page 101*.

Go through the instructions with them carefully. Put Sts in pairs. Give the **A**s time to interview the **B**s and to circle their partner's answers.

Now the pairs change roles, and the **B**s interview the **A**s and circle their answers.

When they have finished, they should calculate their partner's score and tell him / her the result.

Get feedback from the class, finding out who is going to live the longest.

Tell Sts to go back to the main lesson **4C**.

5 2 52 SONG *Who Wants to Live Forever*

This song was originally made famous by the English rock band Queen in 1986. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopiable activity on *page 272*.

2 52

Who Wants to Live Forever

There's no time for us; there's no place for us.
What is this thing that builds our dreams yet slips away from us?
Who wants to live forever? Who wants to live forever?

There's no chance for us; it's all decided for us.
This world has only one sweet moment set aside for us.
Who wants to live forever? Who wants to live forever?

Who dares to love forever?
Oh, when love must die?

But touch my tears with your lips;
Touch my world with your fingertips
And we can have forever; and we can love forever.
Forever is our today.
Who wants to live forever? Who wants to live forever?
Forever is our today.

Who waits forever anyway?

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For instructions on how to use these pages see *page 40*.

3&4 Review and Check

Test and Assessment CD-ROM

- Quick Test 4
- File 4 Test

GRAMMAR

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

VOCABULARY

a 1 On 2 in, in 3 up 4 to

b 1 get 3 take 5 go 7 listen 9 read
2 have 4 do 6 play 8 watch 10 wear

c 1 niece (the others are male relatives)
2 husband (the others are female relatives)
3 factory (the others are jobs)
4 early (the others are adverbs of frequency)
5 once (the others are related to a clock / watch)

d 1 Where 2 What 3 Who 4 How many 5 Why, Where

PRONUNCIATION

a 1 here 2 nurse 3 home 4 think 5 lives

b 1 because
2 dentist
3 unemployed
4 receptionist
5 grandmother

CAN YOU UNDERSTAND THIS TEXT?

a 2 works 4 travels 6 drives 8 does 10 eats 12 has
3 earns 5 has 7 does 9 drinks 11 reads
13 spends

CAN YOU UNDERSTAND THESE PEOPLE?

2 53

1 a 2 c 3 a 4 c 5 a

2 53

I = interviewer, N = James
I What do you do?
J I'm a gardener.
I How many hours a week do you work?
J About 20, 30 hours a week. It's an easy job.

I = interviewer, A = Anya
I Do you have a big family?
A I have, uh, there are five people in my family.
I How many brothers and sisters do you have?
A I have one brother and one sister, and my parents.
I How old are they?
A My brother is 20, and my sister is 16.

I = interviewer, Y = Yuri
I What time do you usually get up in the morning?
Y I get up at six thirty.
I What about on weekends?
Y Weekend? Um... I usually get up at eight o'clock.

I = interviewer, W = Wells
I How often do you do exercise?
W Almost every day.
I What kind of exercise do you do?
W I run. And play football.

I = interviewer, S = Stacey
I Do you like animals?
S Yes, I love animals.
I Do you have a pet?
S I do. I have a cat.

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G *can / can't*
V verb phrases: *buy a newspaper*, etc.
P sentence stress

5A Are you the next American Idol?

Lesson plan

This lesson is based on TV shows like *American Idol* or *The Voice*, where amateur musicians compete in the hope of winning and becoming famous. The lesson starts with the introduction of more verb phrases. Then a picture story of a contestant waiting for his first audition (based on a real experience) introduces Sts to sentences with *can*. *Can* is a very versatile verb in English and is used to express ability, possibility, permission, and to make requests. Sts will have met *can* for requests and permission in **Practical English 1**, and should already be familiar with the verb. The use of *can* for ability, presented here, may be expressed by a different verb in your Sts' L1. In the second half of the lesson, special attention is given to the pronunciation of *can* and *can't*. Sts then practice orally with a questionnaire. They then read a short article about four previous *American Idol* winners, and the lesson ends with the song *Famous* by the band Scouting For Girls.

STUDY LINK
- **Workbook** 5A

Extra photocopiable material

- **Grammar** *can / can't page 174*
- **Vocabulary** More verb phrases *page* 256 (instructions *page* 245)
- **Communicative** What can you do? *page* 220 (instructions *page* 201)
- **Song** Famous *page* 273 (instructions *page* 266)

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 CAFE AND YOU WANT A SODA
  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.

  1 Can I have a photocopy, please?
  2 Can I have a soda, 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.

1 VOCABULARY verb phrases

a Books open. Ask Sts to complete the verbs in the six activities given.

Check answers.

do homework	**play** the guitar
listen to music	**go** to the gym
watch TV	**have** a coffee

b Tell Sts to go to **Vocabulary Bank** ***More verb phrases*** on *page 158* and get them to do exercise **a** individually or in pairs. Many of these verbs may already be familiar to them.

2 54)) Now do **b**. Play the audio for Sts to check answers. Then play it again, pausing for Sts to repeat the phrases. Give further practice of any words or phrases your Sts find difficult to pronounce.

2 54))

1	buy a ticket	14	play chess
3	call your mom	6	remember somebody's name
11	dance the tango		
4	draw a picture	18	run a race
9	drive a car	12	see a movie
20	find a parking space	22	sing a song
5	forget somebody's name	16	swim in the ocean
24	give somebody flowers	19	take photos
15	hear a noise	10	talk to your teacher
2	help somebody	21	tell somebody a secret
7	look for your keys	8	use a computer
23	meet for a coffee	13	wait for a bus
17	paint a picture		

Focus on **c**. Get Sts to cover the verbs and use the pictures to test themselves or their partner. Encourage them to say the complete phrase, i.e., verb + collocate. Highlight that it is more useful to remember complete phrases, e.g., *meet for a coffee* (instead of just *meet*).

Tell Sts to go back to the main lesson **5A**.

Extra support

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

2 GRAMMAR *can / can't*

a Focus on the lesson title. Elicit / explain the meaning of idol (a popular and admired person, e.g., a celebrity) and explain that this is the name of a well-known US TV talent contest.

Now focus on the picture story and go through the instructions with Sts. Explain / elicit the meaning of *audition* (= a short performance by an actor, a singer, etc., so that sby can decide if they are good enough to be in a play, a concert, etc.).

! Don't ask Sts yet about similar TV shows in their country, as this is an activity at the end of the lesson.

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You might want to pre-teach some vocabulary, e.g., *entrance* and *nervous*.

Now tell Sts to look at the pictures and read the story once the whole way through. Then focus on the first picture. Elicit that they are arguing about where to park, and show Sts how the phrase *Where can I park?* has been inserted in the dialogue.

Focus on phrases a–d and give Sts time to fill in the blanks 2–5.

b 2.55 Play the audio for Sts to listen and check.

Check answers.

2 you can have coffee downstairs.
3 Can you come with me, please?
4 we can't hear you.
5 I can't remember the words!

2.55
G = Gary, Gu = guard, O = organizer, J = judge
G **7:30** a.m. I arrive in San Diego and drive to Petco Park. The traffic is terrible. I'm late!
Gu Hey! You can't park here.
G Where can I park?
Gu In the parking lot over there.
G OK. Where's the main entrance?
Gu The entrance? It's on the other street.
G Thanks!
12:45 p.m. I wait for my audition with 350 other singers. I'm very nervous.
O You can practice your songs here, and you can have coffee downstairs. Good luck!
G **6:00** p.m. Five hours later! Finally, a woman calls my number.
O Can you come with me, please? It's your turn now.
G **6:15** p.m. I walk onto the stage. I can see a table and three judges.
J1 What's your song?
G *House of the Rising Sun* by The Animals.
J2 Sorry, we can't hear you. Can you speak up?
G *House of the Rising Sun*. This is it. Oh no! I can't remember the words.
J3 You can start when you're ready... Can you start, please?

c 2.56 Tell Sts that they are going to hear Gary and two other contestants sing. They will then vote to see which of the three they want to win a spot on the show.

Play the audio and pause it after each singer has finished their song. Ask Sts in pairs to give each singer a score out of ten.

Now ask Sts to vote (with a show of hands) for their favorite. Write the scores on the board.

2.56
G = Gary, J = judge, Ju = Justin, N = Naomi
Gary
J What's your song?
G *House of the Rising Sun by The Animals.*
J You can start when you're ready... Can you start, please?
G (sings)
***
Justin
J What's your song, Justin?
Ju *Sugar Sugar* by The Archies.
(sings)
***
Naomi
J What's your song?
N *Don't Tell Me That It's Over* by Amy MacDonald.
(sings)

d 2.57 Focus on the questions and play the audio. Play the audio again and try to elicit what the judges said about each person and write it on the board.

Check answers, and see how many Sts agreed with the judges.

They think Gary sings well. They think Justin can't sing. They think Naomi has a beautiful voice, but no feeling. Gary feels very happy.

2.57
(audioscript in Student's Book on *page 118*)
Gary
G (sings)
J1 Very nice Gary.
J2 Yes, I like it. Good job.
Justin
Ju *(sings)*
J1 In a word... "terrible!"
J2 Justin, you have a very pretty face, but I'm sorry, you can't sing!
Naomi
N *(sings)*
J1 Thank you, Naomi. Very nice.
J2 Naomi, you have a beautiful voice, but I can't hear the feeling.
J1 OK. Justin and Naomi. Thank you very much, but no thank you. Gary, congratulations. See you on the show next week.
G Awesome! That's great. Thank you.

e Tell Sts to look at the four sentences taken from the listening. Get them to match each one with its meaning and then to compare answers in pairs.

Check answers.

1 d 2 a 3 c 4 b

f 2.58 Tell Sts to go to **Grammar Bank 5A** on *page 132*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

- *Can* is the first modal verb that Sts are introduced to. Modal verbs, unlike normal verbs, do not add *s* in 3rd person singular (he / she can, NOT ~~he / she 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 with *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 infinitive without *to*. This can be hard to remember for many Sts who are used to thinking of the infinitive as with *to* (*to be or not to be...*), and adding *to* after *can* is a common error.
- Although other languages may have an equivalent verb to *can* (= be possible / permitted), they probably do not use this same verb to also talk about ability (*I can sing, I can play the piano*) and would express this with an equivalent of *know how to*.

Focus on the exercises for **5A** on *page 133*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

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a 1 She can meet me after work.
2 Can you open the door, please?
3 My boyfriend can't ski.
4 Can I use your car?
5 We can't come to your party.

b 1 ...can speak...
2 Can you help me?
3 I can't see you tonight.
4 Can I close...
5 Can you repeat...
6 We can't stop here.
7 ...he can't swim.
8 Can I use your phone?

Tell Sts to go back to the main lesson **5A**.

Extra support

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

3 PRONUNCIATION sentence stress

Pronunciation notes

- There are two main pronunciation problems related to *can* / *can't*:
  - *Can* is usually unstressed = /kən/ in ⊞ sentences like *I can sing*. Your Sts may find this difficult to hear and to say. If they stress *can*, the listener may think they are saying a ⊟ 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/ very strongly.

a 2 59 Focus on the dialogues, which give examples of ⊞, ⊟, and ? forms of *can* / *can't*. Remind Sts that the bigger words in the dialogue are stressed, and the underlining shows stress within a word.

Play the audio once for Sts just to listen. Then play it again, stopping after each sentence for Sts to repeat and 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 dialogue yourself.

Get Sts to practice the dialogue in pairs. Encourage them to stress the bigger words more strongly and say the other words more quickly and lightly.

> 2 59
> See dialogues in Student's Book on *page 37*

b 2 60 This exercise gives Sts practice in distinguishing between positive and negative *can* statements.

Focus on the instructions. Play the audio for Sts to hear the sentences. Elicit that *can* is unstressed and has a short sound, but *can't* is stressed and has a long sound.

> 2 60
> 1 **a** I can sing. **b** I can't sing.
> 2 **a** She can dance very well. **b** She can't dance very well.
> 3 **a** He can cook. **b** He can't cook.
> 4 **a** I can come to the meeting. **b** I can't come to the meeting.
> 5 **a** You can park here. **b** You can't park here.
> 6 **a** I can drive. **b** I can't drive.

c 2 61 Focus on the instructions. Play the audio at least twice.

Get Sts to compare with a partner, and then check answers by playing the audio again, stopping after each sentence, and asking Sts if it's positive or negative.

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

> 2 61
> 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 sentences each (two positive 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 a positive or negative sentence, e.g., **A** *I can't cook*. **B** *Negative*.

4 SPEAKING

a Tell Sts that they are going to find out what talents they have by answering a questionnaire. Tell them to go to **Communication** ***Do you want to be famous?*** on *page 102*.

Go through the instructions with them carefully. Put Sts in pairs. Give the **A**s time to interview the **B**s and to check (*yes*) or write an X next to (*no*) their partner's answers. If they check an answer, they must also find out how well their partner can do it.

Now the pairs change roles and the **B**s interview the **A**s.

Get feedback from the class. Elicit from pairs if they think they can be famous and what for.

Tell Sts to go back to the main lesson **5A**.

b Put Sts into new pairs and get them to tell their new partner about the person they just interviewed in **a**.

Get some feedback on what people can and can't do.

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5 READING

a Focus on the title of the article and the photos, and elicit that these are four of the people who were winners on the TV show *American Idol*. Ask Sts to guess which two they think are still famous today. Do not check answers yet.

Set a time limit for Sts to read the article to check their guesses.

Check answers.

Kelly Clarkson and Carrie Underwood

b Tell Sts to look at the highlighted words and phrases related to pop music and in pairs to try to guess their meaning. Before Sts start, you might like to explain / elicit the meaning of *pop music* (= popular music).

Check answers, either explaining in English, translating into Sts' L1, or getting Sts to check in their dictionaries. If Sts are using dictionaries, remind them that the words are related to music, so they need to find the relevant definitions.

Deal with any other new vocabulary.

c Do this as an open-class activity.

6 2 62 SONG *Famous* ♫

This song was originally made famous by the British band Scouting For Girls in 2010. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopiable activity on *page 273*.

2 62

Famous

Staying in again on a Saturday night,
I'm going to settle on the sofa and turn down the lights.
I got 900 channels but there's nothing to see,
No wonder everybody thinks they should be on TV.

Chorus

Oh, we all want to be famous.
Oh, be a face on the screen.
Oh, read our name in the papers.
Oh, everybody wants to be on TV.
Everybody wants to be on TV.

Forget Audrey Hepburn, Forget Bette Davis.
I want to be known, just for being famous.
I can't act, I can't dance, I can't sing, can't you see?
But I'm young and I'm pretty and that's all that you need.

Chorus

Everybody wants to be like James Dean.

Chorus

Oh, everybody wants to be like James Dean.

Oh, we all want. We want to be famous.
Oh, we all want to be like James Dean.
We all want. We want to be famous.
We all want to be on TV.

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G present continuous
V verb phrases
P /ŋ/

5B Love your neighbors

Lesson plan

This lesson is based on a newspaper survey about noisy neighbors. Sts begin by learning new verb phrases and talk about the top noise problems in their countries. Then the present continuous (used for what is happening now) is presented through a dialogue between a couple who live in a very noisy apartment building. Pronunciation focuses on the /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 an interview with a British woman who lives in Switzerland, where there are strict anti-noise rules.

STUDY LINK
- **Workbook** 5B

Extra photocopiable material

- **Grammar** present continuous *page 175*
- **Communicative** Guess what I'm doing! *page 221* (instructions *page 201*)

Optional lead-in (books closed)

- Do something that makes a noise, e.g., play some music very loudly, bang the desk, etc., and elicit / teach the word *noise*. Then elicit / teach the verb we use with *noise*, *make noise*, and the adjective *noisy*.
- Now elicit / teach the word *neighbors* (= people who live in the apartment / house near you). Model and drill pronunciation /'neɪbər/. Then give Sts in pairs a few moments to think of three things noisy neighbors do.
- Get feedback and write Sts' ideas on the board. When you start **1a**, get Sts to see if any of the things they suggested are there.

1 VOCABULARY & SPEAKING
verb phrases

a 3 2)) Books open. Focus on the title and, if you didn't do the **Optional lead-in**, teach / elicit the words *neighbors* and *noisy*. Model and drill pronunciation.

Give Sts a few minutes to read the kinds of noises that noisy neighbors make. Get them to try to figure out the meaning of the new verbs.

Tell Sts they will hear eight sounds, each representing one of the problems, and they must write a–h as they hear them. Play the audio once the whole way through.

Then play the audio again to check answers. Make sure Sts understand the meaning of the new verbs. Model and drill pronunciation.

When you check *They play musical instruments*, elicit the names of some that can be particularly irritating e.g., *violin*, *drums* (these will then be used later in the lesson). You may also want to highlight that we use *play* both for musical instruments and also for putting on music on a CD player or an iPod dock.

a Their dogs bark.
b Their babies cry.
c They have noisy parties.
d They play loud music.
e Their children shout all the time.
f They have the TV on very loud.
g They play musical instruments.
h They talk loudly or argue a lot.

3 2))
(sound effects)

a dog barking	e children shouting
b baby crying	f loud TV
c party	g musical instrument practicing
d loud music	h two people arguing

Tell Sts to cover the sentences and see how many they can remember.

b Get Sts in pairs, to discuss the question.

Then elicit from the class what they think the top three noises are for their class.

c Focus on the questionnaire and go through the questions.

Get Sts to interview you first. Give as much (simple) information as you can to model the way you want the Sts to answer the questions.

Sts interview each other in pairs or groups of three. Monitor and help with any new vocabulary they need.

Get some feedback about their neighbors.

2 GRAMMAR present continuous

a 3 3)) Ask Sts to look at the picture of the apartment building on *page 38* and ask or write on the board *Why can't the couple in apartment 5 sleep?*

Play the audio once and check answers.

Because of the party downstairs, noisy people on the street, and the baby crying next door.

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3 3))
M = man, W = woman
1
M Are you awake?
W Yes. What's that noise?
M They're **having** a party downstairs.
W Again! What time is it?
M Twelve o'clock.
2
W Who's **shouting**?
M People on the street. From the party.
W What's **happening**? Why are they **shouting**?
M I can't hear.
W Are they **arguing**?
M No, they aren't. They're **saying** goodbye. Excuse me! We're trying to sleep. It's one o'clock in the morning!
3
M Oh, no. Now the baby next door is **crying**!
W What's the time?
M It's five o'clock.
W What are you **doing**? Where are you **going**?
M I'm **getting** up. I can't sleep with that noise.

Extra support

- Pause the audio after each situation and elicit the problem.

b Now focus on the dialogues and the verbs in the list. Give Sts a few minutes to read it.

Then play the audio once or twice more for Sts to complete the verbs.

Check answers.

See verbs in **bold** in audioscript 3.3

Extra idea

- Get Sts, in pairs, to read the dialogues out loud.

c Focus on the sentences. Then get Sts to look at the completed blanks in the dialogues and figure out the form of the verbs.

Check answers and elicit that *'re* is the contraction of *are* and that the other verb is always verb + *-ing*.

⊞ They're ? Are they ⊟ They aren't

d Ask Sts to read the rule and circle the right word.

Check answers. 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 a class. I'm talking to you and you're listening.*

now

e 3 4)) Tell Sts to go to **Grammar Bank 5B** on *page 132*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

- 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 present simple, not continuous, for things that are happening now, e.g., *Hello. What do you do here?*
- The present continuous is contrasted with the present simple in the next lesson (**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

- With 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 ~~*studing*~~).

Focus on the exercises for **5B** on *page 133*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 What's he doing? He's cooking.
2 What are they doing? They're watching TV.
3 What's he doing? He's playing basketball.
4 What's it doing? It's barking.
5 What are they doing? They're singing.

b 1 'm staying
2 're working
3 'm sitting
4 are (you) doing
5 'm looking
6 is learning
7 isn't enjoying
8 's making
9 is helping

Tell Sts to go back to the main lesson **5B**.

Extra support

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

f 3 5)) Now tell Sts to close their books and listen to six sounds. They have to decide what they think is happening and write a sentence for each sound.

Play the audio once the whole way through for Sts just to listen. Then play it again, pausing after each sound effect, and give Sts, in pairs, time to write a sentence. Emphasize that Sts should write full sentences, not just the *-ing* form, e.g., *It's raining.*

Check answers, accepting all appropriate sentences. Get Sts to write their sentences on the board or to spell the verbs.

3 5))
(sound effects)
1 A person is cooking.
2 They're playing soccer.
3 A man is taking a shower and singing.
4 It's raining.
5 Someone is eating spaghetti.
6 Someone is making a coffee.

3 PRONUNCIATION & SPEAKING /ŋ/

a 3 6)) Focus on the sound picture and elicit the word and sound (*singer* /ŋ/).

Now focus on the example words next to the sound picture, e.g., *singing*. Remind Sts that the pink letters are the same sound as the picture word.

Play the audio once for Sts just to listen.

Then play the audio again, pausing after each word for Sts to repeat them. Correct pronunciation and give further practice if necessary.

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3 6
See words in Student's Book on *page 39*

b Focus on the instructions and the example. Sts use the apartment building on *page 38* to practice making questions and giving answers.

c Put Sts in pairs, **A** and **B**, and tell them to go to **Communication *Spot the differences***, **A** on *page 102*, **B** on *page 107*.

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. **A** describes what is happening in apartments 1–4 and the yard on the left. **B** must say if there are any differences.

B now describes what is happening in apartments 5–8 and the yard on the right. **A** tells his / her partner if there are any differences.

When they have found all eight 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 shouting at her dogs.* **B** *In my picture she's reading.*

the yard on the left: in A two dogs are barking; in B there are no dogs.
apartment 2: in A the woman is shouting at her dogs; in B she is reading.
apartment 3: in A the boy is playing the violin; in B he's playing the piano.
apartment 4: in A the couple is watching TV; in B they are listening to the radio.
apartment 6: in A the woman is cooking; in B she is doing housework.
apartment 7: in A the boy is playing the drums; in B he's doing his homework / studying.
apartment 8: in A the baby is crying; in B the baby is sleeping.
the garden on the right: in A the yard is empty; in B some people are having a party.

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 from Sts 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

a 3 7 Focus on the title and read the introduction together. Elicit / teach the adjective *strict* (= you make people do what you want and do not allow them to behave badly) and *anti* (= against).

Ask Sts to close their books. Write *Does Rebecca think the rules are a good thing or a bad thing?* on the board and tell Sts that they just need to answer this question.

Extra support

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

Play the audio once the whole way through.

Check answers.

Yes, Rebecca thinks the rules are a good idea, except on Saturdays.

3 7
(audioscript in Student's Book on *page 118*)
I = Interviewer, R = Rebecca

I Do you have a problem with noisy neighbors, Rebecca?
R No, I don't, not at all. But sometimes my neighbors have problems with me! I live in an apartment building and the house rules here are really strict.
I What kind of house rules do you have?
R Well, for example, during the week you can't make noise between 12:30 and 2:00 because this is when young children are asleep and the same is true after ten o'clock at night. So, for example, after ten o'clock you can't listen to loud music without headphones, or play a musical instrument. I think it's because people in Switzerland get up early in the morning, so they go to bed very early.
I Can you watch TV after ten o'clock?
R Yes, you can, just not really loudly. So, I watch TV, but with the volume low and the windows closed so that's not a problem. But the problem is I can't use my bathroom, because the water makes a noise, and my bathroom is next to my neighbor's bedroom.
I So you can't take a shower or a bath?
R No, not after ten o'clock. This isn't true in all apartments in Switzerland, but in my apartments it is. Maybe because the apartments are small.
I What about on the weekend?
R On Saturday, the rules are the same. No noise after ten o'clock in the evening.
I What happens if you want to have a party?
R You can have a party, but the music can't be loud after ten.
I What happens if you make a lot of noise after ten?
R Well, the neighbors complain and if it's really loud, they can call the police.
I What about on Sunday?
R Sunday is a day of rest in Switzerland, so you can't make any noise in your apartment at all. For example, in my building you can't move furniture, or put a picture on the wall, or turn on the washing machine.
I What do you think of these rules?
R Well, I like the rules that control noise during the week and on Sunday. I think it's a good idea. But I think they need to be more flexible on Saturdays. I mean if a party is still a little loud after ten, I don't think you need to call the police.
I Does that really happen?
R Yes, it happened to me.

b Give Sts a few minutes to read all the sentences. Then play the audio again, pausing if necessary to give Sts time to write. Play again if necessary.

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

1 make noise
2 listen to loud music, play a musical instrument
3 shower, bath
4 have a party
5 move, picture
6 turn on

Extra support

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

c In pairs or small groups, Sts discuss the questions.

Get some feedback from the class.

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G simple present or present continuous?
V the weather and seasons
P places in New York City

5C Sun and the City

Lesson plan

The main context of this lesson is New York City and its weather. Many Sts who have not visited the US have the idea that New York City is often cold and bleak, and here they learn the real facts about the climate in the city. Sts begin by learning basic vocabulary to talk about the weather, and listen to a travel guide describing typical New York weather. They then read a guidebook extract that recommends what to do in New York City depending on the weather. The grammar (simple present or present continuous) is then presented through a conversation between two tourists at the Rockefeller Center. Pronunciation helps Sts pronounce and understand famous place names, and the lesson finishes with a piece of travel writing posted on a social networking site.

STUDY LINK
- Workbook 5C
- Online practice
- iChecker

Extra photocopiable material

- **Grammar** simple present or present continuous? *page 176*
- **Vocabulary** The weather *page 257* (instructions *page 245*)
- **Communicative** It's Friday evening *page 222* (instructions *page 201*)

Optional lead-in (books closed)

- Write NEW YORK CITY on the board and teach / elicit the right pronunciation (/nu yɔrk 'sɪti/).
- Tell Sts in pairs to write down three things they associate with New York City, e.g., the Statue of Liberty, the Empire State Building, taxis, Central Park, etc.
- Write their suggestions on the board.
- Ask Sts *Have any of you visited New York City? Which of these did you see?* and get feedback.

1 VOCABULARY & LISTENING the weather and seasons

a Books open. Tell Sts to look at the photo and to answer the questions in pairs.

Check answers and elicit opinions in answer to *Do you think it's typical weather there?*

1 New York City 2 The Empire State Building 3 It's sunny.

b Tell Sts to go to **Vocabulary Bank *The weather and dates*** on *page 159*.

Focus on part **1 The weather** and the chart in exercise **a**. Teach the question *What's the weather like?* as Sts may find this question strange. Emphasize that the question means *How is the weather?* and has no connection with the verb *like*. Elicit / teach the past tense form *What was the weather like?* Get Sts, individually or in pairs, to match the words and pictures.

3.8 Now do **b** and play the audio for Sts to check answers. Play it again, pausing after each phrase to drill pronunciation.

3.8
1 It's sunny.
2 It's hot.
3 It's cloudy.
4 It's raining.
5 It's windy.
6 It's foggy.
7 It's cold.
8 It's snowing.

You may want to point out that with pictures 4 and 8 we use the verbs *rain* and *snow* in the present continuous. All the other words are adjectives.

Now go through the **Other adjectives for temperature** box. Check the meaning of the word *temperature*, and model and drill pronunciation /'tɛmprətʃər/.

Now focus on **c** and get Sts to practice asking about the weather using the pictures in the chart.

3.9 Then focus on the pictures and words for the seasons in **d** and get Sts to match them. Play the audio to check answers and drill pronunciation.

3.9
3 spring
2 summer
4 fall
1 winter

Finally, focus on **e** and elicit answers from the class.

Tell Sts to go back to the main lesson **5C**.

Extra support

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

c 3.10 Focus on the instructions. Ask Sts if they have been to New York City and if so, what the weather was like.

Give Sts some time to read the five sentences. Elicit / teach the word *degrees* (= a measurement of temperature), e.g., *95°F*, and tell students that Fahrenheit, rather than Celcius, is used in the US.

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

Get Sts to compare their answers with a partner, and then play the audio again, pausing after each paragraph for Sts to correct the false ones. Play again if necessary.

Check answers. Ask Sts if they were surprised by any of the information.

1 F (It's very cold in the winter and very hot in the summer.)
2 F (The normal temperature is about 85 degrees.)
3 F
4 T
5 F (It's usually only foggy in the spring and fall.)

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3 10))

(audioscript in Student's Book on *page 118*)
The best thing about the weather in New York City is that it's always changing. In the summer, it's usually hot and sometimes sunny and sometimes cloudy, with temperatures of about 85 degrees Fahrenheit. And of course, it sometimes rains.
In the winter, the temperature is usually between 30 degrees and 40 degrees. It can be windy and cold but it doesn't snow often.
In the spring and in the fall, the weather is very changeable—you can have all the four seasons in one day! It can be sunny or foggy in the morning, cloudy at lunchtime, raining in the afternoon, and then cold and windy in the evening. I always tell tourists to take their sunglasses and their jackets when they go out!

Extra support

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

d Get Sts, in pairs, to discuss the question, or elicit answers from the whole class.

2 READING & SPEAKING

a Focus on the guidebook extract and the photos, and if some of your Sts have been to New York City, ask them if they recognize any of the places.

Now go through the questions in the **Where can you...?** box. Elicit / teach the phrase *a good view* (= a nice place to see sights).

Set a time limit, e.g., five minutes, for Sts to read the text to find the answers.

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

1 BP	3 HL / CL	5 BP	7 CL
2 HL	4 CL / HL	6 BP	8 CL

b Tell Sts to read the text again and to underline three new words in each paragraph and in pairs to try to guess the meaning of the underlined words.

Check some of the Sts' choices, either explaining in English, translating into Sts' L1, or getting Sts to check in their dictionaries.

Deal with any other new vocabulary.

c In pairs, Sts discuss the questions. If you are from a different town from your Sts, you might want to tell them about your town first.

Get some feedback from the various pairs.

3 GRAMMAR

simple present or present continuous?

a 3 11)) Focus on the photo and tell Sts that from the top of the Rockefeller Center you can get a very good view of New York City.

Focus on the task. You could write the names of the six places in New York City on the board, and get Sts to listen with books closed.

Extra idea

- If you have access to the Internet, you could show Sts photos of the landmarks mentioned.

Play the audio once the whole way through for Sts to hear which places Jack and Marisol can see.

Check answers.

Central Park, The Chrysler Building, Yankee Stadium, The Statue of Liberty

3 11))

M = Marisol, J = Jack

M Oh, it's really crowded up here! Let's stand over there. Those people are moving.
J This is great. Everybody**'s taking** photos, too. Look, that's Central Park.
M Where? Oh, yes. I can see it. Where's the Brooklyn Bridge?
J It's over there. And look at Yankee Stadium. A baseball game is on!
M How do you know?
J Because the stadium lights **are shining**. The lights only **shine** when there's a baseball game on.

J I **love** the view of the Hudson River with the Statue of Liberty and Ellis Island.
M Me, too. Go and stand there. I **want** to take a photo of you.
J OK. Make sure you get the Chrysler Building, too.
M I think it**'s starting** to rain. Oh, yes, look. It**'s raining**.
J It always **rains** when we're sightseeing!
M And it's windy, too. Let's go back inside.

M Quick. The elevator door**'s opening**. Let's go.

b Focus on the conversation. Go through it and elicit / teach any new vocabulary, e.g., *stadium*, *sightsee*, etc.

Now tell Sts that the verbs in parentheses are either in the present continuous or the simple present. They are going to listen again to hear which form it is, and should then write the verb in.

! Remind Sts to include the verb *be* in the present continuous. They should use contractions, as this is a conversation.

Play the audio again, pausing after each verb (or after the first part) to give Sts time to write.

Extra challenge

- Give Sts a few minutes to guess which form the verbs are in before they listen.

Check answers.

See verbs in **bold** in audioscript 3.11

c Ask Sts to go through the conversation with their partner, focusing on the verbs *shine* and *rain*. Give them a few minutes to think about what the difference is between the two forms (the present continuous and the simple present). Elicit / teach that the present continuous is for what's happening now, and the simple present is for what always or usually happens.

Extra support

- Get Sts to read the conversation aloud in pairs.

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d 3 12 Tell Sts to go to **Grammar Bank 5C** on *page 132*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules and the information box with the class.

Additional grammar notes

- There is a clear difference in use between the simple present and present continuous:
  - The simple present is used for habitual actions (things that are always true or that happen every day).
  - The present continuous is used for temporary actions, things happening now, at this moment.
- The use of these two forms can cause problems either because Sts don't have the present continuous in their L1, or because English is "stricter" about using it when talking about now.
- If you know your Sts' L1, contrast it with English to anticipate or correct errors.
- Stative verbs, e.g., *want*, *like*, *need*, *have* (= possess), and *know*, are not normally used in the present continuous.

Focus on the exercises for **5C** on *page 133*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 he's playing
2 Do your parents live, have
3 do you go, I think
4 is sleeping, doesn't usually sleep

b 1 What are you doing here? I'm waiting for a friend.
2 Do you like hamburgers? I don't eat meat.
3 The neighbors are having a party again. They have a party every weekend.
4 What does your husband do? He works at...
5 Where are you going? I go to the gym every evening.

Tell Sts to go back to the main lesson **5C**.

Extra support

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

e Put Sts in pairs, **A** and **B**, and tell them to go to **Communication *What do you do? What are you doing now?***, **A** on *page 103*, **B** on *page 108*.

Go through the instructions with them carefully.

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

Stress that **B** needs to listen carefully as to which form **A** uses in the question, and to use this form in his / her answer.

When **A** has asked all his / her questions, they change roles.

Get some feedback from the class.

Tell Sts to go back to the main lesson **5C**.

4 PRONUNCIATION places in New York City

a 3 13 Focus on the instructions and the place names. Tell Sts that it can be very useful to be able to pronounce them correctly, for example if they want to ask for directions, get a taxi, or buy a bus or subway ticket.

Play the audio once the whole way through for Sts to listen. Then play it again, pausing after each place to give Sts time to underline the stress.

Check answers, getting Sts to say the words out loud. Highlight the pronunciation of *Statue* /ˈstæʃu/, *Island* /ˈaɪ/ /ənd/, and *Cathedral* /kəˈθidrəl/.

3 13
Central Park
the Brooklyn Bridge
the Statue of Liberty
Ellis Island
St. Patrick's Cathedral
Rockefeller Center
the Hudson River
Yankee Stadium
Washington Square Park
Grand Central Terminal

b Now play the audio again and get Sts to repeat the places.

c Focus on the instructions. Get Sts to practice mini dialogues with a partner.

5 WRITING

a Focus on the questions and elicit the meaning of *social networking* (= communication with people who share your interests using a website or other service on the Internet).

Then elicit answers from the class (or get Sts to answer the question in pairs and then get feedback from the class). Elicit the names of websites that are popular in your Sts' country.

b Tell Sts to go to **Writing *Social networking*** on *page 113*.

Focus on the instructions in **a**. Give Sts a few minutes to read posts A–E, match them to the photos, and then guess which country Jun is in each time.

Check answers.

A 2 Canada
B 5 Brazil
C 3 Japan
D 4 Italy
E 1 England

Now focus on **b** and tell Sts to imagine that they are either in four different places in their country or in four different countries around the world. They must write a post of between 20 and 25 words from each place.

Either set a time limit for Sts to do the writing in class, or assign it as for homework.

Focus on **c** and remind Sts to read through their writing and check it for mistakes before they hand it in.

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Vocabulary clothes: *shirt, shoes,* etc.
Function buying clothes; saying prices; apologizing
Language *What size is this shirt?*

PRACTICAL ENGLISH

Episode 3 In a clothing store

Lesson plan

In this third Practical English lesson, Sts learn some basic clothes vocabulary and some key phrases for buying clothes in English. The story develops: Jenny spills Rob's coffee on his shirt, so he has to buy a new one. While he is looking for a new shirt, Jenny gets a call from somebody named Eddie. Rob comes out of the store and hears the end of her conversation, and wonders who Eddie is. When Jenny sees the shirt he has chosen, she insists he goes back to change it.

STUDY LINK

- **Workbook** In a clothing store

Test and Assessment CD-ROM

- Quick Test 5
- File 5 Test

Optional lead-in (books closed)

- Before starting Episode 3, elicit what Sts can remember about Episode 2. Ask them *Who's Rob? Where does he work / live? Who's Jenny? Where is she from?*, etc.
- Alternatively, you could play the last scene of Episode 2.

1 VOCABULARY clothes

a Books open. Focus on the task and get Sts to match the words and pictures.

Get Sts to compare with a partner.

b 3 14 Play the audio for Sts to listen and check.

3 14

4	a jacket	6	a T-shirt	8	a sweater
1	jeans	7	a skirt	5	pants
2	a shirt	3	shoes		

Focus Sts' attention on the phonetics next to each word. Now play the audio again, pausing after each word for Sts to repeat.

Ask Sts why they think it's *a jacket, a shirt, a T-shirt, a skirt, a sweater* (with article) and *jeans, shoes, pants* (no article), and elicit that it's because the latter are plural.

Extra support

- Tell Sts to cover the words and test each other in pairs.

2 VIDEO MEETING ON THE STREET

a 3 15 Focus on the photos at the top of the page and elicit what is happening.

Focus on the question and play the audio once the whole way through for Sts to see if their guesses were right and to see what problem Rob has.

Check answers.

Jenny runs into Rob and he spills coffee on his shirt.

3 15

(audioscript in Student's Book on *page 118*)
R = **Rob**, J = **Jenny**

R Hey, Jenny!
J Oh hi, Rob. Is that coffee for me?
R Yes. A double espresso.
J Oh wow, thanks. That's really nice of you.
R No problem. Do you have a meeting with Daniel?
J Yes, another meeting. And you?
R I'm going to the office, too. I have an interview in 20 minutes.
J Oh really? With who?
R A theater director.
J Sounds interesting.
R What time is your meeting with Daniel?
J At half past nine.
R Ugh!
J Oh, no. Are you OK? I'm so sorry!
R I'm fine!
J I'm really sorry. You can't wear that shirt to an interview!
R Don't worry, there's a clothes shop over there. I can buy a new one.
J OK. I can help you choose one. Oh, that's my phone. Sorry, I need to answer this. See you in there?
R OK.

b Focus on sentences 1–7 and give Sts time to read them and think about what the missing words might be.

Then play the audio again, pausing if necessary for Sts to fill in the blanks.

Get them to compare with a partner. Play the audio again if necessary.

Check answers.

1 double espresso	5 shirt
2 Daniel	6 shop / store
3 20	7 phone / cell phone
4 thirty	

c 3 16 Focus on the **Apologizing** box and go through it with the class. Elicit that *I'm so sorry / I'm really sorry* are stronger than *I'm sorry*. Point out that the three responses are interchangeable.

Play the audio once for Sts to hear the phrases. Then play them again, pausing after each apology and response for Sts to repeat.

3 16
See audioscript in Student's Book on *page 42*

d Put Sts in pairs. Get them to cover the box (or close their books). Tell them to pretend to knock each other's book or pen off the table, and then apologize.

Extra support

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

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3 VIDEO BUYING CLOTHES

a 3.17 Focus on the photo and ask Sts some questions, e.g., *Where is Rob? Who is he talking to?*, etc.

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

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

1 Medium 2 Yes, he does. 3 £44.99

3.17 3.18

S = **salesperson**, R = **Rob**
S Can I **help** you?
R Yes, what size is this shirt? (*repeat*)
S Let's see. It's a small. What **size** do you need?
R A medium. (*repeat*)
S This is a **medium**.
R Thanks. (*repeat*) Where can I try it on? (*repeat*)
S The changing **rooms** are over there.
R Thank you. (*repeat*)
S **How** is it?
R It's fine. (*repeat*) How much is it? (*repeat*)
S It's £44.99.

b Focus on the dialogue in the chart. Elicit who says the **You Hear** phrases (the salesperson) and who says the **You Say** phrases (the customer, here Rob). These phrases will be useful for Sts if they need to buy clothes.

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

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

See words in **bold** in audioscript 3.17

Go through the dialogue line by line with Sts, helping them with any words or expressions they don't understand. You may want to highlight the meaning of the phrasal verb *try on*.

Now focus on the **Saying prices in the US / UK** and **Sizes** box and go through it with Sts.

c 3.18 Now focus on the **You Say** phrases and tell Sts they're going to hear the dialogue again. They should repeat the **You Say** phrases when they hear the beep. Encourage them to copy the rhythm and intonation.

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

d Now put Sts in pairs, **A** and **B**. **A** is the salesperson. Get Sts to read the dialogue aloud, and then change roles.

e Focus on the photos of clothes at the bottom of the page. Elicit what they are and how much they are.

Tell Sts they are now going to do a role-play, **A** is the salesperson and **B** the customer. **A** keeps his / her book open and **B** should quickly choose what he /she wants (i.e., jeans, a T-shirt, or a jacket) to buy before closing his / her book.

Ask some individual **B**s *What do you want to buy?* and elicit their first sentences, e.g., *What size are these jeans?* or *What size is this T-shirt / jacket?*

Sts now role-play the dialogue. Monitor and help.

f Now get Sts to change roles.

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

4 VIDEO JENNY'S ON THE PHONE

a 3.19 Focus on the photos and ask Sts some questions, e.g., *Where's Jenny? What is she doing? What do you think of Rob's shirt?*, etc.

Focus on sentences 1–6 and go through them with Sts. Then play the audio once the whole way through for Sts to mark the sentences T (true) or F (false). Make it clear that they don't need to correct the false sentences yet. Play again if necessary.

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

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

3.19
(audioscript in Student's Book on *pages 118–119*)
E = **Eddie**, J = **Jenny**, R = **Rob**
E So, Jenny, what do you think of London?
J I love it, Eddie! It's so cool!
E What about the people in the office?
J They're really nice. And they're very polite!
E What are you doing right now? You aren't in the office. I can hear traffic.
J Right now? I am standing outside a men's clothing store.
E You're what?
J I'm waiting for Rob...
E Who's Rob? Do you have a new boyfriend already?
J Don't be silly. He's just a guy from the office. He's buying a new shirt.
E Wait a minute. So you're waiting for a guy named Rob outside a men's clothing store...?
J Stop it. I don't have time to explain it all now. Oh, here he is now. I have to go.
E OK. Have fun.
J Bye, Eddie. Love you.
R So what do you think?
J You cannot be serious!
R What's wrong? You don't like my new shirt?
J No way! You can't wear that to an interview! Come on, let's go back into the store and change it.
R OK.

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

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

2 She says she **loves** London.
5 He thinks Rob is her **new boyfriend**.
6 She **doesn't like** his shirt. **She says he needs to change it.**

At this point you may want to elicit from Sts who they think Eddie is (e.g., friend, boyfriend, husband, etc.), but don't tell them if they're right or not!

Extra support

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

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c Focus on the **Social English phrases** and go through them with the class. Focus also on the **American and British English** information.

In pairs, get Sts to decide who says the phrases.

d 3 20 Play the audio for Sts to listen and check.

3 20

It's so cool! **Jenny**
Right now? **Jenny**
Don't be silly! **Jenny**
Wait a minute. **Eddie**
I have to go. **Jenny**
Have fun! **Eddie**
What's wrong? **Rob**
No way! **Jenny**

If you know your Sts' L1, you could get them to translate the phrases. If not, get Sts to look at the phrases again in context in the audioscript on *pages 118–119*.

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

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

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G object pronouns: *me, you, him*, etc.
V phone language
P /aɪ/, /i/, and /ɪ/

6A Reading in English

Lesson plan

The goal 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 three Starter Level Bookworm Readers, and object pronouns (*me, you, him*, etc.) are presented through the plot summaries. Sts then look at three sounds (/aɪ/, /i/, and /ɪ/) in Pronunciation. In the second part of the lesson, Sts read and listen to two extracts from *Sally's Phone*, where they get more practice with pronouns and focus on reading skills. Finally, in Communication they talk about their general reading habits.

STUDY LINK
- **Workbook** 6A

Extra photocopiable material

- **Grammar** object pronouns: *me, you, him*, etc. *page 177*
- **Communicative** Memory *page 223* (instructions *page 202*)

Optional lead-in (books closed)

- Write THINGS PEOPLE READ on the board and elicit words from the class, e.g., *books, magazines, Kindles, iPads, websites*, etc. Get Sts to spell the words, and drill the pronunciation.

1 GRAMMAR object pronouns

a Books open. Focus on the instructions, and the book covers and texts. Go through the questions and make sure Sts understand *gadget*.

Give Sts a minute or two to read the texts. Tell them to try to guess any new words, or ask a partner.

Set a time limit for Sts to write the initials of each book next to each question.

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

1 RR 2 DMM 3 SP 4 DMM 5 RR 6 SP

b Focus on the highlighted words and the example. Explain that the highlighted words are object pronouns, and we use them (like subject pronouns *he, she*, etc.) because we don't want to repeat a name or a noun.

Then give Sts a few minutes in pairs to write the relevant name or noun. Check answers.

Red Roses	*her* = Anna (the girl with the guitar)
Sally's Phone	*her* = Sally
Dead Man's Money	*them* = people

c 3 21 Tell Sts to go to **Grammar Bank 6A** on *page 134*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

- 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 exercises for **6A** on *page 135*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 it 2 him 3 them 4 us 5 her 6 them

b 1 She, it, her, us
2 They, me, them
3 him, her, she, him
4 He, them, them, they, me
5 he, them, He, it

Tell Sts to go back to the main lesson **6A**.

Extra support

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

d 3 22 Focus on the example and tell Sts they are going to hear ten sentences and each time they must repeat the sentence, changing the object (name, person, or thing) to a pronoun.

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

3 22
1 I like Anna. (*pause*) I like her.
2 I know your husband. (*pause*) I know him.
3 Can you help Jane and me? (*pause*) Can you help us?
4 I want to speak to Kenji and Maria. (*pause*) I want to speak to them.
5 I love this song. (*pause*) I love it.
6 I live near Kayla and Roberto. (*pause*) I live near them.
7 Wait for my brother and me! (*pause*) Wait for us!
8 I don't like these shoes. (*pause*) I don't like them.
9 Do you work with Suzanna? (*pause*) Do you work with her?
10 I see Jack every day. (*pause*) I see him every day.

Extra support

- When you play the audio the first time, stop it after each pause. Elicit the object, e.g., in 1 *Anna*, then elicit the object pronoun, e.g., *her*, and finally elicit the whole sentence, e.g., *I like her*. Repeat with the other sentences. Then play the audio again for Sts to produce the sentences with object pronouns more quickly.

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2 PRONUNCIATION /aɪ/, /i/, and /ɪ/

Pronunciation notes

- This pronunciation exercise focuses on a small but significant difference between two similar but very common sounds /ɪ/, /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 to produce. It is important to encourage Sts when they do these kinds of pronunciation exercises. Reassure them that this difference is small and that with time and practice they will be able to differentiate and make these sounds.

a 3 23 Focus on the sound pictures and the words (*bike*, *fish*, and *tree*). Tell Sts that these sounds can seem very similar, but one difference is that *fish* is a short sound and *tree* is a long sound, and *bike* is a diphthong (= has two vowel sounds).

Tell Sts to match each group of words with one of the sound pictures. Remind them that it is easier if they say the words aloud.

Play the audio once for Sts to listen and check. Encourage Sts to see the sound–spelling relationship, i.e., that the *fish* sound here is always the letter *i*, usually between consonants; the *tree* sound here is always *e*, *ee*, or *ea*.

Check answers.

1 fish 2 tree 3 bike

3 23

bike /aɪ/	I, my, buy, smile, nice, tonight
fish /ɪ/	him, it, his, ring, finish, pick
tree /i/	he, she, me, meet, read, leave

Play the audio again for Sts to listen and repeat.

b 3 24 This exercise gives Sts practice in distinguishing between the sounds.

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

3 24
See list of words in Student's Book on *page 44*

c 3 25 Focus on the instructions. Play the audio at least twice.

Get Sts to compare with a partner, and then check answers by playing the audio again, stopping after each pair of words.

3 25
1 his 2 my 3 it 4 leave 5 this 6 we

d 3 26 Play the audio once for Sts to listen to the love story.

Extra support

- Play the audio again for Sts to listen and repeat.

3 26
See love story in Student's Book on *page 44*

Now get Sts, in pairs, to take turns telling the story to each other. Then choose individual Sts to say a sentence and re-tell the story around the class. Help with pronunciation as necessary.

3 READING & LISTENING

a 3 27 Tell Sts that many graded readers come with an audio CD so that Sts can listen and read at the same time, to help them with understanding and pronunciation. They are going to read and listen to an extract from *Sally's Phone*.

Focus on the characters and make sure Sts know how the names are pronounced: Sally /ˈsæli/, Claire /kleɛr/, Andrew /ændru/, Paul /pɔl/, and Katharine /ˈkæθrən/. You may also want to remind Sts of the meaning of *skirt* before they start.

Extra support

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

Now focus on the first part of the story (**Lunchtime**). Play the audio once the whole way through for Sts to read and listen to the story.

Then put Sts in pairs and give them some time to answer the questions.

Check answers.

1 In a clothing store.
2 Because it is red and Andrew, her boyfriend, doesn't like red.
3 Claire goes back to work and Sally goes to a cafe.
4 Because she wants to tell her about the new skirt.
5 Paul is finishing his coffee and calling his friend.
6 The bag with the red skirt falls on the floor.
7 No, they don't.

3 27
See first extract from *Sally's Phone* in Student's Book on *page 45*

b Now get Sts to read the extract again, and work with a partner to decide what the three highlighted verbs mean. Encourage Sts to use the context, and any part of the sentence that they know, to help them.

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

Deal with any other new vocabulary.

Extra support

- Go through the story line by line with Sts, eliciting guesses for the meaning of any vocabulary that they don't know, including the highlighted verbs.

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c 3 28 Focus on the next part of the story (**Afternoon**) and tell Sts that this is the same day as part one. Play the audio for Sts to read and listen.

In pairs, Sts answer the question.

Now check as a class.

Because they have the wrong phones.

3 28
See second extract from *Sally's Phone* in Student's Book on *page 45*

d Before Sts focus on the highlighted words, go through the **Pronouns and possessive adjectives** box with them.

Sts read the second extract (**Afternoon**) again and, in pairs, decide what or who the highlighted pronouns and possessive adjectives refer to.

Check answers.

he asks = Paul asks
she thinks = Sally's mom thinks
She answers = Sally answers
a message to him = to Paul
his sister = Paul's sister
my house = Katharine's house
my birthday = Katharine's birthday

Extra idea

- If your Sts like drama, you could allocate roles (narrator, Paul, Andrew, Sally's mother, Sally, Claire, and Katharine) and get them to do a dramatic reading for the class.

e Tell Sts they are now going to focus on phone language. They need to read the second extract and underline words or phrases about phones or typical language people use when they talk on the phone. You might want to tell Sts that *ring* describes the noise a phone makes, e.g., *you're phone's ringing*. You might also want to highlight that on the phone we say "It's Paul" or "This is Paul" and not "I'm Paul".

Get Sts to compare with a partner, and then check answers. Highlight particularly the words in bold in the key.

Afternoon
A phone **rings**.
He **answers the phone.**
"**It** isn't Sally, **it's** Paul."
Andrew **finishes the call**.
He finds "Mom" on the phone, and **presses the button**.
"What number is that?"
"**It's** 0783 491839."
"It's **the wrong number**."
"Hello, **is** Paul **there**?"
"Can you **give a message** to him?"

f In pairs, Sts tell each other what they think happens in the end.

Get some feedback from the class.

If you would like to get them to read the whole of *Sally's Phone*, or think that some of them may do so, don't tell them if their guesses are right or wrong, but tell them to read it and find out.

If you don't plan to get any of your Sts to read it, you could tell them that Sally and Paul meet at his sister's party and fall in love.

Finally, go through the **Reading in English** box with the class.

Extra challenge

- Sts can try to memorize the whole story and re-tell it to each other from memory. The student who is listening can look at the book and prompt his / her partner if necessary.

4 SPEAKING

Tell Sts to go to **Communication** ***Reading in English*** on *page 103*.

Focus on the questions and make sure all the vocabulary is clear to the Sts, e.g., *on screen* (= on a computer), *an eReader*, etc.

Set a time limit for Sts to interview each other.

Get some feedback from different pairs.

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G *like* + (verb + *-ing*)
V the date; ordinal numbers
P consonant clusters; saying the date

6B Times we love

Lesson plan

The main vocabulary focus in this lesson is how to say the date, and the lesson starts with Sts learning the months, and then ordinal numbers. Sts then read a newspaper article where readers answer questions about their favorite times of the day, the week, the year, etc., and this is followed by a listening on the same subject. Sts then focus on the grammar, *like*, *love*, etc., + the *-ing* form, and the lessons ends with Sts talking about what free time activities they like and dislike, and then writing about their own favorite times.

STUDY LINK
- **Workbook** 6B

Extra photocopiable material

- **Grammar** *like* + (verb + *-ing*) *page 178*
- **Vocabulary** Dates *page 258* (instructions *page 245*)
- **Communicative** Find someone who ... *page 224* (instructions *page 202*)

Optional lead-in (books closed)

- Write the question WHAT'S THE DATE TODAY? on the board. Elicit / teach the answer and write it on the board like this, e.g., *April 6th 2013*. Elicit / teach that *th* indicates an ordinal number (here *sixth*). Sts will practice this in more detail in Vocabulary. You may want to explain that the date can also be written *April 6, 2013* (without *th*).
- Draw a face and a speech bubble on the board and write in the bubble: *April **the** sixth, two thousand and thirteen.* Explain that this is the way the date is said in English.
- Highlight the use of *the* /ðə/, and model and drill pronunciation.

1 VOCABULARY & PRONUNCIATION the date

a Books open. Get Sts to number the first six months of the year chronologically.

Check answers, but don't drill pronunciation at this point, as this will be done with all the months when Sts go to the Vocabulary Bank.

1 January	3 March	5 May
2 February	4 April	6 June

b Tell Sts to go to **Vocabulary Bank *The weather and dates*** on *page 159*.

Focus on part **2 The date** and get Sts to do exercise **a** individually or in pairs.

3 29 Now do **b**. Play the audio for Sts to check answers. Then play the audio again for Sts to listen and repeat. Give further practice of any months your Sts find difficult to pronounce.

3 29

January	April	July	October
February	May	August	November
March	June	September	December

Focus on **c**, 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.

3 30 Now do **c** and play the audio for Sts to check answers. Play the audio again to drill pronunciation. Focus on the words which are most difficult for your Sts. When Sts go back to the main lesson, there will be further practice of the more tricky ordinal numbers.

sixth	tenth	fourteenth	twenty-third
seventh	eleventh	20th	24th
8th	12th	twenty-first	thirtieth
9th	thirteenth	22nd	31st

3 30

first	seventh	thirteenth	twenty-fourth
second	eighth	fourteenth	thirtieth
third	ninth	twentieth	thirty-first
fourth	tenth	twenty-first	
fifth	eleventh	twenty-second	
sixth	twelfth	twenty-third	

In **e** Sts focus on the way dates are written and spoken. Focus on the information box and go through the **Writing and saying the date** section. Highlight that the words *the* and *of* are said, but not written.

! Although the date can be said in two ways, e.g., *April sixth* or *the sixth of April*, we have focused on the former, which is more common, as it is easier for Sts just to learn one form.

Then go through the **Prepositions with years, months, and dates** section and stress that we use *in* followed by a month or year, and *on* followed by a day of the week or a date.

Finally, go through the **Saying years** section.

! At the beginning of the 21st century, it was not clear whether, e.g., 2012 would be expressed as *two thousand (and) twelve* or *twenty twelve*. Currently both forms are used, but it may be that in the future the *twenty twelve* form becomes the more common.

Now get Sts to tell you what the date is today and the date tomorrow, and what year it is.

Tell Sts to go back to the main lesson **6B**.

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Extra support

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

c 3 31 Before playing the audio, go through the **Ordinal numbers** box with the class.

Now play the audio, pausing after each ordinal number for Sts to repeat.

Then give Sts a few minutes to practice saying them on their own.

> 3 31
> See ordinal numbers in Student's Book on *page 46*

d 3 32 Give Sts a few minutes in pairs to try saying the dates.

! You might want to highlight that in the US, the number of the month comes before the day, e.g., 1/3 for January 3. It is the opposite in the UK, e.g., 3/1 is January 3.

Play the audio for Sts to check.

> 3 32
>
March first	September twelfth
November second	October seventeenth
May third	August twentieth
June fourth	February twenty-third
January fifth	April twenty-eighth
July sixth	December thirty-first

e Now play the audio again for Sts to listen and repeat each date. Make sure they copy the rhythm and stress the ordinal number and month.

f Elicit / teach the meaning of *holidays* (= days of leisure or celebration for everybody, e.g., New Year's Day). Do this as an open-class question if Sts are from the same place. If they are from different countries, do it in pairs and get feedback.

g Model and drill the question *When's your birthday?* Get Sts to stand up and move around the class. If this is not practical, get them to ask all the Sts around them.

Get feedback by asking if anyone found someone with exactly or nearly the same birthday.

Extra idea

- Ask Sts to raise their hands if they have a birthday in January. Write the number on the board and repeat for other months to find out which month has the most birthdays.

2 READING

a Focus on the first part of the text–the paragraph in the box–and draw Sts' attention to the glossary. You might also want to elicit / teach the meaning of *depressing*.

Set a time limit for Sts to read it and answer the two questions.

Get them to compare with a partner and then check answers. (Sts will focus on superlatives in **10A**; this is just a preview).

> The third Monday in January is the most depressing day of the year, and the third Friday in June is the happiest day of the year.

Ask Sts if they think these dates / times might also be the most depressing / happiest in their country, and if not, which are (they will almost certainly not be the same dates for people who live in the Southern hemisphere).

b Now focus on the five questions, and Joe and Rose's answers. Tell Sts to fill in each blank with a phrase from a–f.

Get Sts to compare their texts in pairs and then check answers.

1 c 2 e 3 b 4 f 5 a 6 d

Extra support

- Before Sts start, elicit from the class the answer to the first blank.

c Tell Sts to look at the highlighted words and phrases, and in pairs to try to guess their meaning.

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

Deal with any other new vocabulary.

3 LISTENING

a 3 33 Tell Sts that they are going to listen to Martin, who is answering the same questions as Joe and Rose. The first time they listen, they should only complete column one.

Extra support

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

Play the audio, pausing after each answer to give Sts time to write their answers.

Check answers.

time of day:	
during the week	7:00 p.m.
on the weekend	breakfast time
day of the week	Friday
month	May
season	spring
holiday	New Year's Eve

> 3 33
> (audioscript in Student's Book on *page 119*)
> **I = interviewer, M = Martin**
> I What's your favorite time of day?
> M It depends. During the week it's seven in the evening, because that's when I get home from work and when I can relax. But on the weekend, my favorite time is breakfast time. I have a big breakfast, and I have time to read the papers and listen to the radio.
> I What's your favorite day of the week?
> M My favorite day of the week is Friday, because then I know the weekend is near.
> I What's your favorite month?
> M Probably May. It's when the weather starts to get warm and the evenings are long.
> I What's your favorite season?
> M Spring because it means that winter is finally over. I love riding my bike, and spring is a great time for bike riding—not too hot and not too cold.
> I What's your favorite holiday?
> M Probably New Year's Eve, because you don't need to worry about buying presents or cooking a big lunch, and everybody's in a good mood.

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b Now play the audio again for Sts to complete column two. They probably won't have room to write in the chart, so get them to use a piece of paper or their notebooks.

Play the audio again, pausing after each question. Get Sts to compare with a partner.

Finally, play it again the whole way through for Sts to check.

Check answers.

See audioscript 3.33

Extra support

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

! Do not get Sts to ask and answer the five questions now, as they will do it later in the lesson.

4 GRAMMAR *like* + (verb + *-ing*)

a Focus on the faces and the five verbs. Give Sts a minute to complete the chart in pairs.

Check answers and explain that *don't mind* is a "neutral" answer, e.g., *I don't mind cooking* = I don't especially like cooking, but it isn't a problem for me.

love like don't mind don't like hate

b Read the question together and tell Sts to look back at how Joe, Rose, and Martin answered the five questions. Elicit that all the verbs are followed by an *-ing* verb.

c 3.34 Tell Sts to go to **Grammar Bank 6B** on *page 134*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

***like* + (verb + *-ing*)**

- Sts may find it strange that in English we use the same verb to say *I love you* and *I love shopping* (or *I hate him* and *I hate getting up early*). Highlight that *love* and *hate* are used for strong likes and dislikes, not just for emotional feelings for people.
- When another verb follows *love*, *like*, *don't mind*, *don't like*, and *hate*, the *-ing* form is normally used, e.g., *buying*, *going*, not the infinitive, e.g., NOT ~~*Hove buy clothes*~~.

! The infinitive with *to* is also possible after *like*, *love*, and *hate* in certain circumstances, and is common in American English, but it may be confusing for Sts and it's probably best to avoid it at this stage.

- Another common mistake with these verbs is using them without an object pronoun, e.g., *Do you like swimming? Yes, I like very much.*

Spelling rules

- Sts focused on these when they learned the present continuous in **5B** and **5C**, but it is worth reminding them, e.g., that verbs ending in *y* don't change the *y* for an *i* as they do in third person singular (e.g., *study – studying* NOT ~~*studing*~~), and about the double consonant in, e.g., *swimming*.

Focus on the exercises for **6B** on *page 135*. Sts do **a** individually or in pairs.

Check answers. When you check the *-ing* forms, also check that Sts remember the meaning of the verbs.

a	working	living	shopping
	cooking	coming	getting
	eating	dancing	running
	sleeping	having	stopping
	studying	writing	swimming

Sts now do **b**. Remind Sts that they have to add *-ing* to the verbs, e.g., *working*, to make the sentences.

Check answers, getting Sts to read the full sentences.

b 1 He loves using a computer.
2 He likes reading the newspaper.
3 He likes doing housework.
4 He doesn't mind having lunch at work.
5 He doesn't mind coming home late.
6 He doesn't like playing tennis.
7 He doesn't like going to the movies.
8 He hates watching TV.
9 He hates listening to music.

Tell Sts to go back to the main lesson **6B**.

Extra support

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

5 SPEAKING & WRITING

a Focus on the pictures and explain that they all show a free-time activity.

Focus on picture 1 and elicit *reading*. Get Sts to spell the *-ing* form. Then focus on picture 2 and elicit *watching TV*.

Give Sts, in pairs, a minute to write verbs or verb phrases for the other 11 pictures. Remind them to write the verb in the *-ing* form.

Check answers and write the words on the board, eliciting the spelling each time.

3 cooking
4 playing video games
5 listening to music
6 walking
7 going to the movies
8 doing housework
9 dancing
10 running
11 exercising
12 buying clothes
13 getting up early

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b Now focus on the speech bubbles. Highlight the use and intonation of *What about you?* to ask your partner the same question you have just been asked.

Demonstrate the activity by asking *Do you like reading?* to different Sts until one answers *Yes, (I do)* or *Yes, I love it*. Then continue with a follow-up question.

Get Sts to continue in pairs (or threes), asking and answering about the different activities. Monitor, encouraging them to add extra stress to *I love it | I hate it*, and helping them with follow-up questions.

Extra idea

- Find out what the three favorite free-time activities in the class are. First, elicit everybody's favorite activity (it may be something different from the ones in **a**). Then count up the "votes" for each activity and see which is the most popular.

c Now tell Sts to look back at the five questions from ***Favorite Times*** in **2**, and to use them to interview each other. Give them a few moments to think about their answers before they start.

Monitor and help while Sts are interviewing each other. Make sure they change roles.

Get some feedback from the class.

d Using their answers in **c**, Sts now write a short article entitled *My favorite times*. Tell Sts that they must start each new section with *My favorite time of the day | day of the week |* etc. *is… because…*

If you want Sts to add photos and drawings, you might want to assign the task as homework.

Give Sts time to read their articles, looking for mistakes, before collecting them.

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G revision: *be* or *do*?
V music
P /y/

6C Music is changing their lives

Lesson plan

This lesson, the last of the first half of the book, uses the topic of music to review the uses of *be* and *do*. First, Sts focus on the vocabulary of music through listening and a quiz. After reviewing the grammar, there is a pronunciation focus on the /y/ sound, including the hidden /y/, e.g., in *music*. Sts interview each other with a music questionnaire and then read an article about a young conductor and a music project in Venezuela that is changing young people's lives. The lesson finishes with a visit to the Writing Bank to learn how to write an informal email, and a song, *Lemon Tree*.

STUDY LINK
- **Workbook** 6C
- **Online practice**
- **iChecker**

Extra photocopiable material

- **Grammar** *be* or *do*? *page 179*
- **Communicative** Questions and answers *page 225* (instructions *page 202*)
- **Song** *Lemon Tree page 274* (instructions *page 266*)

Optional lead-in (books closed)

- Write on the board the names of some musicians who are popular in your Sts' country. Then elicit the kind of music they play or sing and write it next to each name.

1 VOCABULARY music

a 3 35 Books open. Focus on the list of types of music and tell Sts they are going to hear nine short excerpts of music. Play the audio once, pausing after each extract, and get Sts to number the types of music in the order they hear them. Explain / elicit that *R&B* stands for *Rhythm and Blues*.

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

3 35
Extracts of the following types of music

1 *blues*	4 *hip hop*	7 *R&B*
2 *classical*	5 *jazz*	8 *reggae*
3 *heavy metal*	6 *Latin*	9 *rock*

Now elicit any other kinds of music that Sts know, e.g., *pop*, *rap*, *funk*, and write them on the board. Many of these words will be "international". Your Sts may well come up with types of music you haven't heard of.

Extra idea

- Play the audio again, pausing after each excerpt, and ask individual Sts what they think of each kind of music. Encourage them to answer with the verbs they learned in **6B**, e.g., *I love it*, *I don't mind it*, *I hate it*, etc.

b Focus on the instructions and the example. Give Sts in pairs a minute or two to talk about different kinds of music they like and don't like.

Get some feedback from the class.

c Focus on the quiz. Go through it, especially making sure Sts know how to pronounce the names in 1, e.g., Jay-Z (/ʤeízi/), and that they understand the word *soundtrack* (= the music for a movie) in question 3.

In small groups of three or four, Sts answer the questions in the quiz.

Check answers.

1 a R&B c hip hop e rock
b jazz d classical f reggae
2 a 3 b 4 c 5 d 6 e 2 f 1
3 a Queen c the Beatles e ABBA
b Michael Jackson d Mozart

Find out which group got the most answers right.

Get some feedback from the class on their opinion of the singers / musicians mentioned, ask if they have seen any of the musicals, etc.

2 GRAMMAR review: *be* or *do*?

a Get Sts to read the five sentences and to circle the correct options.

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

1 do you 2 I don't 3 Do you 4 isn't 5 are

b 3 36 3 37 Tell Sts to go to **Grammar Bank 6C** on *page 134*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

- In this first half of the book, Sts have learned to use the verb *be*, the simple present, and the present continuous. For many Sts the use of *do* and *does* in questions and negatives in the simple present takes some getting used to, and as a result there is sometimes a tendency to overuse them. Sts sometimes forget that *be*, both as a main verb and as an auxiliary, does not form questions and negatives in the same way, but simply by inverting the subject and verb or adding *not*.

Focus on the exercises for **6C** on *page 135*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

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a	**Are you...?**	**Do you...?**
	hungry	like heavy metal
	tired	have a car
	waiting for a friend	speak Spanish
	stressed	know those people
	listening to me	

b
1 is, is
2 Do, doesn't
3 Does, doesn't
4 are, am
5 Does, is
6 Are, are
7 is, doesn't
8 Are, am

Tell Sts to go back to the main lesson **6C**.

Extra support

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

c 3 38 Focus on the instructions and the examples in the speech bubbles. Explain to Sts that they are going to hear a sentence and they must turn it into a question.

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

3 38
1 They're Chinese. (*pause*) Are they Chinese?
2 He plays the guitar. (*pause*) Does he play the guitar?
3 You like music. (*pause*) Do you like music?
4 Anna is taking a shower. (*pause*) Is Anna taking a shower?
5 You're tired. (*pause*) Are you tired?
6 She lives near here. (*pause*) Does she live near here?
7 I'm late. (*pause*) Am I late?
8 The train arrives at 6 o'clock. (*pause*) Does the train arrive at 6 o'clock?

3 PRONUNCIATION /y/

Pronunciation notes

- *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*, etc.

a 3 39 Focus on the sound picture (*yacht*) and play the audio once for Sts just to listen to the words and sound.

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

3 39
See words in Student's Book on *page 48*

Now go through the **Hidden /y/ sound** box with Sts.

b 3 40 Focus on the sentences. Play the audio once for Sts just to listen to the sounds and rhythm.

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

3 40
See sentences in Student's Book on *page 48*

In pairs, get Sts to practice saying the sentences.

4 SPEAKING

a Focus on the Music questionnaire. Give Sts a few minutes to read it and fill in the blanks in the questions. Tell them not to answer the questions yet.

Check the questions with the class. Make sure they understand and can pronounce *download* /daʊn'loʊd/ and *lyrics* /'lɪrɪks/.

1 Are, Are 2 do 3 do 4 do 5 Are 6 do

Now focus on question 6, and tell Sts to write the names of two male musicians, two female, and two bands.

b Before Sts interview each other, go through the **Giving opinions** box. Elicit that the pronoun changes after *like* (*him*, *her*, or *them*) and after *I think* (*he's*, *she's*, or *they're*) depending on who the question is about. To demonstrate the language, ask Sts their opinion of a male musician, a female musician, and a band, and elicit responses.

Put Sts in pairs and get them to interview each other. Encourage them to ask for and give more information where possible. You could demonstrate by asking individual Sts some of the questions.

Monitor and correct.

When time is up, focus on the question *Do you have similar musical tastes?* and elicit some answers.

5 READING

a Do this as an open-class question, and teach any musical instrument vocabulary Sts may require. If you play an instrument, tell your Sts about it.

b Focus on the article about Gustavo Dudamel and *El Sistema*.

Set a time limit for Sts to read it once and answer the question.

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

They are playing classical music, and this is helping them to escape from drugs and crime.

c Tell Sts to look at the highlighted words and, in pairs, to try to guess their meaning.

Check answers, either explaining in English, translating into Sts' L1, or getting Sts to check in their dictionaries. Be sure Sts can pronounce the new words, e.g., *orchestra* /'ɔrkəstrə/ and *conductor* /kən'dʌktər/.

Deal with any other new vocabulary.

d Do this as an open-class question.

Extra support

- You may want to ask your Sts some comprehension questions, e.g., *In which country is the "El Sistema" project?* (Venezuela), *When did the project start?* (1975), *Who does the project help?* (poor children), etc.

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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** ***An informal email*** on *page 113*.

a Focus on the title and elicit / explain the meaning of *informal* (= friendly), so an informal email is one you write to someone you know well or as a friend. Elicit / teach the opposite *formal* and explain that this is more serious, e.g., a business letter / email.

Go through the introductory text with Sts. Explain what a pen pal is, and tell Sts that there are many websites on the Internet where learners of English can find pen pals to practice their English.

Focus on the beginning of the email. Elicit / teach the meaning of the headings **From**, **To**, and **Subject**. Tell Sts that Chiara is writing her first email to Stefan, a pen pal she has found on the Internet.

Give Sts time to read the email. Tell them not to worry about the spelling mistakes.

Then ask them to cover the email or close their books and elicit the information Chiara gives in each paragraph.

1 Personal information (name, age, nationality, job)
2 Where she lives and her family
3 What she likes doing in her free time

b Individually or in pairs, Sts correct the six spelling mistakes.

Check answers.

1 studying	3 architect	5 shopping
2 because	4 usually	6 friends

c Focus on the instructions and go through the **Informal emails** box with the class. Tell Sts that you can also begin an email with *Dear*, but *Hi* is more informal. 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.

d Using their notes from **c**, Sts now write their email. Either give Sts at least 15 minutes to write the email in class, or assign it as homework.

! Tell Sts to set their email out in paragraphs like in the model email.

e If Sts do the writing in class, give them time to check their emails for mistakes. They could also exchange them with a partner and read each other's emails, before you collect them.

Tell Sts to go back to the main lesson **6C**.

7 3 41 SONG *Lemon Tree*

This song was originally made famous by the German group Fools Garden in 1995. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopiable activity on *page 274*.

3 41

Lemon Tree

I'm sitting here in a boring room,
It's just another rainy Sunday afternoon.
I'm wasting my time, I got nothing to do.
I'm hanging around, I'm waiting for you,
But nothing ever happens — and I wonder.

I'm driving around in my car,
I'm driving too fast, I'm driving too far.
I'd like to change my point of view.
I feel so lonely, I'm waiting for you,
But nothing ever happens — and I wonder.

Chorus
I wonder how, I wonder why
Yesterday you told me about the blue blue sky,
And all that I can see is just a yellow lemon tree.
I'm turning my head up and down;
I'm turning, turning, turning, turning, turning around.
And all that I can see is just another lemon tree.

I'm sitting here, I miss the power;
I'd like to go out, taking a shower,
But there's a heavy cloud inside my head.
I feel so tired, put myself into bed,
Where nothing ever happens — and I wonder.

Isolation is not good for me.
Isolation, I don't want to sit on a lemon tree.
I'm stepping around in the desert of joy.
Baby anyhow I'll get another toy
And everything will happen — and you wonder.

Chorus

I wonder how, I wonder why
Yesterday you told me about the blue blue sky
And all that I can see,
And all that I can see,
And all that I can see is just a yellow lemon tree.

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For instructions on how to use these pages see *page 40*.

5&6 Review and Check

Test and Assessment CD-ROM

- Quick Test 6
- File 6 Test
- Progress Test Files 1–6

GRAMMAR

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

VOCABULARY

a 1 hear 2 play 3 forget 4 buy 5 tell 6 have 7 take 8 run 9 call, take 10 dance

b 1 at 2 on 3 for 4 to 5 for 6 in 7 on

c 1 shine (the others are adjectives)
2 fog (the others are verbs)
3 season (the others are seasons)
4 seven (the others are ordinal numbers)
5 twenty-second (the others are numbers)
6 Sunday (the others are months)
7 minute (the others all describe longer periods of time)
8 band (the others are types of music)

PRONUNCIATION

a 1 change 2 ice 3 now 4 the 5 blues

b 1 neighbor 2 remember 3 July 4 February 5 classical

CAN YOU UNDERSTAND THIS TEXT?

a 1 The Marcus Whitman Hotel
2 Fort Walla Walla Museum
3 Main Street
4 The Marcus Whitman Hotel
5 Little Theater of Walla Walla

CAN YOU UNDERSTAND THESE PEOPLE?

3 42

1 c 2 c 3 b 4 b 5 c

3 42

I = interviewer, Yo = Yoni; Yv = Yvonne
I Can you play a musical instrument?
Yo I can't play any musical instruments.
I Can you play a musical instrument?
Yv Yes, I can.
I What instrument do you play?
Yv I can play the piano, and I can also play the harp.

I = interviewer, T = Tiffany
I Do you have noisy neighbors?
T No, I'm the noisy neighbor.
I What do you do?
T Play music really loud.

I = interviewer, Y = Yoni
I What's your favorite month of the year?
Y My favorite month of the year is September.
I Why?
Y I just love the fall.

I = interviewer, B = Ben
I What kind of music do you like?
B I like all kinds of music, I like rock, jazz, dance music and I also like some classical as well.
I What kind of music don't you like?
B I'm not a big fan of heavy metal.
I Do you have a favorite band or singer?
B Yes, my favorite singer is probably someone like David Bowie.

I = interviewer, A = Anya
I What kind of books do you like?
A Usually science fiction or fantasy novels.
I What are you reading right now?
A I'm reading a trilogy about some trolls.

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G simple past of *be*: *was / were*
V word formation: *paint* › *painter*
P sentence stress

7A At the National Portrait Gallery

Lesson plan

This lesson uses the context of historical figures to introduce and practice the simple past of the verb *be* (*was / were*). The grammar is presented through a conversation between two people who are looking at a photo of Ronald and Nancy Reagan, in the National Portrait Gallery in Washington, D.C. The Pronunciation and Speaking gets Sts to focus on sentence stress in simple past sentences and questions. The Reading picks up the topic of pictures of famous people at the National Portrait Gallery and then moves onto word formation, e.g. *music – musician*. In Listening and Writing, Sts listen to five clues about famous people and then have to guess who they are. They then write their own clues and get a partner to guess the person.

STUDY LINK
- **Workbook** 7A

Extra photocopiable material

- **Grammar** simple past of *be*: *was / were* *page 180*
- **Communicative** History quiz *page 226* (instructions *page 202*)

Optional lead-in (books closed)

- Write on the board the names of a president, an actress, a model, and a soccer player who you think your Sts will know. Ask *Who is (X)?* to elicit the words *president, actress, model,* and *soccer player.*
- Model and drill the pronunciation and get Sts to underline the stress.

1 GRAMMAR *was / were*

a Books open. Focus on the title and elicit / teach the meaning of *portrait* (= a painting or photo of a person), using the photo to help you, and *gallery* (= a room or building where you can see paintings or photos). Model and drill pronunciation /ˈpɔrtrət/ and /ˈgæləri/.

Give Sts time to read the article and answer the four questions.

Check answers.

1 It's near the National Mall in Washington, D.C.
2 A collection of portraits (paintings and photographs)
3 It is open daily / every day.
4 Nothing, it's free.

Deal with any other new vocabulary.

b 3 43 Focus on the photo (and if necessary get Sts to cover the dialogue) and ask the question *Who are the two people in the photo?* Get Sts, in pairs, to say if they think they know who the people are, but don't tell them if they are right or not.

Play the audio once the whole way through.

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

President Ronald Reagan and Nancy Reagan

3 43
See dialogue in Student's Book on *page 52*

c Focus on the instructions and the sentences. Tell Sts to read the dialogue and listen at the same time. Play the audio again.

Now get Sts to fill in the blanks and check answers.

He **was** the president. She **was** an actress.
They **were** happy.

d 3 44 Tell Sts to go to **Grammar Bank 7A** on *page 136*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

- *was* is the past of *am* and *is*, and *were* of *are*.
- *was* and *were* are used to talk about both recent and distant completed actions in the past, e.g. *I was tired this morning. Caesar was a Roman Emperor.*
- *was* and *were* are used exactly like *is* and *are*, i.e. they are inverted to make questions (*he was › was he?*) and *not* (*n't*) is added to make negatives (*wasn't, weren't*).
- We use the passive construction *was born* to talk about the time and place of our birth.
- Some Sts tend to remember *was* and forget *were*.

Focus on the exercises for **7A** on *page 137*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a	1 was	3 was	5 wasn't	7 were
	2 were	4 Was	6 weren't	8 were
b	1 were	4 was	7 was	10 weren't
	2 Was	5 Were	8 was	11 was
	3 wasn't	6 were	9 Were	12 was

Tell Sts to go back to the main lesson **7A**.

Extra support

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

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2 PRONUNCIATION & SPEAKING

sentence stress

Pronunciation notes

- *was* and *were* have two different pronunciations depending on whether they are stressed or not (i.e. they can have either a strong or weak pronunciation).
- *was* and *were* tend to have a weak pronunciation in ⊞ sentences: *I was* /wəz/ *born in 1990. They were* /wər/ *famous.*
- *was / wasn't* and *were / weren't* have a strong pronunciation in short answers and ⊟ sentences: *Yes, I was* /wʌz/, *No, I wasn't* /wʌznt/, *Yes, we were* /wər/, *No, we weren't* /wərnt/.
- As pronunciation of strong and weak forms tends to occur quite naturally when there is good sentence stress and rhythm, it is best to concentrate your efforts on this (as in **2a**).
- Remind Sts that, as well as stressing one syllable more than others in multi-syllable words, we also stress certain words more than others. These are the words that carry the "message" of the sentence and are usually nouns, main verbs, adjectives / adverbs, and end position prepositions. Small words like pronouns, articles, and prepositions (not in end position) are not normally stressed. It is this mixture of stressed and unstressed words that gives English its rhythm.

a 3.45 Focus on the sentences and remind Sts that the words in larger font are stressed and that the underlining shows the stress within a word.

Play the audio once for Sts just to listen. Then play it again pausing after each sentence for Sts to repeat. Give further practice as necessary.

> 3.45
> See sentences in Student's Book on *page 52*

b 3.46 Tell Sts they are going to hear some sentences and questions in the simple present and they must say them in the simple past. Focus on the example.

Play the audio, pausing after each sentence / question, and elicit the simple past version from the whole class. Then repeat the activity, eliciting responses from individual Sts.

> 3.46
> 1 I'm at home. (*pause*) I was at home.
> 2 He's American. (*pause*) He was American.
> 3 They aren't famous. (*pause*) They weren't famous.
> 4 It's very cheap. (*pause*) It was very cheap.
> 5 Where are they? (*pause*) Where were they?
> 6 Is she an actress? (*pause*) Was she an actress?
> 7 You're right. (*pause*) You were right.
> 8 What's his name? (*pause*) What was his name?
> 9 She isn't happy. (*pause*) She wasn't happy.
> 10 Are they expensive? (*pause*) Were they expensive?

c Put Sts in pairs, **A** and **B**, and tell them to go to **Communication *Where were you?***, **A** on *page 103*, **B** on *page 108*.

Go through the instructions with them carefully. Then go through the **Useful language** box together, stressing which prepositions are used for each phrase. Model and drill the question, making sure Sts stress the underlined words / syllables, e.g. *Where were you at 9 o'clock yesterday morning?*

Sit **A** and **B** face-to-face. **A** asks **B** *Where were you at…?* and **B** answers.

When **A** has asked all his / her questions, they change roles and **B** then asks **A** *Where were you at…?*

When they have finished, quickly ask some of the questions to individual Sts to round off the activity.

Extra idea

- You could get Sts to ask you the questions.

Tell Sts to go back to the main lesson **7A**.

3 READING

a Tell Sts to cover the text and focus on the photos and ask the question to the class. Elicit as much information about the people as you can, but do not confirm answers at this stage. You could write anything Sts know on the board.

b 3.47 Now focus on the biographies, and tell Sts to read and listen at the same time.

Play the audio once the whole way through for Sts to check their answers to **a** and to hear how to pronounce the names.

Check answers.

> 1 Marilyn Monroe
> 2 The Supremes (Mary Wilson, Diane Ross, Florence Ballard)
> 3 Thomas Edison

> 3.47
> See audio guide extracts in Student's Book on *page 53*

c Give Sts time to read the texts again and answer the six questions.

Get Sts to compare with a partner, and then check answers. Make sure Sts use full sentences with the simple past of *be* in their answers.

> 1 Her mother was sick, and her father wasn't there much.
> 2 They were Marilyn Monroe's second and third husbands.
> 3 No, there weren't.
> 4 They were very talented singers.
> 5 He was a good salesperson.
> 6 His second wife was Mina Miller.

d Now get Sts to cover the texts and to try and remember what they have read. In pairs, **A** says anything he / she can remember about the first text. **B** checks and prompts. Then they change roles for the second text. They could do text three together and check when they have finished.

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Finally, elicit any other information Sts know about the people, e.g. Sts may have read that Edison had a hearing problem.

4 VOCABULARY word formation

a Give Sts a few minutes to find the words in the texts, or get them to guess first and then check with the texts.

Check answers, modeling the pronunciation, and getting Sts to underline the stress.

1 actress
2 sailor
3 player
4 writer
5 singer
6 businessman
7 designer
8 inventor

Go through the **Word building** box about professions with the class. Point out that to make the word for a person (e.g. *writer*) you add the letters *-er* or *-or* to a verb and *-ist* or *-ian* to a noun. You might also want to point out that sometimes with nouns you have to make more changes, e.g. *science – scientist* (the *ce* disappears and a *t* is added).

b Tell Sts to first look at the words and decide if they are verbs or nouns. Then they should write the word for the person.

Get Sts to compare their answers with a partner.

Extra support

- Before checking the answers to **b**, you could first ask Sts to tell you whether 1–10 is a verb or noun. Then give Sts some time to add the correct ending. You might also want to point out to Sts that numbers 5 and 7 have two possible answers.

c 3 48 Play the audio for Sts to listen and check their answers to **b**. The first time they listen they should just check their answers. Pause the audio after each word and get Sts to spell the endings to you. Write the answers on the board.

3 48

1 dancer
2 composer
3 politician
4 scientist
5 movie director
6 novelist
7 sportsman / sportswoman
8 painter
9 artist
10 musician

Play the audio again and this time Sts should underline the stress. Check answers by underlining the stress on the words on the board. Model and drill pronunciation.

In pairs, Sts practice saying the words. If you think they need more practice, you could play the audio again for them to listen and repeat the words.

Extra idea

- Test Sts' memory by getting them to cover the words in **a** and **b** and then saying the noun / verb as a prompt, e.g. T: *art* Sts: *artist*.

Extra challenge

- Elicit a famous name(s) for each of the professions in **a** and **b** (preferably a dead person). Elicit a full sentence for one, e.g. (*X*) *was a famous pianist.*

d Focus on the words *alive* and *dead* in the circles. Elicit / teach that they are opposites. Get Sts to write four names of famous people in each circle.

Put Sts in pairs and get them to ask and answer questions about the names using either *Who is / Who's...?* or *Who was...?* depending on whether the person is alive or dead.

Write some names on the board and get Sts to ask you or each other.

5 LISTENING & WRITING

a 3 49 Focus on the instructions and elicit / teach the meaning of *clue* (= a piece of information that helps you find the answer to a mystery or puzzle).

Play the audio for number one first.

Get Sts to compare with a partner, and then check answers. Play again if necessary. Then do the same for number two.

1 William Shakespeare 2 Elizabeth Taylor

3 49
(audioscript in Student's Book on *page 119*)
1
He was an English writer.
He was born in the 16th century.
He was married with three children.
He was born in Stratford-upon-Avon.
He is famous for his plays, for example, *Hamlet* and *Macbeth*.
2
She was born in London in 1932, to American parents.
She was a famous actress.
She was dark-haired and very beautiful.
She was best friends with Michael Jackson.
She was famous for her dark blue eyes.

b Put Sts in pairs and get them to think of two famous dead people, a man and a woman.

Then they should write five clues for each person, e.g. what nationality they were, where and when they were born, and what they were famous for.

c Put two pairs together. The first pair reads their five clues and the second pair guesses who the famous person is. They should then change roles.

Get a few pairs to read their clues for the class to guess.

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G simple past: regular verbs
V past time expressions
P *-ed* endings

7B Chelsea girls

Lesson plan

Simple past regular verbs are introduced in this lesson. The context is provided by the true story of Princess Diana's niece who took a taxi to what she thought was Stamford Bridge Stadium (the home of Chelsea Football Club) in London, but ended up in a remote village in the north of England also called Stamford Bridge. Princess Diana's brother has three daughters and it was never established which of the three girls ended up in the wrong place, but most newspapers assumed that it was Kitty, the eldest. The lesson begins with an article and radio news item about the Stamford Bridge mix-up, which is used to present the grammar of regular simple past verbs. Then there is a focus on the pronunciation of the *-ed* endings. Vocabulary introduces past time expressions, and grammar and vocabulary are put together in the final speaking activity.

STUDY LINK
- **Workbook** 7B

Extra photocopiable material

- **Grammar** simple past: regular verbs *page 181*
- **Communicative** Where's the match? *page 227* (instructions *page 203*)

Optional lead-in (books closed)

- Write CHELSEA on the board and ask Sts to tell you anything they know about it. Try to elicit some or all of the following: *it is rich area of London famous for King's Road* (a well-known street and one of the centers of 1960s fashion in the UK) and also *a team that plays is in the English Premier League*. It is also the name of the Clintons' daughter, as they went to London on vacation and stayed in Chelsea shortly before Hilary Clinton got pregnant.

1 READING & LISTENING

a 3 50 Books open. Tell Sts to cover the text and focus on the title and photos. If you didn't do the **Optional lead-in**, ask Sts what they know (if anything) about Chelsea.

Get Sts to uncover the text and focus on the introduction (until ... *north of London*) and establish who Kitty, Eliza, and Amelia are (the daughters of Princess Diana's brother), and where they live (Northampton, which is 85 miles north of London). You may need to explain *twins* and *country house*.

Now tell Sts they're going to read and listen to a true story, which was in the news. Explain that the story will be in the simple past (the first time in the book that Sts have seen this form of the verb). You may want to pre-teach GPS (short for *Global Positioning System*, used in cars).

Play the audio once the whole way through and get Sts to read and listen at the same time.

> 3 50
> See *The taxi trip* in Student's Book on *page 54*

Tell Sts to read the story again and number the sentences in order. Deal with any vocabulary problems Sts may have.

Get Sts to compare their order with a partner.

b 3 51 Play the audio for Sts to listen and check their answers.

> 3 51
> 1 The girls wanted to go to a match.
> 2 They called a taxi.
> 3 The taxi arrived at the girls' house.
> 4 The taxi driver typed their destination into his GPS.
> 5 They chatted and listened to music.
> 6 The taxi stopped in a street with pretty houses.
> 7 They looked out of the window.

Ask the question *Do you think they were in London?* to the class.

c 3 52 Now tell Sts they are going to hear the news story on the radio to find out where Diana's niece and her friend were. Make it clear to Sts that they are not expected to understand everything, but just to find out the answer to the question.

Play the audio the whole way through, playing it again if necessary. Elicit the answer.

> They were in a village in the north of England called Stamford Bridge.

> 3 52
> (audioscript in Student's Book on *page 119*)
> ... and finally on the news today, the story of two soccer fans who missed the big match.
> Last week, Chelsea played Arsenal at Chelsea's famous stadium, Stamford Bridge in West London. It was the match that soccer fans all over the world wanted to watch. Charles Spencer's daughter and a friend were among the lucky people with tickets. The girls were in Althorp, which is about 85 miles from London, and they decided to go by taxi. But when the taxi stopped in a small village, it was clear that something was wrong. They were in Stamford Bridge, but not at the Chelsea stadium. The driver had typed *Stamford Bridge* into his GPS. But unfortunately, Stamford Bridge is also a small village in the north of England – and that's where they were! Of course, they missed the match.

Extra support

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

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d Tell Sts to go to **Communication** *Stamford Bridge* on *page 103* to read some tourist information about where the girls were.

Give Sts time to read the tourist information. Then ask a few comprehension questions, e.g. *How far is Stamford Bridge from London?* (85 miles), *Are the girls near Stamford Bridge Stadium?* (No, they are in the north of England and the stadium is in the south, in London), *Is the village big or small?* (Small), *What is the village famous for?* (A battle between the English and the Vikings).

Tell Sts to go back to the main lesson **7B**.

e Ask the whole class if they think it is easy to make a mistake like this. Elicit whose fault it was—the taxi driver's or the two girls'?

2 GRAMMAR

simple past: regular verbs

a Tell Sts to read the text again and highlight ten positive simple past regular verbs, one negative, and one question. Show them that one positive verb (*wanted*) has already been highlighted, and they must find ten more.

Check answers.

[+] called, arrived, typed, relaxed, chatted, listened, texted, stopped, looked, asked
[−] didn't talk
[?] Where did you want to go?

b Put Sts in pairs and focus on the chart. Tell Sts to complete the simple past column and answer the three questions.

Check answers.

They **wanted** to go to the match.
They **didn't talk** to the taxi driver.
Where **did you want** to go?
1 You add *-ed*. 2 You only add *-d*.
3 You double the consonant and add *-ed*, e.g. *chatted, stopped*.

c 3.53 Tell Sts to go to **Grammar Bank 7B** on *page 136*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class. You may want to point out here that the *e* is not normally pronounced in *-ed* endings unless there is a *t* or a *d* before it. This will be focused on more fully in **Pronunciation**.

Additional grammar notes

- It is important to emphasize that the simple past is used for completed actions in the past, both distant and recent. The form of regular simple past verbs is very easy. The main problem Sts have is the pronunciation, and remembering to use the infinitive, not the *-ed* form, after *did* / *didn't*.

Focus on the exercises for **7B** on *page 137*. Sts do the exercises individually or in pairs.

Check answers. Get Sts to give the answers to you aloud and correct any mispronunciation of the *-ed* ending. Get Sts to spell the verbs to you and write them on the board.

a 1 We studied English yesterday.
2 Did you listen to the news yesterday?
3 He didn't cook dinner yesterday.
4 Did she play sports yesterday?
5 They worked late yesterday.
6 I used the Internet at work yesterday.
7 She talked to her friends yesterday.
8 My brother didn't dance yesterday.

b 1 didn't call 3 played 5 Did, dance
2 Did, cry 4 didn't listen

Tell Sts to go back to the main lesson **7B**.

Extra support

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

d Focus on the instructions and questionnaire, and explain the activity. Sts need to find a person who did each of the activities in the questionnaire yesterday. Elicit that Sts need to make the sentences into questions by adding *Did you…* and then putting the verb in the infinitive, e.g. *Did you use GPS yesterday?*

Tell Sts they are going to move around the classroom asking questions in the simple past to find out if people did the activities mentioned. If someone says *yes*, they should write that person's name on the line on the right.

Focus on the speech bubbles and demonstrate the activity by asking the first question to Sts until someone says *yes* and then mime that you are writing down their name.

Extra support

- Before starting the activity, you could get Sts to ask you all the questions first, making sure they don't say, e.g. *Did you watched a soccer game yesterday?* Give simple answers that they can understand.

Get Sts to stand up and move around the class asking questions. Stop the activity when someone gets a name for each statement or when you think Sts have had enough practice and get some feedback from the class.

3 PRONUNCIATION *-ed* endings

Pronunciation notes

- The regular simple past ending (*-ed*) can be pronounced in three different ways:
  1 *-ed* is pronounced /t/ after verbs ending in these unvoiced sounds*: /k/, /p/, /f/, /s/, /ʃ/, /ʧ/, e.g. *relaxed, stopped, booked, laughed, missed, washed, watched.*
  2 After voiced endings* *-ed* is pronounced /d/, e.g. *arrived, called, changed, showed.* This is by far the biggest group.
  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*).

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- However, the difference between 3 and the other two is significant (it is an extra syllable), and many Sts tend to pronounced all simple past verbs in this way, e.g. /laɪkɪd/, /stɑpɪd/, etc.

Voiced and unvoiced consonants

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

a 3 54 Go through the **Simple past regular verbs** box with the class. Elicit / explain that there are three different ways of pronouncing *-ed*. Two are similar (/d/ and /t/), but the third /ɪd/ is very different.

Focus on the phonetics that show the three different pronunciations of *-ed* (/d/, /t/, and /ɪd/). Then look at the verbs in the three columns and play the audio once. Tell Sts to listen and concentrate on how the *-ed* is pronounced.

Now play the audio again, pausing after each verb for Sts to repeat it.

3 54
See chart in Student's Book on *page 55*

Now ask Sts the question *In which group do you pronounce the* e *in -ed?* (column 3).

Tell Sts to look at the spelling of the verbs, and see what letters come before the *-ed* (*d* or *t*). Explain / demonstrate that it would be impossible to pronounce another /d/ or /t/ after a *d* or a *t*. For that reason an extra syllable is added, which is why the pronunciation here is /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 *t* or *d*).

b 3 55 Tell Sts to look at the verbs in the list and circle which have the /ɪd/ sound in the simple past. Remind Sts that an exercise like this is easier if they say the verbs aloud.

Now play the audio for Sts to listen and check.

Check answers.

started, needed

3 55
See list of verbs in Student's Book on *page 55*

Extra challenge

- Get Sts to look at all the verbs again and then to try and put them in the appropriate columns in **a**. Play the audio for them to check.

/d/ played, traveled, lived
/t/ finished, asked, missed, cooked, watched, liked, typed
/ɪd/ started, needed

c 3 56 Focus on the speech bubble and explain to Sts that they are going to hear some verb phrases and they must make either a positive sentence or a negative one, depending on what they really did yesterday.

Play the audio, pausing after each verb phrase. Elicit sentences from a few Sts before moving on to the next phrase.

3 56

1 play tennis	5 play the guitar
2 travel by train	6 study English
3 cook dinner	7 watch TV
4 wait for a bus	8 listen to music

Extra idea

- You could get Sts in pairs to re-tell the story of *The taxi trip* using the phrases in **1a**. Monitor and correct pronunciation, focusing on where Sts pronounce the *e* in the *-ed* and where they shouldn't, e.g. /kɔld/ NOT /kɔled/ for *called*.

4 VOCABULARY & SPEAKING

past time expressions

a Write a true sentence about yourself in the past with a regular verb, e.g. *I started teaching English in 2005.* Then write underneath it *I started teaching English* (*x*) *years ago*, and elicit the meaning of *ago*. Model and drill pronunciation.

Focus on the past time expressions, and explain that Sts must number them from the most recent (*five minutes ago*) to the most distant (*in 2009*). Give Sts time to do the activity and get them to check their order with a partner.

b 3 57 Go through the **Past time expressions** box with the class and highlight that in time expressions with *last* (e.g. *last week*) the definite article *the* is not used. Also explain that we say *last night* NOT ~~*yesterday night*~~.

Play the audio for Sts to listen and check.

3 57

1 five minutes ago	6 last week
2 last night	7 last month
3 yesterday morning	8 last summer
4 the day before yesterday	9 a year ago
5 three days ago	10 in 2009

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

c Focus on the instructions and the example. Before Sts start, you might want to check that they know all the vocabulary, e.g. *a plane*, *to book a flight online*, etc. You could demonstrate the activity by making some true sentences about yourself and giving more information.

Put Sts in pairs and set a time limit.

Monitor and help.

Get some feedback from the class by asking a few of the questions to individual Sts.

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G simple past: irregular verbs
V *go, have, get*
P sentence stress

7C A night to remember

Lesson plan

For this lesson, people in different countries around the world were asked to write a report about a memorable night. Two written reports by a young American woman and a Turkish man provide the context for the introduction of common simple past irregular verbs. Then Sts listen to a third report by a Spanish man. The vocabulary focus is common collocations of the key verbs *go*, *have*, and *get* (e.g. *go out*, *get home*, etc.). Sts then work on the stress pattern in *Wh-* questions in the past simple, which prepares them for the final speaking activity where they ask each other about a memorable night. Finally, the lesson ends with the song *Summer Nights*.

STUDY LINK

- **Workbook** 7C
- **Online practice**
- **iChecker**

Extra photocopiable material

- **Grammar** simple past: irregular verbs *page 182*
- **Vocabulary** *go / have / get page 259* (instructions *page 246*)
- **Communicative** What did you do? *page 228* (instructions *page 203*)
- **Song** *Summer Nights page 275* (instructions *page 266*)

Optional lead-in (books closed)

- Write on the board A NIGHT TO REMEMBER and elicit possible activities, e.g. *have dinner in a fantastic restaurant, see a great movie, meet somebody, go to a really good party*, etc.
- Write the activities on the board under the heading. Help Sts with any vocabulary they need.

1 READING

a Books open. Focus on the photos, the instructions, and the introduction to the article. Elicit / teach the meaning and pronunciation of *memorable* /'mɛmərəbl/ (= easy to remember because it is special). Elicit answers to the question.

b Tell Sts that they are going to read about Maggie Julia and Mehmet's nights, and they must match each one with a photo.

You may want to pre-teach the past of *go* (*went*) to help Sts understand the text.

Check answers.

Maggie Photo B **Mehmet** Photo A

c Focus on the questions, and ask Sts if they are in the present or in the past (the past). Ask how they know (because of the auxiliary *did* and *was / were*). Then get Sts to match the questions and the answers. Get them to compare their answers with a partner, and then check answers.

1 When was it? Where were you?
2 Who were you with?
3 What did you wear?
4 What was the weather like?
5 What did you do?
6 What time did you get back?
7 Why was it a memorable night?

2 GRAMMAR simple past: irregular verbs

a Focus on the 15 infinitives and check that Sts remember their meaning. Then give Sts a few minutes to find the simple past verbs in the text. Encourage them to use the phonetics to help them.

b 3 58 Write the infinitives on the board. Play the audio, pausing after each verb to check answers. Get Sts to spell the verbs to you and write the past simples on the board next to the infinitives.

3 58

can	could
come	came
feel	felt
get	got
go	went
have	had
hear	heard
leave	left
lose	lost
meet	met
see	saw
speak	spoke
swim	swam
take	took
wear	wore

Focus on the phonetics and tell Sts to listen to the pronunciation. Play the audio again.

Extra challenge

- Focus on the phonetics and elicit the pronunciation of the verbs before playing the audio.

Play the audio again, pausing after each pair of verbs for Sts to repeat them. Give more practice as necessary, getting Sts to repeat after you or after the audio.

Get Sts to cover the simple past verb and see if they can remember it, uncovering them one by one to check their answers.

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c 3 59 Tell Sts to go to **Grammar Bank 7C** on *page 136*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

- The vast majority of verbs in the past are regular. However, a small number of verbs (several of which are very common) are irregular in the simple past. These verbs don't add *-ed* in the past, they change their form. This change can be just one or two letters, e.g. *wear › wore*, or can be a completely new word, e.g. *go › went*.
- Irregular verbs are only irregular in the affirmative. In questions and negatives, as with regular verbs, the infinitive is used after *did / didn't*.
- There is a list of the most common irregular verbs on *page 165* of the Student's Book.

Focus on the exercises for **7C** on *page 137*. Sts do the exercises individually or in pairs.

! Monitor while Sts are doing the exercises. If you see they are having problems with word order in **b**, remind them that the auxiliary comes first except in sentences with question words (see *page 49* of this book).

Check answers, getting Sts to read the full sentences.

a 1 met 3 bought 5 saw 7 felt
2 left 4 had 6 got

b 1 What did you wear?
2 Where did you meet your friends?
3 What time did you get home?
4 How did you go home?
5 Did you have a good time?

c 1 She didn't wear a red dress. She wore a blue dress.
2 I didn't leave work early. I left work late.
3 We didn't go by train. We went by bus.
4 He didn't lose his cell phone. He lost his wallet.
5 You didn't have a sandwich. You had a salad.

Tell Sts to go back to the main lesson **7C**.

Extra support

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

d Put Sts in pairs, **A** and **B**, and tell the **A**s to read about Maggie again and the **B**s should read about Mehmet again.

e Keep Sts in their pairs and tell them to go to **Communication** ***A night to remember***, **A** on *page 103*, **B** on *page 108*.

Go through the instructions with them carefully. Make sure they make a note of the questions their partner gets wrong.

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

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

When they have finished, they should tell their partner how many questions they got wrong and see who has the better memory.

Finally, ask Sts *Whose night do you think was more fun?*

Tell Sts to go back to the main lesson **7C**.

3 LISTENING

a Focus on photo C in **1** and ask Sts to guess where David was and what happened on his memorable night. Accept all suggestions, but do not tell Sts if they are right.

Now get Sts to cover the questions from **1c**, and see if they can remember them. Elicit them from the class and write them on the board.

! Leave the questions up on the board for when Sts practice the pronunciation later.

b 3 60 Now tell Sts they're going to listen to David answering the questions. Tell them to close their books, relax and listen, and just focus on what happened on David's memorable night.

Extra support

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

Play the audio once, and elicit the answer.

David watched Spain win the World Cup on TV in a restaurant in Mexico.

3 60
(audioscript in Student's Book on *page 119*)
I = interviewer, D = David

I When was your memorable night?
D (In Spanish first) I can tell you exactly, it was July 11, 2010.
I Why do you remember the date?
D Because it was the final of the World Cup, Spain against Holland.
I Where were you?
D Well, I'm a flight attendant and that day I was in Acapulco in Mexico.
I Who were you with?
D I was with three other Spanish flight attendants.
I Where did you go to watch the match?
D We didn't go out. We watched the match in the hotel restaurant.
I And what did you wear to watch the match?
D We wore Spanish soccer shirts that we bought in a store, and we also had red and yellow scarves.
I Tell me about the night. What did you do?
D Well, the match was on in the afternoon Mexican time. We went down to the hotel restaurant early to get a good seat. There was a big screen. The restaurant was full of Spanish tourists. There was a great atmosphere.
I And Spain won the match, of course?
D Yes. It wasn't a good match, but when Spain got their winning goal everybody shouted and jumped up. It was amazing! When the match finished, we all went out. We wanted to celebrate. We went to another restaurant near the beach, and it was full of Spanish people. Everyone was really happy. We had a great party!
I What was the weather like? Do you remember?
D Yes, it was a warm night. About 20 degrees Celcius, I think.
I What time did you get back to your hotel?
D I can't remember exactly but very late, about three in the morning. Luckily, I had a free day the next day, so I didn't need to get up early.
I Why was this night so memorable?
D First, of course, because Spain won their first World Cup, but also because of the circumstances – we were very far away from Spain, thousands of kilometers away in another country, but we all felt very Spanish that night!

c Focus on sentences 1–9 and tell Sts that they all have a mistake in them. They must listen and correct them.

Play the audio again and then get Sts to compare their answers with a partner. Play the audio again if necessary, pausing if Sts need more time to correct the sentences.

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Check answers.

2 He was in Acapulco, in Mexico.
3 He watched the match in a hotel restaurant.
4 He wore a Spanish soccer shirt and a red and yellow scarf.
5 The match was in the afternoon.
6 There were a lot of Spanish tourists there.
7 They went to a restaurant near the beach.
8 It was a warm night.
9 He can't remember when he got back to the hotel, maybe around 3:00.

Extra support

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

Finally, ask Sts *Whose night do you think was the most memorable, Maggie's, Mehmet's, or David's?*

4 VOCABULARY *go, have, get*

a Focus on the three verbs in the heading and elicit the simple past (*went*, *had*, *got*). Give Sts a moment to decide which verb goes in each blank.

Check answers.

1 went 2 had, had 3 went 4 got

b Tell Sts to go to **Vocabulary Bank *go, have, get*** on *page 160* and get them to do exercise **a** individually or in pairs.

3 61 Now do **b**. Play the audio for Sts to check answers. Then play it again, pausing for Sts to repeat the phrases. Give further practice of any words or phrases your Sts find difficult to pronounce.

3 61
2 go by bus / go by car / go by plane
1 go for a walk
4 go home from school
9 go out on Friday night
6 go shopping
7 go to a restaurant
8 go to bed late
3 go to church / go to mosque / go to temple
5 go to the beach
11 go back to work
10 go on vacation
17 have a car / have a bike
14 have long hair
18 have breakfast / have lunch / have dinner
15 have a drink
16 have a good time
13 have a sandwich
12 have a sister / have a brother
25 get a newspaper
21 get a taxi / get a bus / get a train
24 get an email / get a letter
22 get dressed
23 get home
20 get to the airport
19 get up early

Elicit / teach that *go home* = go to your house, *get home* = arrive at your house.

Focus on **c**. Get Sts to cover the expressions and use the pictures to test themselves or each other. Encourage them to say the complete phrase.

For **d**, put Sts in pairs and get them to take turns saying three things they did the previous day and three the previous week. All the sentences should include *went*, *had*, or *got*. Get some feedback.

Tell Sts to go back to the main lesson **7C**.

Extra support

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

5 PRONUNCIATION sentence stress

a Go through the instructions and focus on the questions. Elicit that the missing words are *was*, *were*, and *did*.

b 3 62 Play the audio once for Sts just to listen and focus on the rhythm. Then play it again, pausing after each question for Sts to repeat, trying to copy the rhythm.

3 62
When was it?
Where were you?
Who were you with?
What did you wear?
Where did you go?
What did you do?
What was the weather like?
What time did you get home?
Why was it a memorable night?

6 SPEAKING & WRITING

a Give Sts a few minutes to think about their own answers to the questions in **5b** individually. Help with any new vocabulary they might need.

b Put Sts in pairs. Get **A**s to give **B**s a complete interview, and then they change roles. Monitor the interviews, encouraging Sts to ask their questions with good sentence stress and rhythm. Help with any new vocabulary that Sts need and correct as necessary.

Extra idea

- Get Sts to interview you about a memorable night before they interview each other.

Get feedback, asking a few pairs whose night was the most memorable / fun / interesting, etc.

c Sts now write an article similar to the ones they read in **1**. Tell them they need to answer all the questions in **5b**, and they should look back at Maggie's and Mehmet's memorable nights in **1** to help them.

Once Sts have finished, they should spend a few minutes checking their article before handing it to another student to read or to you.

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7 3 63 SONG *Summer Nights*

This song was originally made famous by John Travolta and Olivia Newton-John in the film *Grease* in 1978. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopiable activity on *page 275*.

3 63

Summer Nights

Summer loving had me a blast;
Summer loving happened so fast;
I met a girl crazy for me.
Met a boy cute as can be.
Summer days drifting away
To, oh, oh, the summer nights!

Tell me more, tell me more;
Did you get very far?
Tell me more, tell me more;
Like: does he have a car?

She swam by me, she got a cramp
He ran by me, got my suit damp
I saved her life, she nearly drowned
He showed off, splashing around
Summer sun, something's begun
But, oh, oh, the summer nights!

Tell me more, tell me more;
Was it love at first sight?
Tell me more, tell me more;
Did she put up a fight?

Took her bowling in the Arcade;
We went strolling, drank lemonade;
We made out under the dock.
We stayed up till ten o'clock.
Summer fling, don't mean a thing
But, oh, oh, the summer nights!

Tell me more, tell me more;
But you don't gotta brag.
'Cause he sounds like a drag.

He got friendly, holding my hand;
She got friendly down in the sand;
He was sweet just turned eighteen.
Well, she was good you know what I mean.
Summer heat, boy and girl meet
But, oh, oh, the summer nights!

Tell me more, tell me more
How much dough did he spend?
Tell me more, tell me more
Could she get me a friend?

It turned colder, that's where it ends;
So I told her we'd still be friends.
Then we made our true love vow...
Wonder what she's doing now?

Summer dreams ripped at the seams
But, oh, those summer nights
Tell me more, tell me more!

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Vocabulary directions: *turn left*, etc.
Function asking for and understanding directions; giving simple directions; asking someone to do something
Language *Can you tell me the way to...?*

PRACTICAL ENGLISH

Episode 4 Getting lost

Lesson plan

In this lesson Sts get practice with directions. The focus is more on asking for and understanding directions than on giving them, as this is a difficult skill to perform at this level. Rob and Jenny have a free morning, and Rob plans to rent bikes and show Jenny some of London. But then Daniel calls and asks Rob to interview an artist at the Tate Modern. Jenny agrees to meet Rob at the gallery and ventures into London on her own and gets lost.

STUDY LINK
- **Workbook** Getting lost

Test and Assessment CD-ROM
- Quick Test 7
- File 7 Test

Optional lead-in (books closed)

- Before starting Episode 4, elicit what Sts can remember about Episode 3, e.g. ask them *What happens when Rob and Jenny meet on the street? What does Rob buy? Does Jenny like it? Who does Jenny talk to on the phone when Rob's in the shop?* etc.
- Alternatively, you could play the last scene of Episode 3.

1 VIDEO A FREE MORNING

a 3 64 Books open. Focus on the photos and elicit what Sts think is happening. Do not tell them if they are right or not yet.

Now focus on the question and play the audio once the whole way through for Sts to check their ideas.

Check answers.

Rob and Jenny want to go sightseeing, but Daniel calls Rob and asks him to do an interview with an artist that morning.

3 64
(audioscript in Student's Book on *page 119*)
R = **Rob**, J = **Jenny**, D = **Daniel**
R So, Jenny, we have a free morning. What do you want to do?
J Well, you're the expert on London life! What do you suggest?
R Well, we can go cycling.
J I don't have a bike.
R We can rent bikes. It's easy.
J That's cool.
R OK, great. So we can cycle through the parks, and you can see a bit of London. Oh, hang on. Uh-oh! It's Daniel. Daniel, hi!
D Hi, Rob. You need to do an interview this morning, with an artist. He's at the Tate Modern.
R Can I do the interview on Monday?
D Sorry, he can only do this morning.
R OK, send me the details.
D Thank you very much, Rob.
R I'm sorry.
J That's OK, I understand. Work is work!
R But I can meet you later, outside the Tate Modern. It's on the South Bank.
J I can find it. I have a map—I can cycle there.
R Let's meet at twelve o'clock, then.
J Great.

b Focus on sentences 1–6 and give Sts time to read them and think what the missing information might be.

Before Sts listen again, focus on the **Cultural note**. You could tell Sts that The Tate Modern is London's most important gallery of modern art. It was created in 2000 from an old building, which used to be a power station. If they would like more information, see *www.tate.org.uk/modern/*.

Play the audio again the whole way through, pausing if necessary for Sts to fill in the blanks.

Get Sts to compare with a partner, and play again if necessary. Check answers.

1 Rob suggests that they go **cycling**.
2 He says that they can **rent** bikes.
3 **Daniel** calls **Rob**.
4 Rob needs to interview an **artist**.
5 Rob asks if he can do the interview on **Monday**.
6 Rob and Jenny arrange to meet at **12** o'clock outside the Tate Modern.

Extra support

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

2 VOCABULARY directions

a Focus on the words and pictures and get Sts to match them.

Get Sts to compare with a partner.

b 3 65 Play the audio for Sts to listen and check.

3 65

3 on the corner	2 turn left
1 at the traffic lights	4 turn right
5 a bridge	8 go straight ahead
7 across from	6 go past the church

Play it again, pausing after each word or phrase for Sts to repeat. Give further practice of words and phrases your Sts find difficult to pronounce. Highlight that when *across* is used to describe the position of a building, it usually means facing on the other side of the road. Get an example by asking Sts what there is across from your school.

Tell Sts to cover the words and use the pictures to test themselves or a partner.

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3 VIDEO ASKING THE WAY

a 3.66 Focus on the instructions and the map. Make sure Sts can see where Jenny is.

Tell Sts that they are going to hear Jenny asking for directions and they need to listen to the directions and try to mark the Tate Modern on the map. Play the audio at least twice.

Get Sts to compare with a partner, and then check that they have marked the right building.

! The map in the Student's Book has been adapted and is impressionistic rather than strictly accurate.

The Tate Modern is building B.

3.66 3.67

J = **Jenny**, P = **passerby**
J Excuse me, please. (*repeat*) Where's the Tate Modern? (*repeat*)
P1 **Sorry**, I don't live here.
J Excuse me. Is the Tate Modern near here? (*repeat*)
P2 The Tate Modern? It's near here, but I don't know exactly **where**. Sorry.
J Thank you. (*repeat*) Excuse me. Can you tell me the way to the Tate Modern, please? (*repeat*)
P3 Yes, of course. Go straight on. Go **past** the church. Then turn **left** at the traffic lights. And it's at the end of the street.
J Sorry, could you say that again, please? (*repeat*)
P3 Yes, 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!
J Thank you. (*repeat*)

b Now focus on the dialogue in the chart. Elicit that the **You Hear** phrases are said by three different people on the street, who are asked for directions, and **You Say** is what Jenny says. These phrases will be useful for Sts if they need to ask for directions. Tell students that *straight on* is used in the UK and means the same thing as *straight ahead* (US).

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

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

See words in **bold** in audioscript 3.66

Go through the dialogue 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 the typical question to ask for directions.

Focus on the ***Can you...?* or *Could you...?*** box and go through it with the class.

c 3.67 Now focus on the **You Say** phrases and tell Sts they're going to hear the dialogue again. They should repeat the **You Say** phrases when they hear the beep. Encourage them to copy the rhythm and intonation.

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

d Put Sts in pairs, **A** and **B**. **A** is Jenny and **B** plays the parts of all the passersby. Get Sts to read the dialogue aloud, and then change roles.

e In pairs, Sts role-play asking for and giving simple directions using the map on *page 58*. Go through the instructions with them. **A** starts saying *Excuse me. Where's...?*

Monitor and help with any issues relating to directions. Make sure Sts change roles.

Extra support

- Demonstrate the activity by getting a student to ask you for directions to somewhere on the map.

Extra idea

- Give Sts clear directions from the school to a nearby restaurant, store, or landmark, and see if they can figure out where it is.

4 VIDEO JENNY AND ROB GO SIGHTSEEING

a 3.68 Focus on the pictures and ask Sts some questions, e.g. *Where are Rob and Jenny? What's happening?*, etc.

You may want to tell Sts that they are on the bank of the River Thames in central London, outside the Tate Modern.

Focus on sentences 1–8 and go through them with Sts. Tell Sts that the Millennium Bridge is a new bridge over the Thames, which was built to celebrate the year 2000. Check to be sure Sts understand *gift shop*, *the top floor*, and *power station*.

Then play the audio once the whole way through for them to mark the sentences T (true) or F (false). Make it clear that they don't need to correct the false sentences yet. Play again if necessary.

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

1 F	3 F	5 F	7 F
2 T	4 T	6 F	8 T

3.68

(audioscript in Student's Book on *page 119*)
R = **Rob**, J = **Jenny**, D = **Daniel**
R Sorry about the weather.
J Yeah... but what a view! It's a great bridge too.
R It's the Millennium Bridge. It's not for cars, only for people. It was the first new bridge over the Thames in 100 years.
J You sound like a tour guide!
R Sorry... I interviewed the architect last year. So what would you like to visit?
J What is there to see?
R Well, we could see the Tate Modern first as we're here, and then we could go to the Globe Theatre. Do you like Shakespeare?
J Not really. I studied too much Shakespeare in college. It's Daniel. Sorry. Hi, Daniel.
d Hi, Jennifer. How's your free day? Are you enjoying London?
J Absolutely. It's fantastic.
D Listen, I have some free time today. Would you like to meet for lunch?
J That's really nice of you, Daniel, but I'm sorry, I can't. I'm really far away from the office right now.
D That's OK. No problem. Maybe another time?
J Definitely. Bye.
R What did he want? Anything important?
J Not at all. Hey, let's go inside the Tate Modern now.
R Yes, of course. There's a great restaurant on the top floor. The view is fantastic. The Tate Modern was a power station until 1981. Did you know that?
J I didn't. Do you know anything else about the Tate Modern?
R Thank you for asking, I know a lot about it actually.
J Oh, great!

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

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

1 The bridge is **for people** only.
3 Rob interviewed **the architect**.
5 Daniel invites Jenny to **lunch**.
6 Jenny **refuses** the invitation.
7 There's a great **restaurant** on the top floor.

Extra support

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

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

In pairs, get Sts to decide who says them.

d 3 69 Play the audio for Sts to listen and check.

3 69
What a view! **Jenny**
What would you like to visit? **Rob**
What is there to see? **Jenny**
We could go to the Globe Theatre. **Rob**
Would you like to meet for lunch? **Daniel**
That's really nice of you. **Jenny**
Maybe another time? **Daniel**
Yes, of course. **Rob**

If you know your Sts' L1, you could get them to translate the phrases. If not, get Sts to take a look at the phrases again in context in the audioscript on *page 119*.

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

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

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G simple past: regular and irregular
V irregular verbs
P simple past verbs

8A A murder story

Lesson plan

The goal of this lesson is to review all forms of the simple past, regular and irregular, through the context of a murder story. The lesson begins with the back cover information and extract from the story, which introduces the characters and several new past forms of irregular verbs. Sts then hear more of the story, this time on audio as the detective interviews the suspects. Sts then decide who they think the murderer was before hearing what actually happened. This part of the 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 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. This lesson provides a good opportunity to encourage Sts to start reading Graded Readers if they haven't already done so, and there is an information box about this.

STUDY LINK
- **Workbook** 8A

Extra photocopiable material
- **Grammar** simple past: regular and irregular verbs *page 183*
- **Communicative** Simple past question time *page 229* (instructions *page 203*)

Optional lead-in (books closed)

- Write AGATHA CHRISTIE on the board and elicit anything Sts know about her. *Where was she from?* (She was British), *What kind of books did she write?* (Mysteries), *What always happens in her novels?* (A murder), *How do the police find out who the murderer is?* (They question everyone.), etc.
- Now tell Sts that they are going to read and listen to a similar murder mystery (although not an Agatha Christie one).

1 READING

a Books open. Focus on the photo of the house and ask Sts a few questions, e.g. *What is it? How old do you think it is? Where do you think it is?* and elicit ideas / suggestions.

Then focus on the image of the book. Ask Sts what kind of information is usually on the back of a book (an introduction to or summary of the story), and give Sts a couple of minutes to read it.

Go through the introduction with Sts, explaining the meaning and pronunciation of *murder* /'mərdər/ and *country house*. Ask a few comprehension questions, e.g. *On what day does the story take place?* (On June 23), *Who is the main character and murder victim?* (Jeremy Travers), *Why was June 22 an important day for him?* (It was his birthday), *What did he do that night?* (He had dinner with his wife, his daughter, and two guests).

Focus on the photos, and explain that they are the people who were in the house when the murder happened.

Focus on the speech bubbles and get Sts to cover the text and practice in pairs saying who everybody is in relation to Jeremy, e.g. *Who's Claudia?* (She's Jeremy's assistant). This will help Sts to remember who's who as they read / listen to the story and also reviews using the possessive *'s*.

Ask Sts *Who do you think the murderer is?* and elicit ideas / suggestions.

b 4 2 Now focus on the text again, and tell Sts that they are going to read the story and listen to it at the same time.

Play the audio for Sts to read and listen. Then set a time limit and get Sts in pairs to re-read the text together, and mark sentences 1–7 T (true) or F (false). They must also correct the false ones.

Check answers, getting Sts to say why the F sentences are false.

1 F (He died between midnight and seven in the morning.)
2 F (In the library)
3 T
4 F (They slept in separate rooms.)
5 F (Somebody opened and closed Jeremy's door.)
6 F (She got up at about 7:15.)
7 T

4 2
"Jeremy. Jeremy! Jeremy! Oh no!"
followed by the story in the Student's Book on *page 60*.

Deal with any vocabulary problems, e.g. *mustache*, *library* (contrast it with *bookstore*), *asleep*, but leave the new irregular verbs as Sts are about to focus on them.

c Focus on the instructions and on the highlighted irregular verbs in the story. In pairs, Sts guess their base forms (tell them that the context will also help them).

Check answers and model and drill the pronunciation. Pay particular attention to *said* /sɛd/, which has an unexpected pronunciation, and *read* /rɛd/, which is spelled but not pronounced like the base form.

2 be	7 go	12 read
3 come	8 sleep	13 get up
4 say	9 see	14 have
5 speak	10 hear	15 take
6 sit	11 think	16 find

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2 PRONUNCIATION

simple past verbs

a 4 3 This exercise focuses on some of the irregular verbs in **1** and some others that have previously come up, and can all cause pronunciation problems. Tell Sts to look at the ten verbs in the simple past in the list and to say how they are pronounced.

Now play the audio for Sts to listen.

> 4 3
> See list of verbs in Student's Book on *page 60*

Play the audio again, pausing after each verb for Sts to listen and repeat.

b 4 4 Focus on the instructions and make sure Sts understand the meaning of *rhyme*. You could do the first one with them.

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

> 4 4

book	took	four	wore
round	found	draw	saw
bird	heard	cat	sat
good	could	bed	read, said

Play the audio again for Sts to listen and repeat.

Give Sts some time to practice saying the words.

c 4 5 Remind Sts how regular simple past verbs end (*-ed*) – see Pronunciation notes in **7B** on *page 93*. Get them to underline nine regular simple past verbs in the story.

Play the audio for Sts to listen and check.

Check answers, getting Sts to say how they think the endings are pronounced.

/d/	arrived, died, killed, followed, opened, closed
/t/	looked, finished
/ɪd/	hated

> 4 5

arrived	killed	followed	opened	hated
died	looked	finished	closed	

Play the audio again, pausing after each verb for Sts to 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

a 4 6 4 7 4 8 Focus on the chart and elicit / explain the meaning of *motive*. Highlight that the names at the top are all the suspects in the murder mystery. Elicit from Sts that Amanda is Jeremy's wife, and point out to Sts that her answers to the detective's questions have been written in the chart. Explain that Sts are now going to hear the detective interview the other three suspects, Barbara, Gordon, and Claudia. Sts have to complete the chart.

Ask *Who's Barbara?* (Jeremy's daughter). Then play audio 4 6 twice for Sts to complete the chart. Get Sts to compare their answers with a partner between each listening.

> 4 6
> (audioscript in Student's Book on *page 120*)
> **N = narrator, D = detective, B = Barbara**
> N Then the detective questioned Barbara Travers.
> D What did you do after dinner yesterday evening?
> B After dinner? I played cards with Gordon, and then I went to bed.
> D What time was that?
> B It was about eleven thirty. I remember I looked at my watch.
> D Did you hear anything in your father's room?
> B No. I didn't hear anything.
> D Miss Travers, did you have any problems with your father?
> B No, I didn't have any problems with him at all. My father was a wonderful man and... a wonderful father. I'm sorry, Detective.
> D Don't worry, Miss Travers. No more questions.

Ask *Who's Gordon?* (Jeremy's business partner).

Then play audio 4 7 twice for Sts to complete the chart. Again, get Sts to compare their answers with a partner between each listening.

> 4 7
> (audioscript in Student's Book on *page 120*)
> **N = narrator, D = detective, G = Gordon**
> N Next the detective questioned Gordon Smith.
> D What did you do after dinner, Gordon?
> G I played cards with Barbara. Then she went to bed.
> D Did you go to bed then?
> G No. I stayed in the living room and I had a cup of tea. Then I went to bed.
> D What time was that?
> G I don't remember exactly. I didn't look at the time.
> D Did you hear anything during the night?
> G No, I didn't. I was very tired. I slept very well.
> D You and Mr. Travers were business partners, weren't you?
> G Yes, that's right.
> D And it's a very good business, I understand.
> G Yes, Detective, it is.
> D And now it is your business.
> G Listen, Detective, I did not kill Jeremy. He was my partner and he was my friend.

Ask *Who's Claudia?* (Jeremy's assistant).

Then play audio 4 8 twice for Sts to complete the chart. Get Sts to compare their answers with a partner between each listening.

> 4 8
> (audioscript in Student's Book on *page 120*)
> **N = narrator, D = detective, C = Claudia**
> N Finally, the detective questioned Claudia Simeone.
> D What did you do yesterday evening, after dinner?
> C I went to my room and I took a bath and I went to bed.
> D What time was that?
> C About 11 o'clock.
> D Did you hear anything?
> C Yes. I heard somebody go into Jeremy's room. It was about 12 o'clock.
> D Who was it?
> C It was Amanda, his wife.
> D Are you sure? Did you see her?
> C Well, no, I didn't see her. But I'm sure it was Amanda.
> D You were Mr. Travers's assistant, Claudia.
> C Yes, I was.
> D Were you just his assistant?
> C What do you mean?
> D Were you in love with Mr. Travers?
> C No, I wasn't.
> D The truth please, Claudia.
> C Fine, Detective. Yes, I was in love with him, and he said he was in love with me. He said he wanted to leave his wife – Amanda – and marry me. I was stupid. I believed him. He used me, Detective! I was very angry with him.
> D Did you kill him?
> C No, Detective, I loved Jeremy.

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b Now check answers. You could copy these onto the board.

Barbara
She played cards with Gordon.
11:30.
No.
No motive, she loved him.
Gordon
He played cards with Barbara. He had a cup of tea.
He doesn't remember.
No.
Now he has the business.
Claudia
She went to her room and took a bath.
11:00.
She heard somebody go into Jeremy's room. She thinks it was Amanda.
She loved him, but he used her. He said he wanted to marry her, but he didn't.

Now tell Sts to look at their completed charts again and, in pairs, decide who they think the murderer is (they don't have to agree).

Write the names of the four suspects on the board, and get a show of hands for each suspect. Elicit a few reasons for each suspect.

c 4 9 Play the audio for Sts to see if they were right. Pause the audio after Amanda says *Dinner everybody*, and ask comprehension questions, e.g. *What happened before dinner? What did Gordon tell Jeremy?*, etc. to make sure Sts are following the story.

Now play the last part. Repeat it from the beginning if Sts want to hear it again. Elicit who the murderer is (Gordon) and get Sts to explain why Gordon killed Jeremy (because he wanted to marry Barbara to get all her money and Jeremy said that he couldn't. He said "If you marry Barbara, all my money goes to Claudia," his secretary).

4 9
(audioscript in Student's Book on *page 120*)
N = narrator, G = Gordon, J = Jeremy, A = Amanda
N Before dinner, Gordon met with Jeremy in the library.
G Happy birthday, Jeremy.
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 am 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 assistant?
J Yes.
G Is that your last word, Jeremy?
J Yes, it is.
A Dinner everybody!
N At midnight, Gordon was in the living room. He finished his tea and went upstairs.
J Who is it? Gordon?

Extra support

- Finally, you could play the three interviews again and get Sts to listen and read the audioscript on *page 120*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

4 GRAMMAR simple past: regular and irregular

a Tell Sts to cover the text and look at the eight verbs in the list. They must first decide whether the verbs are regular or irregular in the simple past and then write the positive and negative form.

b 4 10 Play the audio for Sts to listen and check their answers.

4 10
come, came, didn't come
kill, killed, didn't kill
close, closed, didn't close
speak, spoke, didn't speak
sleep, slept, didn't sleep
sit, sat, didn't sit
hate, hated, didn't hate
walk, walked, didn't walk

c 4 11 Tell Sts to go to **Grammar Bank 8A** on *page 138*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

- This **Grammar Bank** reference section is purely review and reminds Sts how to form the past tense with regular and irregular verbs using the auxiliaries *did / didn't*.
- It also reminds them that *was / were* is the past of *be* and that questions are formed by inverting the subject and verb, and negatives are made by adding *not*, e.g. *wasn't*.

Focus on the exercises for **8A** on *page 139*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

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 woke
2 didn't want
3 felt
4 heard
5 decided
6 turned on
7 flew
8 closed
9 couldn't
10 went

Tell Sts to go back to the main lesson **8A**.

Extra support

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

d Now tell Sts to go to **Irregular verbs** on *page 165*. Tell Sts that this is their reference list of irregular verbs. Explain that there are three columns, because irregular verbs also have irregular past participles, but that for now they should just concentrate on the first two columns.

You could use audio 5 58 to model and drill the pronunciation of these verbs or go through them one by one, eliciting / teaching the meaning of any new ones, and getting Sts to check the ones they already know. Tell them to choose three new verbs to learn, and tell them they should try to learn at least three more new ones every week.

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Tells Sts to go back to the main lesson **8A**.

Extra idea

- If you have a school library, get Sts to take a book out and start reading. Put up a chart in your classroom so that Sts can write down the name of the book they're reading, and you can keep track of how many they read.
- If your school doesn't have a library, you could create a class library by getting each student to buy one Graded Reader (level 1) – they are relatively inexpensive. They then exchange books with each other.

5 SPEAKING

! This activity will take at least 15–20 minutes. If you don't have time in this lesson, do it next lesson.

Put Sts into groups of four, and then into pairs. Assign two the role of **A**s (police officers) and two the role of **B**s (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 *page 104*, **B** on *page 108*.

Go through the instructions with them carefully. Then give at least five minutes for **A**s to look at the police interview form and prepare their questions. Tell them to think of more questions. At the same time the **B**s prepare their alibis by figuring out where they were the previous night.

When they are ready, re-divide the groups of four, so that each **A** is with a different **B**. If possible, tell the **A**s to take their suspects to different ends of the classroom to be interviewed. (It doesn't matter if they are near other police officers / suspects, they should just not be near their own "partner.")

Allow at least five minutes for the interviews, making sure the police officers take notes.

When the interviews are over, get the police officers (**A**s) to compare the two friends' (**B**s) alibis. If they are identical, the **B**s are innocent. If there are any differences, they are guilty.

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G *there is / there are, some / any* + plural nouns
V the house
P /ɛr/ and /ɪr/, sentence stress

8B A house with a history

Lesson plan

This lesson links back to the murder story in **8A**. Many years later, a couple who are looking for a house to rent are shown around Jeremy Travers's house by Barbara, his daughter, now quite elderly. It is only after they have decided to rent it that they discover that the house has a dark secret and that someone was murdered there. The lesson begins with a vocabulary focus on house and furniture lexis. Sts then listen to a conversation between Barbara and the young couple as she shows them around the Travers family's old house, now for rent. Sts then hear how Kim is reluctant to rent the house, but she is talked into it by her husband, and finally how when they go to celebrate at a local restaurant, they hear the true story of the house. Sts then focus on the grammar in the dialogue, the use of *there is* and *there are*. The pronunciation focus is on /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.

STUDY LINK
- Workbook 8B

Extra photocopiable material

- **Grammar** *there is / there are, some / any* + plural nouns *page 184*
- **Vocabulary** Race around the house *page 260* (instructions *page 246*)
- **Communicative** Apartment for rent *page 230* (instructions *page 204*)
- **Song** *House of the Rising Sun page 276* (instructions *page 266*)

Optional lead-in (books closed)

- Write on the board:
  IMAGINE THAT YOU WANT TO RENT AN APARTMENT IN (Sts' city).
  WHAT THINGS ARE IMPORTANT FOR YOU (e.g. location, rent, etc.)?
  HOW WOULD YOU LOOK FOR THE APARTMENT?
- Put Sts in pairs to discuss the questions.

1 VOCABULARY the house

a Books open. Focus on the advertisement and elicit the meaning of *advertisement*, *for rent*, and *low price*. Model and drill the pronunciation of *advertisement* /ˌædvərˈtɪzmənt/. You might also want to elicit / teach *ad* /æd/ as Sts will come across this later in the course.

! 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 from the class.

Get ideas / feedback from a few Sts.

b Get Sts to cover the advertisement and elicit what they can remember about the house.

c Focus on the instructions and give Sts a few minutes to brainstorm with a partner.

Write all the new words on the board and drill pronunciation.

d Tell Sts to go to **Vocabulary Bank** ***The house*** on *page 161* and get them to do **1 Rooms**, **2 Parts of a room**, and **3 Things in a room**, individually or in pairs.

4 12 Now do **b**. Play the audio for Sts to check answers to all three sections. Then play it again, pausing for Sts to repeat the new lexis. Give further practice of any words Sts find difficult to pronounce.

4 12

2	a bathroom	20	a bathtub
3	a bedroom	21	a bed
5	a dining room	22	a cupboard
7	a garage	26	a fireplace
8	a hall	25	a lamp
4	a kitchen	18	a light
6	a living room	30	a mirror
1	a study/an office	31	a plant
9	a yard	24	a refrigerator/a fridge
11	a balcony	27	a rug
10	the ceiling	19	a shelf
12	the floor	17	a shower
14	the stairs	28	a sofa / a couch
13	the wall	23	a stove
15	an armchair	16	a toilet
		29	a washing machine

Now go through the Heat and **central air conditioning** box with the class.

In **c** get Sts to cover the words and use the pictures to test themselves or a partner.

Tell Sts to go back to the main lesson **8B**.

Extra support

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

2 LISTENING

a 4 13 Focus on the picture and instructions. Elicit that the older woman is showing the young couple the house, because they are thinking of renting it.

Extra support

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

Now tell Sts to close their books or to cover the conversation and listen for the answer to *Which three rooms do they go into?* Stress that Sts should listen to find out which rooms they actually go into, not which ones they mention. Play the audio once, and check answers.

They go into the hall, the living room, and the kitchen.

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4 13

B = Barbara, K = Kim, L = Leo

K The yard is wonderful. I love it.
L Is there a garage?
B Oh yes, there's a big garage over there. Let's go inside the house. This is the **hall**. There are five rooms on this floor: the kitchen, the **dining room**, the living room, the **study**, the library...
L Wow! There's a library, Kim!
B This is the living room.
L I love the furniture—the old sofa, the armchairs, the **fireplace**...
B And this is the **kitchen**. It's very big, as you can see.
K Is there a dishwasher?
B No, there isn't. It's an old house, you see.
L Never mind. I think it's nice. Is there a **bathroom** downstairs?
B Yes, there's one **downstairs** and there are three upstairs.
K Are there any **neighbors** with children?
B No, there aren't any neighbors near here. But there are some families with children in town.
K That's great. You lived in this house, is that right, Mrs...?
B Call me Barbara, dear. Yes, I lived here. A long time ago. Now I live in town. Let's go **upstairs**...

b Focus on the conversation. Play the audio again for Sts to fill in the blanks. Play again if necessary. Answers are in bold in the audioscript above.

Get Sts to compare with a partner, and then check answers. Go through the conversation, making sure Sts understand it. They should be able to understand the examples of *there is / are* from the context. Tell Sts that this structure will be focused on in Grammar. Elicit / teach the meaning and pronunciation of *furniture* /'fərnɪtʃər/, and point out that it is singular, but has a plural meaning.

2 hall	5 fireplace	8 downstairs
3 dining room	6 kitchen	9 neighbors
4 study	7 bathroom	10 upstairs

Extra support

- You could give Sts time to read through the dialogue and think about what the missing words could be before you play the audio.

c 4 14 Tell Sts that Barbara and the couple now go upstairs. Focus on the instructions. Then play the audio twice.

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

That it is very cold. It was Barbara's father's room.

4 14

(audioscript in Student's Book on *page 120*)

B = Barbara, L = Leo, K= Kim

B 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! Mrs. ...uh Barbara. We want it. We want to rent the house.
B Excellent.
L When can we move in?
B As soon as you like.

Ask a few more comprehension questions, e.g. *How old is the house?* (300 years old), *Does it have heat?* (Yes.), etc.

d 4 15 Focus on the picture and ask *Where are Kim and Leo?* (In a restaurant, near the house they've just rented). Go through the instructions and questions.

Play the audio at least twice for Sts to listen and answer the questions.

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

1 Coffee. They are still cold.
2 a That a man (Mr. Travers) was murdered there in 1958.
  b That some people thought she killed her father and that she never got married.
  c They tried to sell the house, but nobody wanted to buy it.
3 They leave the restaurant – Kim wants to find a hotel because she doesn't want to sleep in the house.

4 15

(audioscript in Student's Book on *page 120*)

L = Leo, K = Kim, W = waiter

L Hello.
W Good evening, sir, madam. What can I get you?
K How about a coffee? I'm still cold.
W Yes, madam. And you, sir?
L You know, I'm cold, too. I'll also have a coffee, thanks.
W Here you are!
L Well, here's to our new house!
K Yes!
W You're new around here, aren't you?
L Yes, that's right.
K We just rented the big house on Darwin Road.
W Which house? The Travers family's house?
L Yes.
W Oh.
L Is something wrong?
W Who showed you the house?
K Barbara. The old lady who lived there before.
W Ah, Barbara. Old Mr. Travers's daughter. Some people thought that she was the one who did it. She never married, of course.
K The one who did what? What happened? Why didn't she marry?
W Didn't she tell you?
L Tell us what?
W About the murder.
L & K Murder?
W Yes, Mr. Travers was murdered in that house in 1958... in his bed.
K Oh, how horrible!
W The man who killed Mr. Travers was Barbara's lover. The family never lived there again. They tried to sell the house, but nobody wanted to buy it. Not after a murder. That's why that house is always rented.
L Kim.
K Yes.
L Are you thinking what I'm thinking?
K Yes – I don't want to sleep in a house where somebody was murdered. Come on. Let's go to a hotel.
W Hey, your coffee! You didn't drink your coffee... Ah, well...

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Ask a few more comprehension questions, e.g. *Where is Kim and Leo's new house?* (on Darwin Road), *Why does the Travers family always rent out the house?* (Because nobody wants to buy it), *Does Kim finish her coffee?* (No).

Finally, ask Sts if they would like to rent a house where somebody was murdered.

Extra support

- Get Sts to listen to both parts of the audio for a final time with the audioscripts on *page 120*, so they can see exactly what was said and see how much they understood. Translate / explain any new words or phrases.

3 GRAMMAR *there is / there are*

a Put Sts into groups of three and get them to practice the dialogue in **2b**.

When they have finished, tell them to focus on the chart and complete it.

Check answers.

singular	plural
⊞	There **are** some families...
⊟ There **isn't** a dishwasher.	
? **Is there** a garage?	**Are there** any neighbors?

b Give Sts a moment to look at the question and discuss it in pairs.

Elicit that *some* = an indefinite number, i.e. we don't know how many exactly.

c 4 16 Tell Sts to go to **Grammar Bank 8B** on *page 138*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

there is / there are

- Some Sts tend to always use *there is* for both singular and plural nouns, because in their language there is only one form. They may also confuse *There is / are* and *It is / They are*.

some* and *any

- *Some* and *any* are indefinite articles used here with plural countable nouns. For simplicity's sake, *some* is taught here as only being used in positive sentences, however (as will later be pointed out), it can also be used in questions and especially in requests, e.g. *Do you want some crackers? Do we need some more chairs?*
- *Some* and *any* with uncountable nouns is presented in **9A**.

Focus on the exercises for **8B** on *page 139*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

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 your apartment.
4 Are there any people in the hall?
5 There are some pictures in your bedroom.
6 There isn't a TV in the kitchen.
7 There's a computer in the study.
8 There aren't any chairs in the dining room.
9 Is there a mirror in the bathroom?
10 There isn't a car in the garage.

Tell Sts to go back to the main lesson **8B**.

Extra support

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

4 PRONUNCIATION

/ɛr/ and /ɪr/, sentence stress

a 4 17 Focus on the two sound pictures and play the audio once for Sts just to listen. Then play it again, getting Sts to repeat each word and sound.

4 17
chair /ɛr/ ear /ɪr/

b Get Sts to look at the words in the list and to decide which sound they go with. Remind Sts to say the words aloud to themselves and then write them in the right place.

c 4 18 Play the audio for Sts to listen and check their answers.

4 18

chair	careful, wear, they're, stairs, there, where
ear	dear, here, near, we're, hear

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

d 4 19 Focus on the dialogues. Play the audio for Sts to listen and hear the rhythm.

Then play the audio again, pausing after each line for Sts to listen and copy the rhythm.

4 19
See dialogues in Student's Book on *page 63*

e Get Sts to practice the dialogues in pairs. Monitor and encourage Sts to stress the words in bigger bold print more strongly.

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f Focus on the instructions and the example. In pairs, Sts ask each other questions beginning with *Is there a…in your…?* and *Are there any…in your…?* about objects in their house. Make it clear that they can choose which rooms and objects they want to ask about, e.g. they could ask *Is there a TV in your bedroom?*

You could demonstrate the activity by getting the class to ask you questions. Try to give a little bit of extra information in your answers.

Monitor and help. Correct Sts if they confuse *Is there* and *Are there*.

5 SPEAKING

a Focus on the questionnaire and tell Sts that they are going to interview each other. If there's time, get Sts to interview you first.

Now get Sts to interview each other.

Get feedback.

b Focus on the instructions. To demonstrate quickly, sketch a basic plan of your living room on the board and describe it to the class. (You don't need to draw everything in, just the main pieces of furniture.)

Sts do the same in pairs. Monitor and help Sts with any other vocabulary they need.

6 WRITING describing your home

Tell Sts to go to **Writing** ***Describing your home*** on *page 114*.

a Focus on the title of the website and explain / teach *swap* (= to exchange). Give Sts a few minutes to read the website.

Ask the class *Would you like to stay in the apartment in Hermosa Beach?*

b Now tell Sts to read the description of the apartment again and number the information in the right order.

Check answers.

1 Where it is
2 What floor the apartment is on
3 What rooms there are
4 Details about some of the rooms
5 What you can see from the apartment
6 What services there are nearby
7 How far it is from Los Angeles

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

d Tell Sts they are now going to "post" their house or apartment on the website. First, they should make notes about their house / apartment using the seven topics in **b**.

e When Sts have finished their notes, get them to write the full description. They should also say where they would like to go when they house swap.

f Sts read their descriptions looking for mistakes, and then show it to other Sts.

Do the question as an open-class activity.

Tell Sts to go back to the main lesson **8B**.

7 4 20 SONG *House of the Rising Sun*

This song was originally made famous by the English group The Animals in 1964. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopiable activity on *page 276*.

4 20

House of the Rising Sun

There is a house in New Orleans they call the Rising Sun,
And it's been the ruin of many a poor boy, and God I know I'm one.

My mother was a tailor – she sewed my new blue jeans;
My father was a gambling man down in New Orleans.

Now the only thing a gambler needs is a suitcase and a trunk
And the only time he's satisfied is when he's on a drunk.

Oh mother tell your children not to do what I have done,
To spend your lives in sin and misery in the house of the Rising Sun.

Well, I got one foot on the platform, the other foot on the train;
I'm going back to New Orleans to wear that ball and chain.

Well, there is a house in New Orleans they call the Rising Sun,
And it's been the ruin of many a poor boy, and God I know I'm one.

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G *there was / there were*
V prepositions: place and movement
P silent letters

8C A night in a haunted hotel

Lesson plan

This lesson is based on real information about hotels in Britain that advertise themselves as being haunted. A *Sunday Times* journalist was sent to stay at one, called Gosforth Hall Inn, and report on what happened during the night. This provides a context for Sts to practice *there was | there were* and prepositions of place and movement. Make sure Sts realize that this is real information and that these are real hotels where they could go and spend the night! The lesson begins with a reading text about two haunted hotels, and this leads into a vocabulary focus on prepositions of place and movement. This is followed by a pronunciation spot on silent letters in words like *ghost* and *castle*. Then Sts listen to the *Sunday Times'* journalist's report of the night he spent in a haunted hotel, and this provides the context for the grammar presentation of *there was | there were*. The lesson finishes with a speaking activity in which the grammar and vocabulary are practiced.

STUDY LINK
- Workbook 8C
- Online practice
- iChecker

Extra photocopiable material
- **Grammar** *there was / there were page 185*
- **Vocabulary** Prepositions of place *page 261* (instructions *page 246*)
- **Communicative** What is different? *page 231* (instructions *page 204*)

Optional lead-in (books closed)

- Play the *long sentence* game to review *there is* and furniture.
- You begin the game. Say: *In my living room there's a sofa.* Then choose a student to continue. He / she must repeat your sentence, and add one more piece of furniture, e.g. *In my living room there's a sofa and two armchairs.*
- 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

a Books open. Focus on the title of the lesson and the photographs of the ghost, making sure Sts know the meaning of *ghost* (= the form of a dead person that a living person thinks he / she sees) and *haunted* (= if a place is haunted, people think there are ghosts there).

Focus on the questions and elicit answers. You could start the activity by telling Sts whether or not you believe in ghosts.

b Now focus on the two photos of hotel rooms and tell Sts that these are real hotels in the UK. Give Sts time to read the text and to find the answers to the questions.

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

1 In the Gosforth Hall Inn it is the ghost of a priest, and in Comlongon Castle it is the ghost of Lady Marion Carruthers.
2 **Sts should check:** b, c, d, e, f

c Tell Sts to read the text again and look at the highlighted words. They should then try to guess the meaning of each word from context. Remind them that all the words are related to hotels.

In pairs, Sts should compare their guesses.

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

Deal with any other new vocabulary.

d Ask the whole class and elicit responses.

2 VOCABULARY prepositions: place and movement

a Focus on the two pictures and get Sts to answer the questions.

The ghost of the woman is sitting on the bed and the man is standing next to the bed.

Extra support

- Demonstrate the meaning of the prepositions using, e.g. a chair in the classroom.

b Tell Sts to go to **Vocabulary Bank *Prepositions: place and movement*** on *page 162*.

Focus on part **1 Place** and get Sts to do exercise **a** individually or in pairs.

4 21 Now do **b**. Play the audio for Sts to check answers. Then play it again, pausing for Sts to repeat.

4 21

2 in	3 under	8 across from
5 in front of	1 behind	6 next to
9 on	7 between	4 over

Highlight the difference between *in* (= inside an enclosed space, e.g. in a drawer) and *on* (= touching an external surface, e.g. on the wall), and between *across from* (= face-to-face) and *in front of*, demonstrating with objects / people in the classroom.

Extra idea

- Give more practice with the prepositions by asking questions about things / people in the classroom.

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Now focus on the example in **c**. Sts cover the prepositions and test each other in pairs, pointing to pictures and asking *Where's the ghost?*

Focus on part **2 Movement** and get Sts to do exercise **a** individually or in pairs.

4 22 Now do **b**. Play the audio for Sts to check answers. Then play it again, pausing for Sts to repeat the new lexis.

4 22

5 from...to	3 out of	4 down
6 into	2 up	1 toward

Now focus on the example in **c**. Sts cover the prepositions and test each other in pairs pointing to pictures and asking *Where's the ghost going?*

Tell Sts to go back to the main lesson **8C**.

Extra support

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

3 PRONUNCIATION silent letters

Pronunciation notes

- Encourage and help Sts to cross out silent letters when they learn new words, like this: *lis~~t~~en*.
- Emphasize that if Sts can recognize the phonetic transcriptions next to words in the dictionary, this will help them to identify silent letters.

a 4 23 Go through the **Silent letters** box with the class and model and drill the pronunciation of *cupboard*, so Sts can hear that the *p* isn't pronounced. Show them that the phonetics 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.

Play the audio for Sts to listen and check.

Check answers (the silent letters are in red).

4 23

building	guest	talk
castle	half	what
could	hour	write
friend	know	
ghost	listen	

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 your Sts have dictionaries, you could get them to check their answers with the phonetics in their dictionary. This will help build their confidence in dictionary use.

b Get Sts to practice saying the words.

4 LISTENING

a 4 24 Focus on the introduction and explain to Sts that they are going to listen to the journalist Stephen Bleach's account of his night in Room 11. Emphasize that this really happened.

Give Sts a few minutes to read sentences 1–10 and check that they understand all the vocabulary.

Extra support

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

Now play the audio twice for Sts to listen and correct the errors.

Then give them time to check their answers with a partner. Play the audio again if necessary.

Check answers.

1 He arrived at Gosforth Hall **late** in the evening.
2 There were **three** other guests.
3 He talked to the **hotel manager**.
4 The manager was a woman.
5 He went to his room at **12:00**.
6 Room 11 was on the **top** floor.
7 The room was **very big**.
8 There **wasn't** a remote control.
9 There **wasn't** a horror movie on TV.
10 He went to sleep **before the end of the movie / after half an hour**.

4 24

(audioscript in Student's Book on *page 120*)
I arrived at Gosforth Hall late in the evening. I don't believe in ghosts, but yes, I felt a little nervous. I checked in, and the front-desk clerk gave me the key and showed me to my room. I left my things in the room and came downstairs. There weren't many other guests in the hotel. There were only three. I sat in the lounge and I talked to the manager, Sara Daniels, about her hotel. Then I had a drink and at 12:00, I went upstairs to my room.
Room 11 was on the top floor. I opened the door and turned on the light. It was a very big room, very old, and yes, it was a little spooky. There was an old TV on a table – but there wasn't a remote control. I turned on the TV. There was a movie on. I was happy to see that it wasn't a horror movie. I decided to watch the movie, but I was tired after my long trip and after half an hour, I went to sleep.

Extra support

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

b 4 25 Ask Sts if they think Stephen saw the ghost or not. Before playing the audio, pre-teach *scared* as a synonym of *frightened*.

Now play the next part of Stephen's story.

Check the answer.

No, Stephen didn't see the ghost.

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4 25))
(audioscript in Student's Book on *page 121*)
S = Stephen, I = interviewer

S In the middle of the night, I suddenly woke up! I looked at my watch. It was two o'clock in the morning. The TV was off! But how? There was no remote control, and I didn't get up and turn it off. The light was on, but suddenly the light went off, too. Now I was scared! I couldn't see anything strange, but I could feel that there was somebody or something in the room. I got out of bed and turned on the light and TV again. Little by little I started to relax, and I went to sleep again. When I woke up, it was morning. I had breakfast and checked out. I left the hotel about ten o'clock.
I So the question is, did you see the ghost?
S No, I didn't see the ghost, but I definitely felt something or somebody in the room when I woke up in the night.
I Were you frightened?
S Yes, I was! Very frightened!
I Would you like to spend another night in the hotel?
S Definitely, yes.
I Why?
S Well, I'm sure there was something strange in that room. I can't explain the television and the light. I want to go back because I want to see the ghost.

Now focus on the five questions and go through them with Sts.

Play the audio again, and repeat if necessary. Get Sts to compare with a partner, and then check answers.

1 Yes. 2:00 a.m.
2 Yes. The TV and light went off.
3 Yes.
4 Very
5 Yes, because he wants to see the ghost.

Extra support

- Get Sts to listen to both parts of the audio for a final time with the audioscripts on *pp.120–121*, so they can see exactly what Stephen said and see how much they understood. Translate / explain any new words or phrases.

Extra idea

- Get Sts to read the audioscripts at the back of the book and then role-play the interview. The person playing Stephen should do it with his / her book closed.

5 GRAMMAR *there was / there were*

a 4 26)) Focus on the four sentences. Get Sts to complete them in pairs.

Play the audio for Sts to check their answers.

4 26))
1 There **weren't** many other guests in the hotel.
2 There **were** only three.
3 There **was** an old TV on a table.
4 There **wasn't** a remote control.

b 4 27)) Tell Sts to go to **Grammar Bank 8C** on *page 138*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

- *There is / there are* can be used in any tense simply by changing the form of *be*, thus the past is *there was / there were*.
- Although it works in exactly the same way as *there is / there are*, Sts have a tendency to forget the plural form *there were*.

Focus on the exercises for **8C** on *page 139*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

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
8 there wasn't a

Tell Sts to go back to the main lesson **8C**.

Extra support

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

6 SPEAKING

Put Sts in pairs, **A** and **B**, and tell them to go to **Communication *The Ghost Room***, **A** on *page 104*, **B** on *page 109*.

Give Sts a minute to look at the picture. Then focus on the questions, and elicit that they should start with *Was there...?* for singular nouns and *Were there...?* for plural nouns.

Extra support

- You could get Sts to write the questions.

Get Sts to sit face-to-face. **A** (book open) asks his / her questions to **B** (book closed) who has to answer.

Then they change roles.

Get feedback. Who had the most correct answers, **A** or **B**?

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For instructions on how to use these pages see *page 40*.

7&8 Review and Check

Test and Assessment CD-ROM

- Quick Test 8
- File 8 Test

GRAMMAR

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

VOCABULARY

a 1 actor 2 artist 3 painter 4 musician 5 scientist

b 1 have 2 get 3 go, get 4 get 5 have, get

c 1 out 2 by 3 to 4 in 5 back

d 1 a sofa 2 a bed 3 an armchair 4 a stove 5 a rug

e 1 behind 2 next to 3 up 4 down 5 on

PRONUNCIATION

a 1 lived 2 could 3 heard 4 near 5 hour

b 1 musician 2 ago 3 yesterday 4 between 5 fireplace

CAN YOU UNDERSTAND THIS TEXT?

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

CAN YOU UNDERSTAND THESE PEOPLE?

4 28

1 c 2 a 3 b 4 c 5 c

4 28

I = interviewer, H = Heba
I Where were you born?
H I was born in Cairo, Egypt.
I Do you have family there?
H Yes, I do.
I Where do you live now?
H I live in New York.

I = interviewer, P = Polly
I Did you go out last weekend?
P Yes, I did.
I What did you do?
P On Friday, I went to a restaurant with some friends, and on Saturday I went to a club with some other friends.

I = interviewer, J = Jeanna
I What's your favorite room in your house?
J The kitchen.
I Can you describe it?
J Sure. It's not that big. It's very cozy, which is what I like about it. Um. . .and we have two refrigerators.

I = interviewer, P = Phoebe
I What's your favorite room in your house?
P My bedroom.
I Can you describe it?
P It's big. It has a nice comfy bed and big windows.

I = interviewer, B = Ben
I What did you do yesterday evening?
B Yesterday evening I was quite tired, so I went home. I had dinner, and then I had quite an early night.
I What time did you go to bed?
B I went to bed at about half past nine.

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G countable / uncountable nouns; *a / an, some / any*
V food
P the letters *ea*

9A What I ate yesterday

Lesson plan

Food provides the context for looking at the grammar of countable and uncountable nouns and the related use of *some* and *any*. The lesson begins by getting Sts to brainstorm any food word they may already know in English, and then going to the Vocabulary Bank to learn many of the most common words. Sts then read an article from *New York Magazine* where three people, a model, a sportsman, and an actress, describe what they ate yesterday. The reading leads into the grammar focus, and Sts go on to practice the new grammar and also review *there is / there are*. The pronunciation focus looks at the combination of vowels *ea*, which can be pronounced in several different ways and which occurs in many common food words, e.g. *bread* and *steak*, and in Speaking Sts tell each other what they ate yesterday. Finally, Sts listen to a TV cooking competition and answer questions about the rules of the competition and the dishes that the contestants make. The lesson finishes with Sts telling each other the ingredients of their favorite dish.

STUDY LINK
- **Workbook** 9A

Extra photocopiable material
- **Grammar** countable / uncountable nouns; *a / an, some / any* *page 186*
- **Vocabulary** Food alphabet *page 262* (instructions *page 246*)
- **Communicative** Food families *page 232* (instructions *page 204*)

Optional lead-in (books closed)

- Play *Hangman* (see *page 23*) with the word BREAKFAST.
- Then elicit the words for the other two main meals of the day (*lunch* and *dinner*).
- Put Sts in pairs and tell them to ask each other: *What time do you usually have breakfast? Where? Who with?*
- Sts then repeat the questions for lunch and dinner.
- Get some feedback from different pairs, and tell the class about your mealtimes and where you have them, etc.

1 VOCABULARY food

a Books open. Focus on the instructions. Put Sts in pairs and give them one minute to try to write down five words for food.

Get feedback and write the words on the board. Model and drill the pronunciation.

b Tell Sts to go to **Vocabulary Bank** ***Food*** on *page 163* and get them to do exercise **a** individually or in pairs. There are more words than usual, but Sts will probably already know some of them.

4 29 Now do **b**. Play the audio for Sts to check answers. Then play it again, pausing for Sts to repeat the new lexis. Give further practice of any words your Sts find difficult to pronounce.

4 29

Breakfast
9 bread
12 butter
8 cereal
2 cheese
6 coffee
11 eggs
3 jam
4 orange juice
7 milk
10 sugar
1 tea
5 toast

Lunch / dinner
20 fish
14 meat (steak, chicken, sausages)
13 (olive) oil
23 pasta
22 rice
24 salad

Vegetables
25 carrots
17 French fries
16 lettuce
26 mushrooms
15 onions
18 peas
21 potatoes
19 tomatoes

Fruit
36 apples
35 bananas
31 oranges
29 a pineapple
32 strawberries

Desserts
38 cake
34 fruit salad
30 ice cream

Snacks
39 candy
37 chocolate
33 cookies
28 potato chips
27 sandwiches

Focus on **c**. Get Sts to cover the words and use the pictures to test themselves or their partner.

Tell Sts to go back to the main lesson **9A**.

Extra support

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

2 READING

a Focus on the instructions and the photos of the three plates, and elicit what food there is (French fries, fruit salad, potato chips; salad with tomatoes, carrots, lettuce, and olives; toast, cream cheese and maté). Then ask Sts to guess who ate what and elicit suggestions, but don't tell them the answers.

b Tell Sts to read all three articles to find out if their guesses in **a** were correct. Point out that the article is adapted from an article in *New York Magazine*.

Check answers.

Photo 1 Selita Ebanks (model)
Photo 2 Jennifer Esposito (actress)
Photo 3 Nacho Figueras (polo player)

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c Sts read the articles again and answer the questions.

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

1 A	4 M	7 P
2 M	5 P	8 M
3 P	6 A	9 A

d In pairs, Sts look at the highlighted words and try to guess their meaning from the context. Tell them to use the photos to help them.

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

Deal with any other new vocabulary.

e Focus on the question and then give Sts a few minutes to talk to a partner or do this as an open-class activity.

Get some feedback. Tell Sts if you have a particular preference.

Extra challenge

- Ask Sts if they found anything surprising about the people's eating habits, e.g. *The model ate a lot of unhealthy food. She didn't eat any vegetables.*

3 GRAMMAR countable / uncountable nouns; *a / an, some / any*

a Tell Sts to look at the photos and get them to fill in the five blanks.

Check answers.

1 a strawberry	3 some rice	5 an onion
2 a tomato	4 some cookies	

b 4 30 Tell Sts to go to **Grammar Bank 9A** on *page 140*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

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, e.g. *spaghetti* – uncountable in English, countable in Italian.
- You may need to give more examples of when a noun can be countable or uncountable. This occurs when we can think of e.g. *a chicken* (a whole chicken) and *chicken* (e.g. chicken pieces).

  Others examples: *a soda* (= a can or glass of soda), *soda* (= the liquid in general); *a coffee* (= a cup of), *coffee* (= a quantity of coffee beans or powder in a jar).

a / an, some / any

- 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 singular uncountable nouns meaning "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 offers and requests. Sts usually assimilate this rule instinctively through learning set phrases like *Would you like some coffee?*

Focus on the exercises for **9A** on *page 141*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 a sandwich	5 an egg	
2 some milk	6 some carrots	
3 some French fries	7 some chocolate(s)	
4 some lettuce	8 some ice cream	
b 1 any	6 any	
2 some	7 some	
3 any	8 a, some	
4 some	9 an	
5 any	10 some	

Tell Sts to go back to the main lesson **9A**.

Extra support

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

c Focus on the instructions and get Sts to look at the food **Vocabulary Bank** on *page 163*. Then say a sentence yourself, e.g. *There's some chocolate*, and get Sts to continue in pairs taking turns making sentences. Set a time limit.

Get some feedback.

Extra support

- Get Sts to write some sentences first and then read them to each other.

Tell Sts to go back to the main lesson **9A**.

4 PRONUNCIATION the letters *ea*

Pronunciation notes

- The combination of vowels *e* + *a* has several possible pronunciations, some 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 4 31 Play the audio once for Sts to listen and check.

Now play it again, pausing after each word (or group of words) for Sts to repeat. Elicit that the most common pronunciation is /i/, but they will need to learn unusual ones, e.g. *steak*, by heart.

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4 31
tree /i/ eat, ice cream, meat, peas, tea
egg /ɛ/ bread, breakfast, healthy
train /eɪ/ steak

Sts now practice saying the words.

Extra challenge

- Write some more words on the board that Sts know with *ea* and that have one of these three pronunciations for them to put in the columns, e.g. *sea, break, head, read* (/ɛ/ and /i/), *dead, great, leader, mean, please, speak*.

! You may want to remind Sts 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 focused on this in **8B**.

5 SPEAKING

a Tell Sts to go to **Vocabulary Bank** *Food page 163* and make a food diary for yesterday, i.e. to write down what they had to eat and drink. Monitor and help them with any new words they need, but try not to overdo new vocabulary. Encourage Sts to use more general food words, e.g. *meat, fish, vegetables*, rather than specific words (*lamb, hake, eggplant*, etc.). Tell them to write *a / an* or *some* and *any* with each word, and to group them under meals.

Tell Sts to go back to the main lesson **9A**.

b You could demonstrate the activity by telling people what you had yesterday. In pairs, Sts now tell each other what they had for each meal. Monitor and help with pronunciation, and correct any mistakes with *a / an* or *some* and *any*.

Get feedback from some pairs to find out what their diets are like – did they eat similar things or were their meals very different?

Extra idea

- You could tell Sts that they are now going to submit their own articles to *New York Magazine*, and to write a short text like the ones in the Reading about what they ate yesterday.

6 LISTENING

a Do this as an open-class activity.

b 4 32 Focus on the photo and go through the instructions. Make sure Sts understand the word *ingredients* and that they are going to listen to a cooking competition.

Tell Sts they're going to hear the audio twice, and that they must answer the three questions.

Play the audio once and get Sts to compare their answers with a partner. Play again if necessary.

Check answers.

1 There are six ingredients in the bag.
2 They have an hour to cook their dishes.
3 pasta, rice, eggs, sugar, salt, pepper

4 32
(audioscript in Student's Book on *page 121*)
H = **host**, J = **Jack**, L = **Liz**
H Good afternoon and welcome to today's edition of *Get Ready! Cook!* And a big round of applause for today's contestants, Jack and Liz. Hello Jack. So, do you like cooking?
J I love it. I cook dinner every evening at home.
H How about you, Liz?
L Yes, I'm the cook in my family, too. I cook every day of course, but what I really like is cooking for friends on the weekend.
H OK, so you know the rules. In the bag there are six ingredients, just six ingredients. You have an hour to make three dishes, an appetizer, a main course, and a dessert. Apart from the ingredients in the bag, you can also use basic ingredients like pasta, rice, eggs, sugar, salt, pepper, and so on. OK. Are you ready? Let's open the bag. And today's ingredients are... a chicken, some carrots, some onions, three oranges, some cream cheese, and some dark chocolate.
OK, Jack and Liz. You have five minutes to decide what to make, and then it's Get ready! Cook!

Extra support

- Pause the audio after each ingredient to give Sts time to write it down.

c 4 33 Ask Sts if they have any ideas about what Jack and Liz are going to make. Give Sts time to read the chart.

Tell Sts they're going to hear the audio twice, and they should fill in the blanks with the ingredients that the contestants used. Tell them not to worry about the judge's comments column, as they will hear this later.

Extra support

- Remind Sts that these will be the six things in the bag, and any basic ingredient, e.g. rice, pasta, etc.

Play the audio and then get Sts to compare their answers with a partner, and finally play it again.

Check answers.

Jack
1 **carrot** and **orange** soup
2 **chicken** breasts filled with cream **cheese**
3 pancakes with **chocolate** sauce
Liz
1 carrot and **onion** salad with **orange** dressing
2 **pasta** with creamy **chicken** sauce
3 **chocolate** and **orange** mousse

4 33
(audioscript in Student's Book on *page 121*)
H Liz and Jack, you have two more minutes, so I hope you're almost ready. OK. Time's up. Stop cooking NOW, please. OK Jack, what did you make?
J For the appetizer, there's carrot and orange soup, for the main course I made chicken breasts filled with cream cheese, and for dessert I made pancakes with chocolate sauce.
H That all looks delicious. And you, Liz?
L I made a carrot and onion salad with orange dressing. Then for the main course, I made pasta with creamy chicken sauce, and for dessert, chocolate and orange mousse.
H It all looks good, too. But now, the moment of truth. Let's taste your dishes.

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d Tell Sts to go to **Communication** *Get ready! Cook!* on *page 109*.

Tell Sts to look at the photos of Jack and Liz's dishes and decide whose dishes they prefer.

Get feedback from the class. Have a show of hands for each contestant to see who the class thinks should win.

Tell Sts to go back to the main lesson **9A**.

e 4.34 Now tell Sts they are going to hear the final part of the show, the judge's comments. They should write in the right-hand column of the chart.

Before playing the audio, pre-teach *delicious*, *to taste*, and *tasty*.

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

Check answers.

Extra idea

- Pause the audio just before the host announces the winner and ask Sts to guess who has won now that they have heard the judge's comments. Ask *Whose food did the judge prefer?* then press play for Sts to hear the winner.

Jack
soup: delicious, very good, but needs a little cream.
chicken: nice, but not very original. Very tasty.
pancakes: look beautiful and taste fantastic
Liz
salad: nice, but the onion taste is too strong.
pasta: very good, but needs more salt and pepper
mousse: beautiful, tastes fantastic, delicious

The winner is Jack.

4.34
(audioscript in Student's Book on *page 121*)

H OK Jack. Let's try your soup. Mmm, that's delicious. It's a great combination, carrot and orange. Is there any onion in the soup?
J Yes, one onion.
H It's very good, but next time maybe you could add a little cream, not much, just a little. OK, now the chicken. Mmm. That's nice. Not very original, but very tasty. And finally, the pancakes. They look beautiful... and they taste great. Now Liz, let's try your dishes. The salad first. Mmm., It's nice, but the taste of onion is very strong. How many onions did you use?
L Three.
H I think May be two are enough for this salad. OK, the pasta. Mmm, it's very good but it needs a little more salt and pepper. And finally, the mousse. That's a beautiful mousse, Liz.
L Thank you.
H Mmm, and it tastes wonderful, absolutely delicious. Well, congratulations to you both. I loved all your dishes – but only one of you can win – and today's winner is... Jack!

Extra support

- Get Sts to listen to the three parts of the audio for a final time with the audioscripts on *page 121*, so they can see exactly what was said and see how much they understood. Translate / explain any new words or phrases.

f Sts think of one of their favorite dishes and write a list of the ingredients.

In pairs, they show their partner the list and tell them what the dish is. They do not need to give cooking instructions.

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G quantifiers: *how much / how many, a lot of*, etc.
V food containers
P /ʃ/ and /s/

9B White gold

Lesson plan

This lesson continues the theme of food and focuses on sugar and salt, which were both known at different times in history as "white gold." The lesson begins with a vocabulary focus on containers, e.g. *package* and *can*. The context for the grammar presentation is the amount of sugar and salt that there is in some common food items, and Sts learn about quantifiers, e.g. *much*, *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/, and in Speaking Sts interview each other using a questionnaire to find out how much salt and sugar they eat every day. The reading text *White Gold – fascinating facts about sugar and salt* is based on several recent articles and studies. The lesson ends with a light-hearted song *Sugar Sugar*.

STUDY LINK
- **Workbook** 9B

Extra photocopiable material

- **Grammar** *how much / how many, a lot of*, etc. *page 187*
- **Communicative** How much / many? *page 233* (instructions *page 205*)
- **Song** *Sugar Sugar page 277* (instructions *page 267*)

Optional lead-in (books closed)

- Review food and countability by playing the *long sentence* game (see **Optional lead-in** for **8C** on *page 110*). You begin by saying *In my fridge there's (e.g. some milk)*. Sts continue, remembering what the previous people have said, then adding an item of their own.

1 VOCABULARY food containers

a 4.35 Books open. Focus on the pictures and explain that they are all containers. Then tell Sts to match the words and pictures.

Play the audio for Sts to listen and check answers.

4.35
1 a bottle
2 a package
3 a box
4 a carton
5 a can
6 a jar
7 a bag

Play the audio again, pausing for Sts to listen and repeat.

b 4.36 Tell Sts they are going to hear five phrases related to the words in **a** and they must write the whole phrase, e.g. *a jar of honey*.

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

Check answers.

4.36
1 a bottle of oil
2 a bag of oranges
3 a can of peas
4 a box of cereal
5 a carton of milk

c Sts now have to make their own phrases using a container from **a** and a word from the list.

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

Possible answers
a package of cookies / a box of cookies
a box of chocolates
a bottle of soda / a can of soda
a bag of potato chips
a carton of juice / a bottle of juice
a jar of jam
a bottle of water
a bag of rice / a box of rice
a bag of sugar / a box of sugar
a can of tuna / a package of tuna

2 GRAMMAR quantifiers: *how much / how many, a lot of*, etc.

a Focus on the pictures of the spoons and make sure Sts understand the quantities from *a lot* to *none*.

Now focus on the pictures of food items at the bottom of the page and give Sts time to think about how much salt and sugar is in each item.

Elicit the question Sts need to ask for each food item using *How much...?* Remind Sts that the question is *How much...?*, not *How many..?*, because *sugar* and *salt* are uncountable.

Focus on the speech bubbles and then, in pairs, Sts ask each other how much salt / sugar is in each item.

Get some feedback from the class about what they think for each item, but do not correct their guesses at this stage.

b Tell Sts to go to **Communication** ***Sugar and salt*** on *page 109*. Go through the facts with the class, establishing whether there is a lot / a little / not much sugar or salt, or none in each food item.

Get feedback from some Sts. Were their answers in **a** correct? Did they find any facts surprising?

Tell Sts to go back to the main lesson **9B**.

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c Now tell Sts not to look back at **Communication**. Focus on the sentences. They should, from memory, try to complete the sentences with a food item or drink from **2a**. Highlight that you have to say *There isn't any salt*. NOT ~~*There's none salt*~~ (you can't use *none* with a noun).

Get Sts to compare with a partner, and then check answers. Did anyone get it all right?

1 olive oil	3 potato chips
2 dark chocolate	4 (a can of) soda

d 4 37 Tell Sts to go to **Grammar Bank 9B** on *page 140*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

a lot of

- In ⊞ sentences native speakers normally use *a lot of* for big quantities. It is also possible to use *a lot of* in negatives and questions, although it is more common to use *much | many*.
- We use *a lot* (NOT ~~*a lot of*~~) in short answers or when we don't give the noun, e.g. *I eat a lot of chocolate*, but *I eat a lot*.
- In colloquial English people often use *lots of* as an alternative to *a lot of*. At this level it is best just to teach Sts to use *a lot of*, while recognizing the alternate form.

much | many

- *Much* and *many* are used mainly in negative sentences and questions. *Many* is also sometimes used in ⊞ sentences in formal English, e.g. *Many people live in houses in the US*. However, *much* is not normally used in ⊞ sentences, e.g. NOT ~~*Americans drink much coffee*~~.
- Tell Sts to think of *much* as singular and *many* as plural to help them to remember which one to use.

Focus on the exercises for **9B** on *page 141*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences. In **a**, elicit / explain the difference between *some chocolate* (a bar, some pieces, etc.) and *chocolates* (individual pieces of candy covered in chocolate).

a	1 How much	6 How much
	2 How many	7 How many
	3 How much	8 How many
	4 How many	9 How much
	5 How much	10 How many
b	1 a lot of	6 Not much
	2 A little	7 many
	3 much	8 None
	4 A lot	9 a little
	5 a lot of	10 much, any

Tell Sts to go back to the main lesson **9B**.

Extra support

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

3 PRONUNCIATION /ʃ/ and /s/

Pronunciation notes

These two sounds can sometimes cause problems because of L1 interference.

/ʃ/

- *sh* and *-tion* are always pronounced /ʃ/, e.g. *shop*, *station*.
- *c* before *iou* and *ia* is usually /ʃ/, e.g. *delicious*, *special*.

/s/

- *c* before *e* and *i* is pronounced /s/, e.g. *city*, *center* (*c* before other vowels is usually /k/).
- *s* at the beginning of a word is always /s/. ! The only two exceptions are *sure* /ʃʊr/ and *sugar* /ʃʊgr/.
- *s* in the middle of a word or at the end is sometimes /s/ and sometimes /z/.

See **Sound Bank** *page 166*.

a 4 38 Focus on the two sound pictures and play the audio once for Sts just to listen. Make sure Sts can hear the difference between them.

Now play it again for Sts to listen and repeat.

4 38
See words in Student's Book on *page 70*

b 4 39 Sts should say each word aloud and then put it in the right column in **a**.

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

Check answers.

4 39

shower /ʃ/	sugar, fish, delicious, fresh, information, reception, shopping, special, sure
snake /s/	salt, chocolates, cereal, sauce, center, rice, glass, salad, science

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

c 4 40 Focus on the dialogue. Play the audio once and get Sts to listen and read.

4 40
See dialogue in Student's Book on *page 70*

Then get Sts to practice it in pairs. Monitor, helping and correcting.

Finally, you could get one pair to perform the dialogue for the rest of the class.

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4 SPEAKING

a Focus on the questionnaire about sugar and salt. Give Sts a few minutes to fill in the blanks with *How much* or *How many*.

Check answers by going through the questions.

1 How many	6 How much
2 How many	7 How much
3 How much	8 How much
4 How many	

b You could demonstrate the activity by getting Sts to interview you first. Answer the questions, giving a little extra information where you can as a model for Sts, e.g. *I don't have sugar in my coffee; I hate sweet drinks.* Make sure Sts understand *spoonful* and *add*.

Sts interview each other in pairs. When they have finished, they should tell each other if they need to eat less sugar or salt. You may want to teach Sts the phrase *too much*.

Get some feedback from individual Sts about their partner.

c Put Sts in pairs. Demonstrate the activity by saying how much you eat of some of the things in the list.

A should start by saying how much he / she eats and drinks of one of the items in the list. **B** should react and ask for more information. They then change roles.

When Sts have finished interviewing each other, they should comment on their partner's diet – is it healthy or not?

Get some feedback from various pairs. Find out if pairs have a similar diet or if they found out something surprising about their partner's eating habits.

5 READING

a Tell Sts they are going to read an article entitled *White Gold*. Elicit / explain the meaning of *gold* and see if Sts can guess what this "white gold" is (sugar and salt).

In pairs, Sts read the article and fill in the blanks with *sugar* or *salt*. If you didn't teach it earlier, highlight the meaning of *too much* (= more than what is good for you).

Check answers.

1 sugar	5 sugar	9 sugar
2 salt	6 sugar	10 Sugar
3 salt	7 Salt	11 sugar
4 salt	8 Salt	12 salt

b Tell Sts to read the text again and to highlight five new words or phrases and in pairs to try to guess the meaning of the highlighted words.

Check some of the Sts' choices, either explaining in English, translating into Sts' L1, or getting Sts to check in their dictionaries.

Deal with any other new vocabulary.

c Do this as an open-class question.

6 4 41 SONG *Sugar Sugar* ♫

This song was originally made famous by The Archies in 1969. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopiable activity on *page 277*.

4 41

Sugar Sugar

Chorus
Sugar, oh honey honey;
You are my candy girl and you got me wanting you.
Honey, oh sugar sugar;
You are my candy girl and you got me wanting you.

I just can't believe the loveliness of loving you.
(I just can't believe it's true)
I just can't believe the wonder of this feeling too.
(I just can't believe it's true)

Chorus

When I kissed you, girl, I knew how sweet a kiss could be.
(I know how sweet a kiss can be)
Like the summer sunshine, pour your sweetness over me.
(Pour your sweetness over me)

Pour a little sugar on it honey
Pour a little sugar on it baby
I'm gonna make your life so sweet, yeah yeah yeah
Pour a little sugar on it oh yeah
Pour a little sugar on it honey
Pour a little sugar on it baby
I'm gonna make your life so sweet, yeah yeah yeah
Pour a little sugar on it honey,

Chorus

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G comparative adjectives
V high numbers
P /ər/, sentence stress

9C Quiz night

Lesson plan

The context of this lesson is quiz shows through which comparative adjectives are presented and practiced, and high numbers are introduced. This lesson starts with a vocabulary focus on numbers greater than 1,000. In Listening and Speaking, Sts decide if they think some statements are true or false and then listen to contestants answering the questions on a quiz show. The quiz questions lead into the grammar focus on comparative adjectives and a pronunciation focus on stress in comparative sentences, and the sound /ə/ in *than* and in *-er* endings. In Speaking, 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 three popular quiz shows in the US and a contestant who has won many games.

STUDY LINK
- **Workbook** 9C
- **Online practice**
- **iChecker**

Extra photocopiable material

- **Grammar** comparative adjectives *page 188*
- **Vocabulary** Numbers dictation *page 263* (instructions *page 246*)
- **Communicative** Guess the comparative *page 234* (instructions *page 205*)

Optional lead-in (books closed)

- Review numbers up to 100 by writing some addition Problems on the board and eliciting answers from the class.

1 VOCABULARY high numbers

a Books open. Put Sts in pairs and give them a few minutes to answer the three radio quiz questions. Tell Sts at this point just to answer *a*, *b*, or *c* rather than trying to say the long numbers.

b 4 42 Tell Sts they are going to hear three contestants on the radio quiz show answering the three questions. Play the audio for Sts to listen and check their answers to **a**.

Check answers.

1 c 2 b 3 a

4 42
(audioscript in Student's Book on *page 121*)
H = **host**, C = **contestant**

H Question 1. What is the approximate population Vietnam? Is it a 68 million, b 78 million, or c 88 million?
C1 I think it's c, 88 million.
H c is the right answer! Question 2. How many calories are there in a Big Mac? Is it a 670, b 540, or c 305?
C2 I think it's a, 670.
H Final answer?
C2 Final answer, 670.
H I'm sorry, the right answer is b. A Big Mac has 540 calories. And question 3. How far is it from New York City to Los Angeles? Is it a about 2,500 miles, b about 1,500 miles, or c about 3,100 miles?
C3 About 2,500 miles.
H Are you sure?
C3 Yes. I'm sure.
H a is the right answer!

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.

1 eighty-eight million
2 five hundred and forty
3 about two thousand, five hundred

Highlight:
- there is no *s* on *million* or *thousand*.
- the use of *and* between hundreds and tens, e.g. *two hundred* ***and*** *twenty*.

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

Focus on part **4 High numbers** and get Sts to do exercise **a** individually or in pairs.

4 43 Now do **b**. Play the audio to check answers. Then play the audio again, pausing for Sts to listen and repeat. Give further practice of any numbers your Sts find difficult to pronounce.

200
three hundred and **fifty**
eight hundred **and** seventy-five
1,500
two thousand and **twelve**
five thousand four **hundred** and twenty
25,000
one hundred **thousand**
two million **three** hundred thousand

4 43
a hundred and five
two hundred
three hundred and fifty
eight hundred and seventy-five
a thousand
one thousand five hundred
two thousand and twelve
five thousand four hundred and twenty
twenty-five thousand
a hundred thousand
a million
two million three hundred thousand

Tell Sts to go back to the main lesson 9C.

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Extra support

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

d Tell Sts to look at the five numbers and to correct any mistakes in the wording.

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

175 = a hundred **and** seventy-five
2,150 = two thousand ~~and~~ one hundred and fifty
3,009 = three thousand **and** nine
20,000 = twenty thousand~~s~~
3,000,000 = three million~~s~~

e 4.44 Tell Sts they are going to hear ten numbers and they must write the number down (using numbers, not words). Tell Sts that they are going to hear the audio twice.

! This is a difficult exercise. Pause the audio after each number to give Sts time to think and write.

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

See numbers in audioscript 4.44

Now get Sts to write out the numbers and then elicit both versions of the numbers onto the board.

4.44

1 199 (a hundred and ninety-nine)
2 350 (three hundred and fifty)
3 920 (nine hundred and twenty)
4 1,300 (one thousand three hundred)
5 3,437 (three thousand four hundred and thirty-seven)
6 7,700 (seven thousand seven hundred)
7 50,000 (fifty thousand)
8 120,000 (one hundred twenty thousand)
9 40,000,000 (forty million)
10 2,600,000 (two million six hundred thousand)

Finally, play the audio again, pausing after each number for Sts to listen and repeat.

f In pairs, Sts answer the three questions.

Get some feedback from the class.

Extra challenge

- Sts write their own three questions with numbers as answers. Put Sts in pairs and get them to ask each other their questions.

2 LISTENING

a 4.45 Do this as an open-class question.

Now tell Sts that they are going to listen to a quiz show called *Quiz Night* and give them a few minutes to read questions 1–4. Make sure all the questions are clear; check to be sure, for example, Sts know *to win* and *to lose*.

Extra support

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

Play the audio twice.

Get Sts to compare with a partner. Play the audio again if necessary and then check answers.

1 They have 10 seconds.
2 a If they get the first answer right, they win 500 dollars.
b If they get the second answer right, they win 1,000 dollars.
c If they get the third answer right, they win 2,000 dollars.
d If they get all eight answers right, they win 64,000 dollars.
3 If they get an answer wrong, they lose all the money.
4 They can call a friend.

4.45

(audioscript in Student's Book on *page 121*)
H = host, C = Colleen

H Good evening. Welcome to *Quiz Night*. Tonight's show comes from New York city. And our first contestant is Colleen from Miami. Hi, Colleen. Are you nervous?
C Yes, a little.
H Well, just try to relax. 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 500 dollars. Then for each correct answer you double your money, so if you get the second answer right, you win 1,000 dollars, and for the third correct answer you win 2,000 dollars. For eight correct answers you win 64,000 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, Colleen?
C Yes, OK.

b Focus on the pictures and elicit some of the things they can see. Write any new words, e.g. *North Pole*, *a proton*, *a mosquito*, 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. in the first one it is comparing the North Pole and South Pole using the adjective *cold*. Highlight that the *-er* ending means *more*.

Get Sts to read the sentences in pairs and decide whether they are true or false. Do <u>not</u> check answers yet.

c 4.46 Tell Sts they are now going to hear Colleen doing the quiz. They should listen and check their answers from **b**.

Play the audio and get Sts to check their answers in pairs.

1 F 2 T 3 T 4 F 5 F 6 T 7 F 8 F

Find out if any pairs got all the answers right. Now ask how much money Colleen wins.

Colleen doesn't win any money.

4.46

(audioscript in Student's Book on *pages 121–122*)
H = host, C = Colleen, K = Kevin

H OK Colleen, first question for 500 dollars. The North Pole is colder than the South Pole. True or false?
C The North Pole is colder than the South Pole... Uh, false.
H Correct. The South Pole is much colder, because it's much higher than the North Pole. In the summer, the average temperature at the North Pole is 32 degrees Fahrenheit, but at the South Pole it's minus 15. Now, for 1,000 dollars. Carrots are sweeter than tomatoes. True or false?
C Uh, I think it's true.
H Correct. It's true. Carrots are about five percent sugar, but tomatoes, even though they are a fruit and not a vegetable, don't have any sugar at all. OK, for 2,000 dollars, a proton is heavier than an electron.

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C I think it's true.
H Correct. A proton is more than 1,800 times heavier than an electron. Next, for 4,000 dollars. The White House is bigger than Buckingham Palace. True or false?
C The White House is bigger than Buckingham Palace... Uh, false.
H Correct. Buckingham Palace has 775 rooms, but the White House has only 132 rooms. Next, for 8,000 dollars, oranges are healthier than strawberries. True or false?
C Uh, true. No, uh, false.
H Do you want to call a friend?
C No, I think it's false.
H Correct. An orange has 70 milligrams of vitamin C, but a cup of strawberries, a normal serving, has 98. OK. For 16,000 dollars, female mosquitoes are more dangerous than male mosquitoes.
C Uh, true.
H Correct. Female mosquitoes are the ones that bite. Male mosquitoes don't bite. OK, Colleen, for 32,000 dollars in judo a green belt is better than a blue belt. True or false?
C Uh, I'm sure that's false. My brother does judo. False.
H Correct. The order of belts in the lower stages of judo is white for a beginner, then yellow, orange, green, blue, brown, and black. And finally, the last question. Be very careful, Colleen. If you get it right, you win 64,000 dollars, but if you get it wrong, you get nothing. Are you ready?
C Yes, ready.
H OK, so for 64,000 dollars, hepatitis A is worse than hepatitis B. True or false?
C Uh... / uh...
H Quickly Colleen, your time is almost up.
C I want to call a friend.
H OK, Colleen. So, who do you want to call?
C Kevin.
H Is he your boyfriend?
C Yes.
H OK then. Hello, Kevin?
K Yes.
H I'm calling from *Quiz Night*. Colleen needs some help. You have 30 seconds, Kevin. Here she is.
C Hi, Kevin.
K Hi, Colleen.
C Listen, Kevin. It's the last question. Hepatitis A is worse than hepatitis B. True or false?
K Uh, I think it's true. Hepatitis A, yes, that's the serious one.
C Are you sure?
K Yes, definitely!
H Time's up. OK Colleen, true or false?
C True.
H Final answer?
C Final answer. True.
H I'm sorry Colleen, it's false. Hepatitis B is much more serious. You can die from it. You had 32,000 dollars, but now you go home with nothing.
C Ooh, Kevin. You wait until I see him...

d Tell Sts to listen again and write down any more information they hear about the answers. They should also write down any numbers they hear.

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

Check answers.

See audioscript 4.46

! Sts may recognize Kevin as the man who went on an unsuccessful date in 3C!

Extra support

- Get Sts to listen to the audio for a final time with the audioscripts on *pages 121–122*, so they can see exactly what was said and see how much they understood. Translate / explain any new words or phrases.

3 GRAMMAR comparative adjectives

a Focus on the instructions. Give Sts time to answer the questions in pairs. Check answers.

1 *-er*
2 Because an extra *g* is also added.
3 The *y* changes to *i* before the *-er*.
4 *more*
5 *better* and *worse*
6 *than*

b 4.47 Tell Sts to go to **Grammar Bank 9C** on *page 140*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

- There are clear rules governing the formation of comparative adjectives.
- The spelling rules for *big*, *hot*, etc. are the same as for verbs ending in *-ing* (see *page 70*), e.g. *big*, *bigger*.
- To simplify the rules even further, tell Sts that for short adjectives (one syllable), add *-er*. For all the rest (two syllables or more), add *more* (except adjectives ending in *-y*).
- Depending on your Sts' L1, they may try to use *that* instead of *than* after comparative adjectives.

Focus on the exercises for **9C** on *page 141*. Sts do the exercises individually or in pairs.

Check answers. Get Sts to spell the *-er* adjectives in **a** and write them on the board. In **b**, get them to read the full sentences.

a 1 higher
2 dirtier
3 more dangerous
4 better
5 thinner
6 slower
7 healthier
8 farther
9 more comfortable
10 worse

b 1 cheaper than
2 easier ... than
3 wetter than
4 busier than
5 better than
6 more interesting than
7 farther ... than
8 shorter than
9 worse than
10 more difficult than

Tell Sts to go back to the main lesson **9C**.

Extra support

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

4 PRONUNCIATION

/ər/, sentence stress

a 4.48 Focus on the eight quiz sentences in **2**. Play the audio once for Sts to hear how *than* and *-er* are pronounced, and then check answers. Elicit that *than* is pronounced /ðən/ and the final *-er* is never stressed, e.g. safer NOT ~~safer~~.

4.48
See *Quiz Night* in the Student's Book on *page 72*

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b Play the audio again, pausing for Sts to repeat the sentences. Highlight that *is* / *are* and *than* are not stressed.

5 SPEAKING

Put Sts in pairs, **A** and **B**, and tell them to go to **Communication *Quiz Night***, **A** on *page 105*, **B** on *page 110*.

Go through the instructions with them carefully. Then give Sts time to complete their sentences with comparative adjectives. Before they start, you could quickly check that they have the correct comparative forms.

Student A	Student B
1 smaller	1 older
2 longer	2 shorter
3 older	3 higher
4 shorter	4 bigger
5 more dangerous	5 more popular
6 larger	6 warmer
7 drier	7 better
8 farther	8 hotter

Write the amounts of money that they win on the board, e.g. 1 = 500 (dollars or a currency that your Sts are familiar with), 2 = 1,000, 3 = 2,000, etc. (up to 64,000), and check that Sts can say the numbers correctly. Explain that if you get, e.g. question 4 wrong, you continue playing, but you lose the money you had and the prize starts again from 500 dollars.

Sit **A** and **B** face-to-face. **A** reads his / her sentences to **B**. Monitor and help Sts to get the rhythm right when they read their quiz sentences.

B then reads **A** his / her sentences.

Extra support

- You could do the above activity in groups of four instead of pairs. Divide the class into groups of four and have two **A**s and two **B**s. They prepare their quiz sentences together, and take turns reading them to the other pair.

Extra challenge

- Encourage **A** to play the role of the host. Give Sts a few minutes to look at the audioscript and make a note of any useful language (e.g. *Good evening, I ask the questions*).

When both Sts have played the game, get feedback to see who won the most money.

Tell Sts to go back to the main lesson **9C**.

6 READING

a Tell Sts they are now going to read about three popular quiz shows in the US: *Jeopardy!*, *Who Wants to Be a Millionaire?* and *Are You Smarter Than a 5th Grader?* When they have finished, elicit some responses to the two questions.

b Sts now read about Ken Jennings and answer the question. Tell them not to worry about the blanks.

Elicit that Ken Jennings is the best quiz contestant in the country because he is a74 = game winner on *Jeopardy!*.

c Sts now read the article again and fill in each blank with a verb in the simple past. Tell Sts that some of the verbs are regular and some are irregular.

Check answers.

2 became	6 called
3 was	7 played
4 answered	8 got
5 knew	9 gave

d Tell Sts to read all three texts again and look at the highlighted words. They should then try to guess their meaning from context. Remind them that all the words are related to quiz shows.

In pairs, Sts should compare their guesses.

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

Deal with any other new vocabulary.

e Do this as an open-class question.

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Vocabulary a menu: *main course*, *dessert*, etc.
Function ordering a meal
Language *I'd like (the mozzarella)*, *Just water for me*, etc.

PRACTICAL ENGLISH
Episode 5 At a restaurant

Lesson plan

In this lesson Sts learn some common vocabulary related to menus and practice ordering a meal in a restaurant. In the storyline, Jenny and Rob are chatting in the office when Jenny gets a call from Eddie. Eddie sings "Happy Birthday" to Jenny, which Rob overhears, and he takes the chance to invite Jenny out for dinner. But before she can reply, Daniel comes out of his office and invites Jenny to go out for a working dinner that evening.

STUDY LINK
- **Workbook** At a restaurant

Test and Assessment CD-ROM
- Quick Test 9
- File 9 Test

Optional lead-in (books closed)

- Elicit from the class what happened in the previous episode. Ask some questions, e.g. *What did Rob and Jenny want to do on their free morning? Why couldn't they do this? What happened to Jenny when she tried to find the gallery? Why did Daniel call Jenny?*
- Alternatively, you could play the last scene of Episode 4.

1 VIDEO AN INVITATION TO DINNER

a 4 49 Books open. Focus on the photos and elicit what Sts think is happening. Do not tell them if they are right or not yet.

Focus on sentences 1–5 and give Sts time to read them. Then play the audio once the whole way through for them to mark the sentences T (true) or F (false). Make it clear that they don't need to correct the false sentences yet. Play again if necessary.

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

1 T 2 T 3 F 4 T 5 F

4 49
(audioscript in Student's Book on *page 122*)
R = **Rob**, J = **Jenny**, D = **Daniel**, E = **Eddie**
J Thanks for showing me around London yesterday. I had a great time.
R Me, too. So, what did you do last night?
J Nothing really. I had a lot of work to do. Emails, phone calls... What did you do?
R I wrote my article about the artist that I interviewed yesterday morning.
J Can I see it?
R Sure, it's on my laptop. Hang on a second. There.
J Sorry. Hi, Eddie.
E Happy birthday, Jenny!
J Thanks! But listen, I can't talk right now.
E Oh, sure.
J I'm in the office.
E I'll call you back.
J Yeah, later.
E OK.
J OK. Sorry, but it's my birthday today.
R Really?! Happy birthday! Maybe we could have dinner tonight?
D Jennifer.
J Oh, hi Daniel.
D I'd like to take you out for dinner this evening.
J This evening?
D Yes, for a working dinner. We have a lot to talk about before you go back to New York. I know a very good restaurant.
J Oh, uh... yes, of course.
D Great. See you later.
J Yes, sure. Sorry, Rob.

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

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

3 It's **Jenny's** birthday. 5 Jenny says *yes* to **Daniel**.

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 122*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

c 4 50 Focus on the information box **Responding to what somebody says** and go through it with the class. Elicit / explain that *Congratulations* and *Good job* are similar, but *Congratulations* is used for something important like getting engaged, getting a new job, passing an important exam, etc. whereas *Good job* is used for smaller things like getting an exercise right.

Now play the audio for Sts to listen and repeat **B**'s phrases. Encourage them to copy the rhythm and intonation.

4 50
See audioscript in Student's Book on *page 74*

d 4 51 Now focus on the example. Tell Sts they are going to hear some phrases and they must respond using a phrase from the **Responding to what somebody says** box.

Play the audio, pausing for Sts to respond. Then play it again and ask individual Sts to respond.

4 51
A I got two goals this afternoon.
B Good job!
A I passed my exams. I'm a doctor.
B Congratulations!
A I'm 30 today.
B Happy birthday!
A I didn't pass my driving test.
B Better luck next time.
A I have my English exam tomorrow.
B Good luck!

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2 VOCABULARY

understanding a menu

a Focus on the menu and get Sts to fill in the three blanks. Check answers and model and drill the pronunciation of the words. Focus especially on the stress in *desserts* /dɪ'zɜrts/ (you could point out that if they stress it on the first syllable, it will sound like *desert*).

1 Appetizers 2 Main courses 3 Desserts

b 4 52 Tell Sts to look at the highlighted words in the menu and, in pairs, to try and guess their meaning.

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

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

4 52

courses	seafood	sauce
soup	homemade	fresh

c Get Sts to cover the menu or close their books. Write on the board **Appetizers**, **Main Courses**, **Desserts**. In pairs, see if Sts can remember the two appetizers, three main courses and 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.

3 VIDEO ORDERING A MEAL

a 4 53 Focus on the photo and ask *Where are Jenny and Daniel?* (At the restaurant) *What are they doing?* (Looking at the menu and ordering)

Focus on the instructions and tell Sts to look at the menu as they listen. They could check the dishes they hear. Alternatively, you could get Sts to close their books and write the question on the board.

Play the audio once the whole way through. Get Sts to compare with a partner, and play the audio again if necessary.

Check answers. Ask *What's Jenny having for an appetizer?*, etc.

Jenny: soup; mushroom ravioli
Daniel: mozzarella salad; chicken

4 53 4 54

W = **waiter**, J = **Jenny**, D = **Daniel**
W Good evening. Do you have a **reservation**?
D Yes, a table for two. (*repeat*) My name's Daniel O'Connor. (*repeat*)
W Come this **way**, please.
***
W Are you ready to **order**?
J Yes. The soup and the mushroom ravioli, please. (*repeat*)
D I'd like the mozzarella salad and then the chicken, please. (*repeat*)
W What would you **like** to drink?
J Just water for me. (*repeat*)
D A bottle of mineral water, please. (*repeat*)
W **Still** or sparkling?
D Is sparkling OK? (*repeat*)
J Yes, sparkling. (*repeat*)
W Thank you, sir.
D Thank you. (*repeat*)

b Now focus on the dialogue in the chart. Elicit that the **You Hear** phrases are said by the waiter, and **You Say** is what the customer says, here Daniel and Jenny. These phrases will be useful for Sts if they go to a restaurant.

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

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

See words in **bold** in audioscript 4.53

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

Also make sure Sts understand the two kinds of mineral water, *still* (= no bubbles) and *sparkling* (= with bubbles).

c 4 54 Now focus on the **You Say** phrases. Tell Sts they're going to hear the dialogue again. They should repeat the **You Say** phrases when they hear the beep. Highlight the two ways of ordering, e.g. *The soup and the mushroom ravioli, please* or *I'd like* (I would like) *the mozzarella salad and then the chicken, please*, or *(Just) water for me.*

Play the audio, pausing if necessary for Sts to repeat the phrases. Encourage them to copy the rhythm and intonation, but not to try to copy the accents exactly. Note that Jenny pronounces *water* as /'wɑdər/ and the British English pronounciation is water /'wɔɑtr/.

d Put Sts in groups of three **A**, **B**, and **C**. **A** is the waiter, and **B** and **C** are Daniel and Jenny. Get them to read the dialogue aloud and then change roles.

e Sts now role-play the dialogue. **A** (book open) is the waiter. **B** and **C** (books closed) are customers. Tell the waiter to give **B** and **C** one of their books open on *page 74* to use as a menu.

If there's time, get Sts to change roles at least once. Monitor and help.

When Sts have finished, get feedback to find out what Sts ordered.

Extra idea

- Photocopy and cut out the menu on *page 74* to use in the role-play.

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4 VIDEO THE END OF THE MEAL

a 4 55 Focus on the pictures and ask Sts some questions, e.g. *How do Daniel and Jenny look? What's happening?*, etc.

Give Sts time to read the questions.

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

Get Sts to compare with a partner, and then check answers. When you check the answer to 3, write what Daniel says (*You've got beautiful eyes*) on the board. Point out to Sts that *you've got* is a contraction of *you have got*, which is a colloquial form of *you have*. You may also want to get Sts to speculate what the good news is when you check the answer to 5.

1 She goes out for dinner with friends or sees a movie.
2 Coffee.
3 He says "You've got beautiful eyes."
4 She thanks him and says they are from her mother.
5 Good news.
6 She wants to go back to the hotel.

4 55

(audioscript in Student's Book on *page 122*)
D = Daniel, J = Jenny, W = waiter, B = Barbara

D So, Jenny, I hear it's your birthday today.
J Yes, that's right.
D Well, happy birthday! How do you normally celebrate?
J Oh, nothing special. Maybe I go out for dinner with friends or see a movie.
D Well, we could go out somewhere, after dinner.
W Would you like a dessert?
J Not for me, thanks.
D OK, no.
W Coffee?
J A decaf espresso.
D The same for me, please.
W Two decaffeinated espressos. Certainly, sir.
D You know Jenny, you've got beautiful eyes.
J I get them from my mother. Anyway, what are your plans for the July edition of the magazine?
D The, er, July edition? I um...
J I have to take this. Sorry.
D No problem.
J Hi, Barbara.
B Jenny, just a quick call. We really like your idea about Rob Walker. He's a great writer.
J So can I ask him?
B Yes. Go ahead.
J That's great.
B Good luck. I hope he says yes.
J Me, too.
D Good news?
J Uh, yeah. That was Barbara my boss from the New York office. She just gave me a little birthday present.
D So, would you like to go somewhere else?
J I'm sorry, Daniel. I'm a little tired.
D Yes, of course. Waiter, could I have the bill, please?

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 122*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

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

In pairs, get Sts to decide who says them.

c 4 56 Play the audio for Sts to listen and check.

4 56

Nothing special. **Jenny**
Would you like a dessert? **Waiter**
Not for me, thanks. **Jenny**
A decaf espresso. **Jenny**
The same for me, please. **Daniel**
Go ahead. **Barbara**
Good news? **Daniel**
Could I have the bill, please? **Daniel**

If you know your Sts' L1, you could get them to translate the phrases. If not, get Sts to take a look at the phrases again in context in the audioscript on *page 122*.

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

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

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G superlative adjectives
V places and buildings
P consonant groups

10A The most dangerous road...

Lesson plan

A reading text about the most dangerous road in the world and other geographical superlatives provides the context to present and practice superlative adjectives and the lexis of places and buildings. The lesson starts with Vocabulary where Sts learn the words for buildings and landmarks in a town or city. In Grammar, Sts make the logical progression from comparatives to superlatives, and look at some "extreme" places in the world, e.g. *the busiest station*, *the longest bridge*, etc. Pronunciation focuses on consonant groups, which occur in superlatives, e.g. *the most expensive*, and then Sts do a superlative quiz about cities. In the second half of the lesson, an article gives Sts information about the most dangerous road in the world, which has already featured in the grammar presentation. Speaking and Writing focus more directly on the Sts' own environment, and they talk and write about their own town / city.

STUDY LINK
- **Workbook** 10A

Extra photocopiable material

- **Grammar** superlative adjectives *page 189*
- **Vocabulary** Places and buildings puzzle *page 264* (instructions *page 246*)
- **Communicative** What do you know about the US? *page 235* (instructions *page 205*)

Optional lead-in (books closed)

- Write on the board RUSSIA and CHINA. Ask Sts if they are big or small countries, and elicit that they are big. Then ask which is bigger, and elicit that Russia is bigger. (For reference, Russia is about 6.6 million square miles / 17 million km², China is about 3.7 million square miles / 9.6 million km²).
- Now erase CHINA. Ask Sts if they know any country that is bigger than Russia (there isn't one). Elicit / teach *Russia is the biggest country in the world*. Write the sentence on the board.

1 VOCABULARY places and buildings

a Books open. Tell Sts to look at phrases 1–5, which are all famous tourist sights in the world. In each one a word is missing. Sts should fill in each blank with a word from the list and then say which country or city the sight is in.

Get Sts to compare their answers with a partner.

b 5 2)) Play the audio for Sts to listen and check their answers from **a**, or you could elicit the answers first and then play the audio.

See words in **bold** in audioscript 5.2

Remind Sts of the silent *t* in *castle* and the irregular pronunciation of *mountains* /'maʊntnz/.

5 2))
1 Trafalgar **Square** is in London, England.
2 The Golden Gate **Bridge** is in San Francisco, California, in the USA.
3 Wall **Street** is in New York City, USA.
4 Edinburgh **Castle** is in Edinburgh, Scotland.
5 The Rocky **Mountains** are in North America, in Canada, and the US.

Finally, ask Sts if any of them have seen any of these places.

c Tell Sts to go to **Vocabulary Bank** ***Places and buildings*** on *page 164* and get them to do exercise **a** individually or in pairs.

5 3)) Now do **b**. Play the audio for Sts to check answers. Then play it again, pausing for Sts to repeat the new lexis. Don't forget to highlight the silent *t* in *castle*. Give further practice of any words your Sts find difficult to pronounce.

5 3))

20	an art gallery	6	a police station
15	a bridge	4	a post office
3	a bus station	17	a river
23	a castle	12	a road
21	a church	5	a shopping mall
9	a department store	7	a square
16	a hospital	11	a street
22	a market	13	a supermarket
8	a mosque	14	a temple
18	a museum	19	a theater
10	a parking lot	1	a town hall
2	a pharmacy	24	a train station

Focus on **c**. Get Sts to cover the words and use the pictures to test themselves or their partner.

Tell Sts to go back to the main lesson **10A**.

Extra support

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

2 GRAMMAR superlative adjectives

a Tell Sts to look at photos 1–6 and ask if they know or can guess which countries they are in.

Check answers.

1 France	3 Bolivia	5 Argentina
2 Portugal	4 China	6 Japan

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b 5 4)) Focus on the instructions and make sure Sts understand the meaning of *caption*.

Now focus on the caption for photo number 1 and the words / phrases in the list. Elicit / teach the meaning of *the widest*.

Elicit from the class which phrase is needed to complete caption 1 (the most popular). Now check that the concept is clear by asking if there is another art gallery in the world that is more popular than The Louvre, and elicit the answer *no*. Say *That's right. The Louvre is the most popular art gallery in the world.*

In pairs, Sts complete the rest of the captions using a word or phrase from the list. Establish that the words and phrases are all superlative adjectives.

Play the audio for Sts to listen and check.

5 4))
1 The Louvre is **the most popular** art gallery in the world.
2 Vasco da Gama Bridge is **the longest** bridge in Europe.
3 The Yungas Road is **the most dangerous** road in the world.
4 Tiananmen Square is **the biggest** square in the world.
5 Avenida 9 de Julio in Buenos Aires is **the widest** street in the world.
6 Shinjuku Station in Tokyo is **the busiest** train station in the world.

c Focus on the chart and get Sts to complete it with the superlatives from **b**.

Check answers. Model and drill pronunciation.

the longest	the busiest	the most popular
the widest	the most dangerous	

d Do these as open-class questions and elicit / explain how superlatives are formed, e.g. for one-syllable adjectives you add *-est* to the end of the adjective, for longer adjectives with two or more syllables, put *the most* before the adjective. Highlight that we use *the* before superlatives.

e 5 5)) Tell Sts to go to **Grammar Bank 10A** on *page 142*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

- 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* in 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 exercises for **10A** on *page 143*. 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.

a	1 the hottest	5 the wettest
	2 the cheapest	6 the tallest / longest
	3 the worst	7 the farthest
	4 the easiest	8 the dirtiest
b	1 the biggest	5 the noisiest
	2 the best	6 The worst
	3 the smallest	7 the youngest
	4 the hottest	8 The most beautiful

Tell Sts to go back to the main lesson **10A**.

Extra support

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

3 PRONUNCIATION consonant groups

a 5 6)) Tell Sts to look at the chart in **2c** and play the audio once for them just to listen.

Now play the audio again and get them to listen and repeat.

5 6))

big	bigger	the biggest
long	longer	the longest
wide	wider	the widest
busy	busier	the busiest
dangerous	more dangerous	the most dangerous
popular	more popular	the most popular

Get Sts to cover the comparatives and superlatives in the chart and try to remember them.

b 5 7)) Go through the **Consonant groups** box with the class.

Then play the audio once for Sts just to listen.

5 7))
See superlatives in Student's Book on *page 77*

Now play it again, pausing after each superlative for Sts to repeat. You may want to repeat it and get individual Sts to say the phrases.

c Put Sts in pairs, **A** and **B**, and tell them to go to **Communication *Cities quiz***, **A** on *page 105*, **B** on *page 110*.

Go through the instructions with them carefully and explain that the answers in bold are the correct answers. Then give Sts five minutes to complete the questions with the superlative adjective in parentheses. Before they start, you could quickly check that they have the correct superlative forms.

Student A	Student B
1 noisiest	1 best
2 hottest	2 biggest
3 most popular	3 busiest
4 wettest	4 highest
5 worst	5 most expensive

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Sit **A** and **B** face-to-face. **B** asks his / her questions to **A**. Monitor and help Sts to get the rhythm right when they read their quiz questions.

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

Extra support

- You could do the above activity in groups of four instead of pairs. Divide the class into groups of four and have two **A**s and two **B**s. They prepare their quiz questions together, and take turns asking them to the other pair.

When both Sts have answered the quiz, get feedback to see who got the most answers right.

Tell Sts to go back to the main lesson **10A**.

4 READING

a Focus on the photo and tell Sts to read the article.

When Sts have finished, ask them *Would you like to ride a bike there?* and elicit responses.

b Now set a time limit for Sts to read the article again.

When time is up, Sts should cover the text and answer the seven questions in pairs.

Check answers.

1 It is in Bolivia, in the Andes.
2 Because there are a lot of accidents there.
3 It is ten feet wide.
4 Because it is the most exciting ride of their lives.
5 The most dangerous time of year is during the rainy season, from December to March.
6 Because if you are a tourist, you just have to go there.
7 Because she was scared of falling over and dying. She had no experience with mountain biking.

c In pairs, Sts look at the highlighted words and try to guess their meaning from the context.

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

Deal with any other new vocabulary.

d Sts could answer these questions in pairs, small groups, or as a class.

5 SPEAKING & WRITING

a Put Sts in pairs, **A** and **B**, and focus on the instructions for the activity.

Now focus on questions 1–10 and the examples, and explain that Sts have to complete the questions with the superlative of the adjective in parentheses. If you are not from the same city / country as your Sts, get them to interview you first with the questions to find out about your town / city.

! Don't be afraid to say *I don't know, but I think it's...* This will provide a good model for Sts.

Tell the **A**s to look at questions 1–5 and think about what the superlatives are, and the **B**s to think about how they are going to answer the questions.

Highlight that the tourist only speaks English, so the local person must explain everything in English.

Highlight too (if your Sts are from the same town) that the tourist should pretend not to know anything and ask for as much information as possible and the local person should try to answer all his / her questions in as much detail as possible.

Set a time limit and get Sts to role-play the conversation. Monitor and help, especially with superlatives.

Then tell Sts to change roles, and give them a moment to focus on questions 6–10.

Get some feedback from the class, where Sts are from the same town / city, and see if they agree.

Get Sts to write in the superlatives and check them before they start.

1 the most beautiful
2 the easiest
3 the most interesting
4 the best
5 the nicest
6 the oldest
7 the nicest
8 the most dangerous
9 the best
10 the most popular

b Focus on the instructions and read the example about Veracruz. Tell Sts to write an ad for their town / city, and to include some superlatives. If your Sts are all from the same city / town, you could give them the option to write about another place they know well. You could assign this as homework and ask Sts to add some photos to their ad.

Put the ads around the class for Sts to read.

Ask Sts if they found out anything new / interesting about the places.

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G *be going to* (plans), future time expressions
V vacations
P sentence stress

10B CouchSurf around the world!

Lesson plan

This lesson is inspired by the popularity of CouchSurfing, a new way of traveling cheaply and of seeing and doing things that traditional tourists would not normally experience. Sts first listen to a radio program to find out what CouchSurfing is. Then, in Grammar they practice *be going to* for future plans by listening and reading about a teacher who is planning to CouchSurf around the US. Pronunciation focuses on sentence stress in *going to* sentences. In Reading Sts find out how the teacher's CouchSurfing trip went. Finally, in Vocabulary and Speaking Sts plan their own trip and then write a formal email making a reservation for a vacation.

STUDY LINK
- **Workbook** 10B

Extra photocopiable material

- **Grammar** *be going to* (plans) *page 190*
- **Communicative** Future plans *page 236* (instructions *page 205*)

Optional lead-in (books closed)

- Ask Sts to think of places where people can stay when they go on vacation and elicit them onto the board, e.g. *a hotel, in a friend's house, in a Youth Hostel, in a campsite*, etc.
- Then get Sts to ask each other where they usually stay when they go on vacation, and if they like it.

1 LISTENING

a Books open. Tell Sts to read the definition for *couch* and to look at the image for the CouchSurfing website. Elicit ideas about what CouchSurfing is, but do not tell Sts if they are right at this stage.

b 5 8 Tell Sts they are going to hear the beginning of a radio travel program, and in the introduction the person explains what CouchSurfing is.

Play the audio for Sts to listen and check their answer to **a**.

Check the answer and make sure Sts understand the meaning of *host* (= a person who invites people to his / her house).

CouchSurfing is a cheap way of traveling. When you visit a city, you stay in somebody's apartment or house.

5 8
(audioscript in Student's Book on *page 122*)
H = **host**, A = **Alan**
H On today's travel program, Alan Marks is going to tell us about CouchSurfing, a new way of traveling. Alan, what exactly is CouchSurfing?
A Well, CouchSurfing is an exciting and cheap way of traveling and seeing new places. It's a very simple idea. When you visit another city, you stay in somebody's apartment or house. That person, the host, gives you a room and a bed, and if he or she doesn't have a bed, then you can sleep on their couch, or sofa.

c 5 9 Now tell Sts they are going to hear the rest of the radio program and they have to mark the sentences T (true) or F (false).

Go through the sentences before Sts listen. Then play the audio once.

Get Sts to compare with a partner, and then play the audio again as necessary. Check answers, eliciting why the F ones are false.

1 F (You never pay any money.)
2 T
3 F (You send them an email.)
4 F (You can just be a guest or just be a host.)
5 T
6 F (It depends on the host.)
7 T

5 9
(audioscript in Student's Book on *page 122*)
H Do you have to pay for the bed?
A No, you don't. It's completely free. CouchSurfers usually take a small present for the host or maybe they can help with the housework or make a meal. But you never pay any money.
H How do you find these people?
A Well, there is a website called CouchSurfing.org. First, you go there and create a profile. Then you search for the city you want to visit, and you look for people there who are offering a bed. When you find somebody, you send them an email and then you can agree on the day or days that you want to stay. The website is free.
H And do you have to offer a bed in *your* house?
A No, not if you don't want to. You can just be a guest or you can be a host and offer a room in your house, or you can do both things. It's up to you.
H Is CouchSurfing safe?
A Yes, it is. You have a lot of information on the website about the person you are going to stay with. Every time a person stays with a host, they write a report, either positive or negative, and you can read all these reports. Also you can email the person before you go and ask any questions you want.
H Does the host usually show you his or her city?
A Well, it depends on the person. Some hosts take their guests to see some of the sights, but others don't. It depends when you visit, too. Some hosts take their guests out on the weekends, but are too busy during the week. But hosts usually recommend things to do, so you often see things that tourists don't usually see.
H And can I CouchSurf all over the world?
A Of course. In fact, you can visit 230 countries and more than 70,000 cities.

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Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 122*, so they can see exactly what they understood. Translate / explain any new words or phrases.

d Ask the whole class if they would like to CouchSurf and see which Sts are more adventurous! Then ask them if they would like to be hosts to a CouchSurfer and find out why / why not.

2 GRAMMAR *be going to* (plans)

a 5 10 Focus on the instructions and then ask Sts to close their books or cover the dialogue in **b**. Write on the board *What are the teacher's plans?* and tell Sts they must listen and answer this question.

Play the audio twice, and then try to elicit the information below from the class, e.g. by asking *Where is she planning to travel to? How? How many days in each place? What kinds of things does she want to do?*, etc.

Her plans are to travel to all 50 states in the US by bus and stay three nights or more in each place. She wants to do things that aren't in a guide book.

5 10

H = **host**, I = **Iria**

H Tell me about your plans, Iria.
I I'm going to travel around the US—to all 50 states.
H Wow! That's amazing! How long are you going to stay in each state?
I I'm not sure, but I think maybe three nights in each state—maybe more in big states like California and Texas.
H Who are you going to stay with?
I I'm going to stay with all kinds of people. I want to make new friends across the US!
H Are you going to sleep on a couch?
I Yes, I'm going to sleep on a lot of couches!
H How are you going to travel?
I I'm going to travel mostly by bus.
H What are you going to do in each state?
I I don't just want to see the typical tourist sights. I hope I'm going to do things that aren't in a guide book.
H Well, have a good trip and good luck!

b Now tell Sts to open their books or uncover the dialogue and to look at the interview. They should fill in each blank with a verb.

Play the audio again and then get Sts to compare their answers with a partner. Play the audio again if necessary.

Check answers.

1 travel	3 stay	5 travel	7 do
2 stay	4 sleep	6 travel	8 do

Extra support

- Pause the audio after each blank to give Sts time to write.

c Tell Sts to look at the highlighted sentences in the dialogue and to answer the two questions.

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

1 the base form (e.g. *stay, do*) 2 the future

d 5 11 Tell Sts to go to **Grammar Bank 10B** on *page 142*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

- *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, next summer*. Sts don't usually find the concept of *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.*
- In song lyrics, *going to* is sometimes spelled *gonna* because of the way it is pronounced (see 3 Pronunciation). Discourage Sts from using this in written English.
- Some Sts may know the future form *will* and may ask about this. Explain that both *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. *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 exercises for **10B** on *page 143*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a	1 're going to book	5 's going to work
	2 'm going to stay	6 're going to do
	3 's going to study	7 're going to take
	4 're going to get	8 'm going to speak
b	1 'm going to call	5 Are, going to watch
	2 are, going to eat	6 aren't going to see
	3 isn't going to come	7 're going to go
	4 aren't going to buy	

Tell Sts to go back to the main lesson **10B**.

Extra support

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

e Focus on the future time expressions, and explain that Sts must number them from the most recent (*today*) to the most distant (*next year*). Give Sts time to do the activity and get them to check their order with a partner.

f 5 12 Play the audio for Sts to listen and check their answers.

5 12

1 today	5 tomorrow night
2 tonight	6 next week
3 tomorrow morning	7 next month
4 tomorrow afternoon	8 next year

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

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3 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 British and American English, particularly in conversation, although it might not be appropriate in some formal situations.
- At this level we recommend that it is better to teach the more "correct" pronunciation, i.e. pronouncing both words *going* and *to* (using the weak form of *to*), and Sts can use the more colloquial form later when their speed of speech increases.

a 5 13 Tell Sts they are going to hear all five highlighted phrases from **2b** and they should listen and then copy the rhythm. Before playing the audio, focus on the first phrase and ask Sts which words are stressed (*going*, *travel*, and *US*).

Play the audio once for Sts just to listen. Get them to underline the stressed words in the sentences.

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

5 13
I'm going to travel around the US.
How long are you going to stay?
Who are you going to stay with?
How are you going to travel?
I'm going to go mostly by bus.

Play the audio again, pausing after each phrase for Sts to repeat. Then practice the phrases around the class, asking Sts to say them. Encourage Sts to get the right rhythm.

Extra idea

- Get Sts to read the dialogue aloud in pairs.

b Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** ***What are you going to do?***, **A** on *page 105*, **B** on *page 110*.

Go through the instructions with them carefully. Then give Sts five minutes to complete their questions with *going to*.

Sit **A** and **B** face-to-face. **A** asks his / her questions to **B**. Monitor and help Sts to get the rhythm right when they read their questions.

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

When both Sts have answered the questions, get feedback from the class.

Tell Sts to go back to the main lesson **10B**.

4 READING

a Focus on the blog and photos. Give Sts two minutes to read it to find out if Iria had a good time.

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

Yes, She did.

b Now tell Sts to read the blog again cover the blog. Then they should try to answer the questions.

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

1 The desert was brown.
2 The big, beautiful houses were in Rhode Island.
3 North Dakota didn't have much to do.
4 She had a hotel address in case things didn't work out.
5 She sometimes arrived late at a host's house. She forgot to change the time on her watch, she got lost, and once she didn't have a cell phone.
6 She was always excited before meeting a host.

c Sts read the blog once more and decide what the highlighted verb phrases mean.

They now discuss their answers in pairs.

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

Explain any other new vocabulary.

5 VOCABULARY & SPEAKING vacations

a Tell Sts to look at the five phrases related to vacations and to complete each one with a verb from the list.

Check answers.

1 stay 3 see 5 have
2 show 4 go

Now get Sts to cover phrases 1–5 (but not the five verbs) and see if they can remember the vacation phrases.

b Focus on the task and the five questions. Tell Sts that they are going to plan a vacation in pairs. Their plan must include a visit to three cities in the same continent, and the vacation can be a maximum of ten days.

Before Sts start, go through the **Making suggestions** box with the class and tell them to try to use these phrases when planning their trip with their partner.

Put Sts in pairs, and give them about five minutes to make their plans for each of the five questions. Monitor and help, encouraging them to use *Why don't we…?*, etc. for making suggestions.

c Now tell them to change partners and to tell the new partner their agreed plan from **b**. Focus on the example in the speech bubble before they start.

d Finally, ask Sts if they are still happy with their original plan or if they prefer their new partner's plan. Get some Sts to tell the class their plans.

Extra idea

- Get one pair to come to the front of the class. Pretend you're a TV host and interview them, using the questions from **b**, e.g. *What cities are you going to visit?*

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6 WRITING a formal email

Elicit / remind Sts of the difference between informal and formal writing: *informal* = e.g. to a friend and *formal* = e.g. to a person we don't know, or to a company or an institution. We need to use a different style of writing depending on whether it is an informal or a formal situation.

Before going to the **Writing Bank**, quickly elicit what Sts can remember about writing an informal email, e.g. how do you begin (*Hi* / *Dear...*) and end (*Best wishes* / *Write soon*, etc.).

Now tell Sts to go to **Writing** ***A formal email*** on *page 115*.

a Focus on the advertisement and the email. Make sure Sts know what a *Bed and Breakfast* is. Tell Sts to fill in the blanks in Marco's email with the words in the list.

Check answers.

1 Dear	4 double	7 about
2 would	5 from	8 confirm
3 reservation	6 hope	9 Sincerely

Ask Sts some comprehension questions to make sure they understand the email, e.g. *Who are Mr. and Mrs. Brewster?* (The owners of the Bed & Breakfast), *Why is Marco writing to Mr. and Mrs. Brewster?* (To reserve two rooms), *How many nights does Marco want to stay?* (Two nights), etc.

b Go through the **Formal emails** box with the class. Elicit / remind Sts of the difference between *Mrs.* and *Ms.* (*Mrs.* specifically indicates a married woman, where as *Ms.* gives no indication of marital status). Highlight that we don't usually use contractions in formal writing.

Now tell Sts to write a similar email to the Bed and Breakfast. They must include how many nights they want to stay, which rooms they want, and also ask a question using *Is there ...? / Are there ...?*

As this writing task is fairly short, you may like to get Sts to do it in class.

Extra idea

- If your Sts also need to write formal letters, not just emails, tell them that they can use exactly the same language to begin and end as in an email, but they should put:
  - their address in the top right-hand corner
  - the name and address of the person / company they're writing to on the left-hand side, slightly lower down
  - the date under the name and address
  - *Sincerely* at the end.
- You could also teach as a set phrase *I look forward to hearing from you.*

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G *be going to* (predictions)
V verb phrases
P the letters *oo*

10C What's going to happen?

Lesson plan

This lesson looks at another use of the future *be going to* to express predictions (what we think or are sure is going to happen in the future). The lesson starts with Sts discussing fortune-telling and looking at related verb 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. This leads into grammar, and the pronunciation focus is on *oo*. In Speaking, Sts use the cards to tell each other's fortunes. Finally, they listen to a song by Robert Plant called *Fortune Teller*.

STUDY LINK
- **Workbook** 10C
- **Online practice**
- **iChecker**

Extra photocopiable material

- **Grammar** *be going to* (predictions) *page 191*
- **Communicative** Predictions *page 237* (instructions *page 206*)
- **Song** *Fortune Teller page 278* (instructions *page 267*)

Optional lead-in (books closed)

- Review *going to* for plans. Write the following prompts on the board:

TONIGHT TOMORROW NIGHT
NEXT WEEKEND NEXT SUMMER

- Get Sts to ask you *What are you going to do...?* with the prompts.
- Sts ask each other in pairs.

1 VOCABULARY verb phrases

a Books open. Focus on the cards and ask Sts what they think they are for. Elicit / tell them they are for fortune-telling, i.e. predicting somebody's future. Now focus on the questions and elicit answers from the class. Tell Sts if you believe in fortune-telling and if you have had any experience with it. Find out if any of the Sts have, too.

b Sts match the cards and verb phrases.

Check answers, and model and drill pronunciation.

A be lucky	F have a surprise
B travel	G move to a new house
C get a lot of money	H get a new job
D fall in love	I become famous
E meet somebody new	J get married

Get Sts to test each other's memory by covering the phrases and pointing to the cards.

2 READING & LISTENING

a 5 14 Focus on the title of the story and help Sts to explain / translate it.

Extra support

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

Focus on questions 1–3. Now play the audio and get Sts to read and listen to **Part 1** of the story.

Get Sts to answer the questions in pairs and then check answers. Elicit / teach the meaning of any words you think Sts may not have understood, e.g. *a voice*.

5 14
See *It's written in the cards* Part 1 in Student's Book on *page 81*

1 Madame Yolanda, the fortune-teller
2 A man, because Madame Yolanda isn't there
3 Because the room was dark

! Although the story is in the past, it is more natural to ask and answer questions about it in the present.

b 5 15 Sts now listen to **Part 2**. Tell Sts you are going to play the audio twice. Sts, in pairs, fill in the blanks in 1–4. Play again if necessary.

Check answers. Elicit / teach the meaning of any words you think Sts may not have understood, e.g. *face down, turn over*.

1 boyfriend	3 (very) lucky
2 five	4 stay

5 15
(audioscript in Student's Book on *page 122*)
Part 2
"Well, I have a problem with my boyfriend. We argue all the time. I'm not sure that he loves me. I want to know if we're going to stay together."
"Please choose five cards, but don't look at them."
Jane took five cards. The fortune-teller put them on the table face down. He turned over the first card.
"Ah, this is a good card. This means you're going to be very lucky."
"But am I going to stay with my boyfriend?" Jane asked.
"Maybe," said the fortune-teller. "We need to look at the other cards first."

c 5 16 Focus on questions 1–5, which Sts should answer in pairs. Then play the audio and tell Sts to read and listen to **Part 3**.

Check answers and elicit some ideas for question 5.

1 A house. She is going to move to another country.
2 Her boyfriend can't move.
3 A heart. She's going to fall in love.
4 Jim is an actor from New York. She met him at a party.
5 Sts' own answers

5 16
See *It's written in the cards* Part 3 in Student's Book on *page 81*

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d 5 17 Focus on sentences 1–4, which Sts should complete in pairs. Then play the audio and tell Sts to listen to **Part 4**.

Check answers. Elicit / teach the meaning of any words you think Sts may not have understood, e.g. *ring*, *note*.

1 leave, another country
2 get married
3 happy, very
4 50

5 17
(audioscript in Student's Book on *page 122*)
Part 4
The fortune-teller turned over a card with two rings.
"Now I can see everything clearly. You are going to leave your boyfriend and go away with the other man, with Jim... to another country. And very soon you're going to get married."
"Married? To Jim? But am I going to be happy with him?"
"You're going to be very happy together. I'm sure of it."
Jane looked at her watch. "Oh, no, look at the time. I'm going to be late for work."
She stood up, left a $50 bill on the table, and ran out of the room.

e 5 18 Focus on the three questions, which Sts should answer in pairs. Then play the audio and tell Sts to read and listen to **Part 5**.

Check answers and elicit some ideas for question 3. Elicit / teach the meaning of any words you think Sts may not have understood, e.g. *a suitcase*, etc.

1 Jim, the actor Jane met at the party.
2 Because she helped him.
3 A plane. Accept any reasonable predictions: we assume the plane she is traveling on is going to crash. If he travels with her, he is going to die, too.

5 18
See *It's written in the cards* Part 5 in Student's Book on *page 81*

Extra ideas

- If Sts have enjoyed the story and want to get more pronunciation practice, they could read it aloud in pairs.
- Alternatively, you could give them extra listening practice by getting them to close their books and listen to the whole story on audio.

3 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). Sts answer the question in pairs. Check answers.

1 is a prediction and 2 is a plan.

b 5 19 Tell Sts to go to **Grammar Bank 10C** on *page 142*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

- Sts learned the use of *going to* to express future plans in the previous lesson. Here the same structure is used to make predictions (what we think or are sure will happen).

! *Will* can also be used to make predictions. This is taught in Level 2.

Focus on the exercises for **10C** on *page 143*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 It's going to be a nice day.
2 She's going to catch the bus.
3 He's going to make an omelet.
4 She's going to send an email.

b 1 're going to have
2 isn't going to pass
3 're going to break
4 aren't going to finish
5 're going to win
6 're going to be
7 'm not going to like
8 's going to forget

Tell Sts to go back to the main lesson **10C**.

Extra support

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

c Tell Sts to write one prediction for each category – the weather, sports, your town / country, and the student him / herself. All four sentences should start with *I think*.

d In pairs, Sts now read their predictions to each other and say whether or not they agree with their partner's predictions.

Get some feedback.

4 PRONUNCIATION the letters *oo*

a 5 20 Go through **The pronunciation of *oo*** box with the class.

Focus on the two sound pictures and elicit the words and sounds (*bull* /ʊ/ and *boot* /u/). Play the audio once for Sts just to listen.

Now play it again for Sts to listen and repeat. Make sure they can hear the difference between the short /ʊ/ and long /u/.

5 20
bull /ʊ/ boot /u/

b 5 21 Now focus on the first word in the list, *afternoon*, and elicit that it's long, like *boot*.

Play the audio for Sts to listen and write the words in the right column.

5 21
See words in the list in Student's Book on *page 81*

Extra challenge

- Get Sts to work in pairs. Encourage them to say the words out loud to help them decide what the sound is. When they have finished, play the audio for them to hear the words.

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c 5 22 Now play the audio for Sts to listen and check.

> 5 22
>
> bull /ʊ/ book, cook, good, look, took
> boot /u/ afternoon, choose, food, moon, school, soon, spoon, too

Then play it again, pausing after each word or group of words for Sts to repeat.

d Model and drill pronunciation of the five sentences. Then put Sts in pairs and get them to practice saying them.

Finally, ask individual Sts to say them.

5 SPEAKING

Go through the instructions with Sts and focus on the example in the speech bubble. Then put them in pairs, **A** and **B**, and get them to sit face-to-face.

Sts individually number the cards 1–10. Stress that it should be in random order. Number your cards too.

Demonstrate the activity. Get a student to tell you a number and "tell his / her fortune," depending on the card he / she has chosen.

Student **A** is the fortune-teller first. **B** chooses five numbers between 1 and 10, and tells **A** who writes them down. **A** predicts **B**'s future according to the cards he / she has chosen. Then Sts change roles.

! If you have odd numbers, have a group of three, where **A** tells **B**'s fortune, **B** tells **C**'s, and **C** tells **A**'s.

Get feedback by asking a few Sts what's going to happen to them.

6 5 23 SONG *Fortune Teller* ♫

This song was made famous by English singer Robert Plant and American singer Alison Krauss in 2007 (The original title is unhyphenated). For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopiable activity on *page 278*.

> 5 23
>
> ***Fortune Teller***
>
> Went to the fortune-teller, had my fortune read;
> I didn't know what to tell her; I had a dizzy feeling in my head.
> Took a look at my palm; she said, "Son, you feel kind of warm."
> She looked into a crystal ball; she said, "You're in love."
> How could that be so? I thought of all the girls I know;
> She said when the next one arrives, you'll be looking into her eyes.
>
> Oh, yes.
>
> Left there in a hurry, looking forward to my big surprise.
> The next day I discovered that the fortune-teller told me a lie.
> I hurried back down to that woman as mad as I could be;
> I said I didn't see nobody. Why had she made a fool out of me?
> Then something struck me as if it came from up above;
> While looking at the fortune-teller I fell in love.
>
> Now I'm a happy feller cause I'm married to the fortune-teller,
> And I'm as happy as we can be, and now I get my fortune told for free.

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For instructions on how to use these pages see *page 40*.

9&10 Review and Check

Test and Assessment CD-ROM

- Quick Test 10
- File 10 Test

GRAMMAR

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

VOCABULARY

a 1 dessert (the others are meals)
2 strawberries (the others are vegetables)
3 sugar (the others are drinks)
4 tomatoes (the others are potatoes or made from potatoes)
5 chicken (the others are desserts)

b 1 soda 2 sugar 3 honey 4 cookies 5 fruit juice

c 1 a hundred and twenty
2 million
3 department store
4 square
5 station

d 1 stay 3 become 5 fall 7 meet 9 have
2 go 4 get 6 see 8 show 10 move

PRONUNCIATION

a 1 bread 2 soda 3 carrots 4 chef 5 food

b 1 chocolate
2 dessert
3 supermarket
4 interesting
5 dangerous

CAN YOU UNDERSTAND THIS TEXT?

a 1 c 2 b 3 b

CAN YOU UNDERSTAND THESE PEOPLE?

5 24))

1 c 2 a 3 b 4 c 5 a

5 24))

I = interviewer, Y = Yvonne
I Do you think you have a healthy diet?
Y I think my diet is quite healthy because I try to eat a lot of fruit and vegetables.
I How much sugar and salt do you eat?
Y Well, I probably eat more sugar than I should, but I don't eat too much salt.

I = interviewer, C = Cecile
I Do you like cooking?
C Yes, I love it.
I Do you think you're a good cook?
C I'm an excellent cook.
I What's your speciality?
C Um...Italian and baking.

I = interviewer, J = Joel
I What's the most beautiful city you've ever been to?
J The most beautiful city? I'd have to say Barcelona.
I Why?
J The architecture is incredible, it's so different, it's vibrant, it's living, it's nice weather, there's loads of different cultures and loads of different people.

I = interviewer, R = Reed
I Where are you going to go for your next vacation?
R Los Angeles, California.
I Where are you going to stay?
R I'm going to stay at a friend's house.
I How are you going to get there?
R Airplane.

I = interviewer, A = Arja
I What's the biggest difference between the US and your country?
A Well, apart from the US being a lot hotter and a lot noisier, it's also a lot bigger, the buildings are higher, and the city has a lot more life to it.

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G adverbs (manner and modifiers)
V common adverbs
P word stress

11A First impressions

Lesson plan

People's first impressions of a new city provide the context for learning common adverbs of manner and modifiers. This lesson starts with Sts reading two blogs based on real interviews with people who went to a new city abroad (Atlanta and Malmö) where they talk about what surprised them when they first arrived. This leads into the grammar focus on formation of adverbs. In Pronunciation, the focus is on word stress in adjectives and adverbs. Sts then listen to someone who talks about her first impressions of a new city (Valencia), and they in turn discuss habits and behavior in their own country / city, and their impressions of other cities / regions. Finally, Sts write a short blog about their country or somewhere they have visited.

STUDY LINK
- **Workbook** 11A

Extra photocopiable material

- **Grammar** adverbs (manner and modifiers) *page* 192
- **Communicative** Mime the adverbs *page* 238 (instructions *page* 205)

Optional lead-in (books closed)

- Tell Sts to imagine that they have to go and live for a year in a foreign city. Then tell them, in pairs, to decide which city they would like to go to, and why.
- Get feedback about the cities Sts chose, and their reasons.

1 READING

a Books open. Focus on the photos of the three cities and elicit where they are.

Atlanta – US, Malmö – Sweden, Valencia – Spain

b Elicit / explain the meaning of *first impressions*. Give Sts a few minutes to read the blogs and decide which two cities are mentioned.

Get Sts to compare with a partner, and then check answers. You could ask Sts what helped them to identify the two cities.

Kate is in Atlanta, and Mark is in Malmö.

c Get Sts to read the blogs again and answer the questions.

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

1 Atlanta	5 Atlanta
2 Malmö	6 Malmö
3 Malmö	7 Malmö
4 Atlanta	8 Atlanta

d Tell Sts to read the blogs again slowly and try to find the words to match the definitions given. You could do the first one with the whole class to start them off.

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

1 nowadays	3 lock	5 wooden
2 headquarters	4 depressing	6 casually

Extra idea

- Write on the board on one side the two cities and on the other side the headings from the blogs, i.e. *driving, food, people, weather, houses.*
- Tell Sts to cover the blogs and, in pairs, say what they can remember about the two cities.

e Ask Sts which of the two cities they would prefer to live in. Get Sts to give you reasons. You could also have a show of hands to see if one city is more popular than the other.

2 GRAMMAR adverbs

a Tell Sts to look at the highlighted adverbs in the blogs and answer the four questions.

Check answers.

1 *ly* 2 fast 3 well 4 very, really, and incredibly

b Sts now look at the adverbs in Kate's blog again and answer the two questions.

Check answers.

1 after 2 before

Get Sts to give you an example for each rule (1 = dangerously, 2 = really).

c 5 25 5 26 Tell Sts to go to **Grammar Bank 11A** on *page 144*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

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**.

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modifiers

- The position of these is very straightforward. You may want to point out that you can't use *very* with strong adjectives, e.g. *great*, *fantastic*, *awful*, etc.

Focus on the exercises for **11A** on *page 145*. 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.

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 fashionably
7 badly
8 easily

Tell Sts to go back to the main lesson **11A**.

Extra support

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

d 5 27 Tell Sts they're going to hear six sound effects, and for each sound they must write a sentence using the present continuous and an adverb to describe what's happening.

Play the audio and pause after number 1, so Sts can see how the example sentence (*They're speaking quietly*) describes the sounds.

Now play the other five sounds, pausing after each one to give Sts time to write.

Elicit ideas from Sts.

2 She's driving fast.
3 They're apologizing politely.
4 He's eating noisily.
5 She's singing beautifully / well.
6 He's playing the piano loudly.

5 27
(sound effects)
1 speaking quietly
2 driving fast
3 apologizing politely
4 eating noisily
5 singing beautifully
6 playing the piano loudly

3 PRONUNCIATION word stress

Pronunciation notes

- Adding *-ly* to an adjective does not change the stress pattern at all, e.g. *dangerous – dangerously*. Some Sts have a tendency to stress the adverb ending, e.g. *dangerously*.

a Focus on the first column with the adjectives, and tell Sts, in pairs, to underline the stressed syllable only in the adjectives.

Extra support

- Play the audio first to remind them where the stress is.

b 5 28 Play the audio once for Sts to check answers.

Elicit answers and write the words on the board with the stressed syllable underlined.

5 28
dangerous incredible casual
polite careful perfect
beautiful fashionable unhealthy

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

c 5 29 Now focus on the adverbs. Tell Sts to listen to see if the stress changes, and elicit that it stays the same, even though the extra syllable has been added.

5 29
See adverbs in Student's Book on *page 85*

In pairs, Sts practice saying the adverbs. Alternatively, play the audio again, pausing for them to repeat.

4 LISTENING & SPEAKING

a 5 30 Tell Sts they are now going to listen to Jemma talking about the third city. Elicit from Sts that it is Valencia. Ask them to close their books and just listen to find out if Jemma is positive, negative, or neutral about Valencia. You could write the three adjectives on the board, and then play the audio.

Elicit that Jemma is neutral.

5 30
(audioscript in Student's Book on *pages 122–123*)
Valencia
One of the first things I noticed in Valencia is that people eat out a lot. They spend a lot of time in cafes. You find people having breakfast or tea, not just lunch and dinner. People who work go out to have coffee, they don't have it in their office. In restaurants, one thing that really surprised me was that when people go out in big groups, the men all sit at one end of the table and the women at the other.
Another thing I notice, maybe because I'm a woman myself, is what Spanish women are like, or Valencian women maybe. Of course, I'm a foreigner, but I find that the women here talk very fast and very loudly, much more than the men. Women dress very well, especially older women, and they always look immaculate!
Finally, there's a myth that the Spanish don't work hard, but I don't think it's true, it's just that they work different hours. People have a long lunch break, but they leave work very late.

b Focus on the task and the blanks in the sentences. Tell Sts that you are going to play the audio twice. Play the audio and, in pairs, Sts complete the sentences.

Play the audio again and then check answers.

1 cafes
2 work
3 coffee
4 office
5 the men
6 the women
7 fast
8 loudly
9 very well
10 work hard
11 true
12 long
13 late

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *pages 122–123*, so they can see exactly what they understood. Translate / explain any new words or phrases.

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c Put Sts into small groups. Then focus on the bullet points in 1 and 2 and make sure Sts understand all the verb phrases, e.g. *treat tourists*, *behave*, etc. Demonstrate first if you are from a different country / city, by telling Sts, e.g. *In the US people drive very carefully.*

Give Sts time in their groups to discuss all the points.

Get some feedback from various groups.

5 WRITING

Tell Sts to look back at all the headings in the three blogs and to choose two headings they want to write about, e.g. *The driving*, *The food*, etc. They need to write one paragraph for each heading about their own country or a country they have visited.

When Sts have finished, you could put their writing around the classroom for Sts to read, and then ask if Sts would like to visit any of the places they read about.

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G verbs + infinitive
V verbs that take the infinitive
P sentence stress

11B What do you want to do?

Lesson plan

This lesson is based on a website called *43Things* on which people post their ambitions and other visitors to the site offer advice as to how to achieve them. In the first half of the lesson, Sts read and talk about people's ambitions. In Grammar they focus on the structure verb + infinitive, which is common when talking about ambitions, e.g. *I want to climb a mountain*, and they learn some common verbs that are followed by the infinitive. In the second half of the lesson, Sts work on sentence stress and talk about their own ambitions. The writing task, which links back to the reading, involves writing an ambition and then advising someone about how to achieve their ambition. Finally, the lesson ends with a song, *Don't Tell Me That It's Over*.

STUDY LINK
- **Workbook** 11B

Extra photocopiable material

- **Grammar** verbs + infinitive *page* 193
- **Communicative** Hopes and plans *page* 239 (instructions *page* 206)
- **Song** *Don't Tell Me That It's Over page* 279 (instructions *page* 267)

Optional lead-in (books closed)

- Write AMBITION on the board and elicit the meaning (= sth you really want to do). Then get Sts to write down one ambition that they have, e.g. *go to America*. Get feedback and write the ambitions on the board.

1 READING & SPEAKING

a Books open. Get Sts to read about the website and answer the question.

Check the answer and make sure Sts understand all the vocabulary, e.g. *trivial*, *respond*, etc.

People write things they want to do (their ambitions) and others answer, writing about their experience or giving advice.

b Focus on the task. Give Sts time to read some people's ambitions and responses (A–E). If you did the **Optional lead-in**, you could also elicit if any of the ambitions Sts came up with are on the list.

Demonstrate the activity when they have read the text by eliciting what **A**'s ambition is (spend less time on the Internet). Now give Sts time to match the right ambitions with the responses.

Get Sts to compare with a partner, and then check answers. Ask Sts whether they think the advice is good or not and why.

A spend less time on the Internet	D learn to cook
B learn to speak Italian	E become a Goth
C have very long hair	

c Focus on the task and tell Sts to complete phrases 1–9 with a verb from the list.

Check answers. Model and drill pronunciation.

1 climb	3 learn	5 download	7 become	9 bite
2 go	4 spend	6 choose	8 visit	

Extra challenge
- Get Sts to cover the texts and complete the phrases from memory.

d Now tell Sts to cover the verbs and look at the phrases. Can they remember the verbs? Alternatively, put Sts in pairs, and get **A**s to close their books and **B**s read the second half of the phrase, e.g. **B** *a Goth*, **A** *become*. They then change roles.

2 GRAMMAR verbs + infinitive

a Tell Sts to look at the highlighted verbs in the texts and answer the questions.

Check answers.

The next verb is an infinitive.
Like is different (it is followed by *-ing*).

b 5.31 Tell Sts to go to **Grammar Bank 11B** on *page 144*. Focus on the example sentences and play the audio for Sts to listen and repeat. Highlight the sentence rhythm, the weak pronunciation of *to* /tə/, and the pronunciation of *would* /wʊd/, reminding Sts that the *l* is silent. Then go through the rules with the class.

Additional grammar notes

– *Live* is often known as the base form and *to live* as "the infinitive with *to*" or "the full infinitive". The negative is formed by adding *not*, e.g. *to be or not to be*.

– The base form (*live*) is used, for example, in questions and negatives with *do* / *does* and *did*, e.g. *Where do you live? I don't live here.*

– The full infinitive (*to live*) is used very widely in English. One of its main uses is after a lot of common verbs like *want*, *need*, *decide*, *hope*, etc., e.g. *I want to live in the city.*

- Some verbs, a smaller group, are followed by the gerund (*-ing*), e.g. *like*, *love*, *hate* (*I like cooking*), which Sts learned in **6B**.

- However, some native speakers, particularly Americans, use the infinitive after *like*, e.g. *I like to cook*.

Focus on the exercises for **11B** on *page 145*. Sts do the exercises individually or in pairs.

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Check answers, getting Sts to read the full sentences.

a	1 to drive	5 to stay	9 to go
	2 to buy	6 to see	10 to leave
	3 to be	7 to get married	
	4 to call	8 to pass	
b	1 to have	5 to play	9 to wear
	2 to drive	6 to have	10 cooking
	3 to travel	7 going	
	4 relaxing	8 reading	

Tell Sts to go back to the main lesson **11B**.

Extra support

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

3 PRONUNCIATION sentence stress

a 5 32 Play the audio once for Sts to listen to the rhythm.

> 5 32
> See dialogue in Student's Book on *page 87*

Ask Sts how *to* is pronounced and elicit that it is /tə/. Make sure Sts pronounce *would* /wʊd/ correctly and do not pronounce the *l*.

Now play the audio again, pausing after each line for Sts to repeat.

b 5 33 Tell Sts that all the stressed words are missing from the dialogue. Play the audio for Sts to just listen the first time.

> 5 33
> A **Would** you **like** to **get** a **new job**?
> B **Yes**, I'd **love** to.
> A **Why**?
> B **Because** I **hate** my job. It's **really boring**.

Play the audio again, pausing after each sentence for Sts to write the missing words. Get Sts to compare with a partner and then play the audio again if necessary. Check answers.

c Put Sts in pairs and get them to practice the dialogues in **a** and **b**. Monitor and encourage Sts to say the stressed words more strongly.

Get a few pairs to read the dialogues to the class.

Extra challenge

- Ask Sts to memorize the two dialogues, then close their books and practice saying them.

d Put Sts in pairs and focus on the task. They take turns choosing an ambition from **What do you want to do with your life?** and then ask their partner questions using *Would you like to...?* Before they start, focus on the speech bubbles and tell Sts to ask and answer like this.

Extra challenge

- Tell Sts to expand their answers, for example:
  A *Would you like to climb Mount Kilimanjaro?*
  B *No, I wouldn't, but I would like to climb Mt. Everest.*

Get some feedback from various pairs on their partner's ambitions.

4 SPEAKING

Give Sts a few minutes to look at the bullet points and think about their answers.

Now focus on the instructions and put Sts in pairs. Monitor and help Sts, especially correcting any errors with infinitives.

Get some feedback. Find out if any Sts had the same ambitions or if any ambitions were surprising.

5 WRITING

a Tell Sts to think of three ambitions. Either give them a strip of paper each or ask them to write on a piece of paper. Collect the pieces of paper and write them on the board or tape them on to a big piece of paper.

b Sts now read all the ambitions and choose one they would like to respond to. Tell them to look back at the responses in **1b** and to write about their own experience or to give advice.

When Sts have finished, collect all the responses. Redistribute the pieces of paper, making sure Sts do not get their own piece of writing.

In pairs, Sts read their response, match it to an ambition, and discuss it with their partner – is it good advice?

6 5 34 SONG *Don't Tell Me That It's Over* ♫

This song was originally made famous by Scottish singer Amy Macdonald in 2010. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopiable activity on *page 279*.

> 5 34
> ***Don't Tell Me That It's Over***
>
> Tell me why this world is a mess.
> I thought you always tried your best.
> Tell me what am I to do?
> Maybe you should do it, too.
> Tell me why they're sleeping alone,
> No house nowhere to call a home.
> Tell me what I'm meant to see.
> Won't you stop preaching at me?
>
> ***Chorus***
> And I wanna see what it's all about,
> And I wanna live, wanna give something back.
> Don't tell me that it's over; it's only just begun.
> Don't tell me that it's over; or that this song is sung;
> This song is sung.
>
> All the money in the world would never
> Set all the wrongs to right;
> All the fire in the world could never
> Set my heart alight.
> I dream of a day when it's all gone away and
> The sun is shining bright;
> I dream of a day when it's all gone away but
> Dreams are for night.
>
> ***Chorus***
>
> Don't tell that it's over, please; I'm on my knees;
> I'm begging you to stop.
> It's over; please, I'm on my knees;
> I'm begging you to stop.
>
> ***Chorus***

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G articles
V the Internet
P word stress

11C Men, women, and the Internet

Lesson plan

After the focus on one website in **11B**, this lesson looks at the Internet in general and in particular how it is used in different ways by men and women. This provides the context for learning vocabulary related to the Internet and for a grammar focus on the uses of the definite and indefinite article that Sts have seen so far in the course. The lesson starts with the introduction of some useful Internet-related language. Sts then talk about how they use the Internet, and they listen to an interview with a marketing expert talking about how men and women in the US use the Internet in different ways. This is followed by the grammar focus, which review the uses of the articles that have come up so far, with a special focus on the non-use of articles when generalizing, e.g. talking about men and women in general. The lesson finishes with an oral activity that review the different uses.

STUDY LINK
- **Workbook** 11C
- **Online practice**
- **iChecker**

Extra photocopiable material

- **Grammar** articles: *a*, *the*, and no article (–) *page* 194
- **Communicative** Speak for 60 seconds *page* 240 (instructions *page* 206)

Optional lead-in (books closed)

- Put Sts in pairs and tell them they have one minute to write down as many words / phrases related to the Internet as they can.
- When time is up, ask the pairs to count how many they have. Elicit the words and phrases onto the board and clarify meaning. Model and drill pronunciation. Leave the words on the board.

1 VOCABULARY & PRONUNCIATION

the Internet

a Books open. Focus on the photos and elicit what all the websites are: Google is a search engine and Google Maps provides maps and directions, Twitter and Facebook are social networking websites, iTunes is a website that allows people to download music and videos, Amazon is an online shopping website, CBS News contains news stories and videos, Skype allows users to make voice and video calls over the Internet, Barclays is a bank, Slim Secrets is a website about healthy eating, World of Warcraft is an online multiplayer game, and Flickr is an image and video hosting website.

Then focus on the questions. Make sure Sts understand the noun *pleasure*. Model and drill its pronunciation.

Give Sts, in pairs, a few minutes to discuss the questions. Get some feedback from the class.

b Focus Sts' attention on the words in the list. Tell them to match each word or phrase with a definition. Draw Sts' attention to the **Dictionary abbreviations** box before they start. Do not check answers yet.

c 5 35 Now tell Sts to listen to the audio and check their answers.

Check answers.

5 35

1	online	6	Skype
2	attachment	7	log in
3	upload	8	Wi-Fi
4	download	9	social network
5	Google	10	search for

Play the audio again if necessary, pausing after each word to give Sts time to underline the stressed syllable.

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

2 SPEAKING & LISTENING

a Focus on the task. In pairs, Sts look at the list of things people do on the Internet and say how often they do each one. Make sure Sts understand all the vocabulary, e.g. *a forum*, *diet*, etc. Before they start, focus on the speech bubble and highlight that Sts should return the question with *What about you?*

Get some feedback from the class.

b Now tell Sts to go through the list again and decide who does each thing more – men (M), women (W), or is there no difference between the genders (ND)?

Elicit opinions from the class for each one.

c 5 36 Focus on the instructions and elicit / explain the meaning of *expert*. Sts should listen and check their answers to **b**. Tell Sts that you are going to play the audio twice. Play the audio the whole way through, then once again, pausing if necessary to give Sts time to do the task.

Check answers.

send personal emails	W
send emails for work	M
read the news	M
buy things on shopping websites	W
buy things on eBay (or a similar site)	M
get sports information	M
visit websites about health and medicine	W
use social networks	W
play games	M
download music	M
visit forums about diet or caring for children	W
use online banking	ND
use online maps for directions	W
book tickets and hotels online	ND

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5 36))

(audioscript in Student's Book on *page 123*)

I = interviewer, E = expert

I Today, most people spend a lot of time every day online, but do men and women use the Internet in the same way?

E Research shows that in general, they use the Internet in different ways. For example, men and women both use the Internet to send emails, but men send more work emails, while women send more personal emails to friends and family.

I What about online shopping?

E As you can imagine, women do more Internet shopping than men. They often use online stores to buy things for the house, clothes, toys, and so on. Men, on the other hand, prefer buying things on auction sites like eBay.

I What other sites are more popular with men?

E News sites are more popular with men than with women. Men also like visiting sports sites where they can find out, for example, game scores. In general, men use the Internet a lot for fun. They download music and play games much more than women do.

I What do women do more than men?

E Well, women often use the Internet to get information about health and medicine. And they are also more interested in websites that give them advice, for example, websites that give advice about how to be good parents, or diet websites that help them to lose weight. They also use the Internet for directions much more than men. They use websites like Google maps when they need to go somewhere new. And they use social networks like Facebook more than men do.

I Are there some things that both men and women do?

E Yes, they both use the Internet to book tickets for trains and planes, and to book hotels. They also both use online banking, for example, to pay bills or make transfers.

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 123*, so they can see exactly what they understood. Translate / explain any new words or phrases.

d Remind Sts that the information they just heard was for the US. Ask Sts to say whether they think the situation is the same in their country.

3 GRAMMAR articles

a Tell Sts to read the email and fill in the blanks with *a*, *an*, *the*, or no article.

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

1 a	4 –	7 the	10 an
2 the	5 a	8 –	11 the
3 –	6 –	9 –	

b 5 37)) Tell Sts to go to **Grammar Bank 11C** on *page 144*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

- This lesson pulls together uses of the definite and indefinite article (and non uses) that Sts have seen so far.
- The Grammar Bank information covers the basic uses of the article but is not exhaustive, as some of the more complex rules, e.g. the use of articles with geographical words, will be dealt with later in the course. The difficulties your Sts have with articles will depend to a large extent on how articles are used or not used in their L1.

Focus on the exercises for **11C** on *page 145*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a 1 at college	6 the best	
2 a cup of tea	7 a lawyer	
3 on the weekend	8 the man	
4 twice a week	9 the door	
5 novels	10 breakfast	
b 1 –	6 The	
2 a	7 the	
3 The	8 the	
4 –	9 –	
5 an	10 a	

Tell Sts to go back to the main lesson **11C**.

Extra support

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

c The idea of this exercise is to get Sts talking on topics that will encourage them to use articles in a correct way.

Put Sts in pairs, **A** and **B**, and go through the instructions with them. Focus on the speech bubbles and highlight that because the person is speaking in general, they say *fish, strawberries* and not *the fish, the strawberries*.

A chooses a circle and talks about the three things. **B** listens, reacts, and asks extra questions. Monitor and help Sts, making sure that they use articles correctly.

B then chooses a circle and talks about three things, and **A** asks for more information. Monitor and help as before.

When Sts have finished the activity, get feedback to see if any of the information was surprising / funny / interesting, etc.

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Vocabulary public transportation: *a bus, a plane*, etc.
Function taking public transportation; using common phrases
Language *Could you call me a taxi, please? Could I have a receipt?*

PRACTICAL ENGLISH
Episode 6 Going home

Lesson plan

In this final Practical English lesson, Sts learn some vocabulary related to transportation and functional language for using public transportation. It's Jenny's final morning in London, and Rob goes to the hotel to say goodbye. Jenny says that she has shown some of his articles to Barbara, her boss in New York, and that they would like him to go to New York for a month and write a column for *New York 24seven* and a daily blog. Rob is excited about the idea, but asks for time to think about it. Jenny takes a taxi and then a train to get to Heathrow airport, but when she arrives she discovers that she has left her cell phone in the hotel. At that moment, Rob arrives with the phone and tells her that he wants to accept Barbara's offer and go to New York. He finally discovers who Eddie is.

The story is continued in New York in *American English File* Level 2.

STUDY LINK
- **Workbook** Going home

Test and Assessment CD-ROM
- Quick Test 11
- File 11 Test

Optional lead-in (books closed)
- Elicit what happened in the last episode by asking some questions, e.g. *Where did Daniel take Jenny? What did Daniel say to Jenny after the meal? Was she happy about this? Who called her during the meal? Was it good news or bad news?*
- Alternatively, you could play the last scene of Episode 5.

1 VIDEO JENNY'S LAST MORNING

a 5 38 Books open. Focus on the photos and elicit what Sts think is happening.

Focus on sentences 1–6 and go through them with Sts. Then play the audio once the whole way through for them to mark the sentences T (true) or F (false). Make it clear that they don't need to correct the false sentences yet. Play again if necessary.

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

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

5 38
(audioscript in Student's Book on *page 123*)
R = **Rob**, J = **Jenny**
J Rob!
R Jenny, hi. Sorry I'm a bit late.
J No problem.
R Really?
J Really!
R I got your message.
J Would you like a coffee or something?
R No, I'm fine thanks. So what did you want to talk about? You think London is the best city in the world and you don't want to go home.
J Not exactly... We'd like you to come to New York.
R Me? To New York?!
J I talked to Barbara about you. You know, Barbara, my boss? She loves your articles, too. So... would you like to come over to New York and work for us? Just for a month. And write a column for *New York24seven*. And maybe a daily blog?
R Wow, sounds great! What could I call it? *An Englishman in New York*?
J Why not! Are you interested?
R Yes, very. It's amazing! But I need to think about it.
J Of course.
R When do I need to decide?
J Before the end of the week?
R OK, great. Thank you.
J And now, I really have to go.

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

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

2 He **doesn't** want a coffee.
4 The job is for a **month**.
5 It could be called ***An Englishman*** *in New York*.

Ask Sts what they think Rob is going to do, but don't tell them yet.

Extra support
- If there's time, you could get Sts to listen again with the audioscript on *page 123*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

2 VOCABULARY public transportation

a Focus on the task and get Sts to match the words and pictures.

Get Sts to compare with a partner.

b 5 39 Play the audio for Sts to listen and check.

5 39
4 train 6 taxi 3 ferry
1 plane 2 bus 5 subway

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

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c Focus on the task and get Sts to complete the four headings with a word from **a**.

Get Sts to compare with a partner, and then check answers. Go through the four texts dealing with new vocabulary, and model and drill pronunciation.

1 taxi 2 plane 3 subway 4 bus

d Write the four types of transportation on the board. Get Sts to close their books. Then elicit the four facts for each type, e.g. ask *How can you get a taxi?* (wave your hand) *What's another word for a taxi?* (a cab), etc.

3 VIDEO GETTING TO THE AIRPORT

a 5 40 Focus on the three photos at the bottom of the page and elicit what Sts think is happening and who the people are (the hotel receptionist, a taxi driver, a ticket clerk). Model and drill the pronunciation of *clerk* /klɔrk/.

Focus on the instructions and the question. Alternatively, you could get Sts to close their books and write the question on the board.

Play the audio once the whole way through.

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

Check answers.

She gets a taxi and a train.

5 40 5 41

J = **Jenny**, R = **receptionist**, T = **taxi driver**, TC = **ticket clerk**

J Could you call me a taxi, please? (*repeat*)
R Yes, of course. **Where** to?
J To Paddington station. (*repeat*)
R And when would you like it **for**?
J Now, please. (*repeat*)

J How much is it? (*repeat*)
T That's £**13.60**, please.
J Make it £15. (*repeat*) And could I have a receipt? (*repeat*)
T Thank you very much, **madam**.

J Could I have a ticket to Heathrow Airport, please? (*repeat*)
TC Single or **return**?
J Single, please. (*repeat*)
TC Standard or **first** class?
J Standard, please. (*repeat*)
T That's £18.
J Can I pay by credit card? (*repeat*)
TC Yes, of **course**.

b Now focus on the dialogue in the chart. Ask Sts *Who says the **You Hear** sentences in each conversation?* and elicit that first it is the receptionist, then the taxi driver, and then the man at the ticket office.

Then ask *Who says the **You Say** sentences?* and elicit that it is Jenny. Tell Sts that if they want someone to call them a taxi, or want to use public transportation, they will need the **You Say** phrases.

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

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

See words in **bold** in audioscript 5.40

Go through the dialogue line by line with Sts, helping them with any words or expressions they don't understand. Highlight that *a single ticket* = one way only and *a return ticket* = to a place and then back again, and that *standard* = a normal ticket and *first class* = you pay more and travel in a more comfortable part of the train. Highlight also the useful phrase *Can I have 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*.

c 5 41 Now focus on the **You Say** phrases. Tell Sts they're going to hear the dialogue again. They should repeat the **You Say** phrases when they hear the beep.

Play the audio, pausing if necessary for Sts to repeat the phrases. Encourage them to copy the rhythm and intonation.

d Put Sts in pairs, **A** and **B**. Tell **A** to read the part of the receptionist, the taxi driver, and the man in the ticket office, and **B** to read Jenny. In pairs, Sts read the dialogue aloud. Then **A** and **B** change roles.

e Sts now role-play the conversations. In the same pairs, they read the information for their roles. Tell Sts that Gatwick is another of the London airports (there are five altogether).

Extra support

- You could write Victoria Station and Gatwick Airport on the board to help the **B**s remember where they want to go.

Make sure Sts change roles when they have finished.

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

4 VIDEO SAYING GOODBYE

a 5 42 Focus on the picture and ask Sts what's happening.

Focus on the questions and give Sts time to read them.

Play the audio once the whole way through.

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

Check answers.

1 Her cell phone.
2 Rob brings it to the airport.
3 Rob has decided to go to New York.
4 No, because he lives in California.
5 Eddie is Jenny's younger brother. He is 19.

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5 42

(audioscript in Student's Book on *page 123*)
J = **Jenny**, R = **Rob**, A = **Announcement**
J Where is it? Where's my phone?!
R Are you looking for this?
J Rob! I can't believe it! My phone! You're a hero. Thank you so much.
R No problem. It gave me a chance to see you again. And I had more time to think about your offer.
J And?
R I'd love to accept. I really want to come and work in New York.
J That's great, Rob! I'm so happy.
R Me, too. Oh, you had a call from Eddie. I didn't answer it. Is he going to meet you at the airport?
J Eddie? No. He's at college in California.
R In California? Does he teach there?
J Teach? No, he's a student.
R A student?
J Well, he's only 19. Eddie's my brother.
A Next departure flight 232 to New York is now ready for boarding.
J I need to go.
R Well, have a good journey.
J Thanks, Rob. Bye.
R Bye. And see you in New York!

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 123*, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

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

In pairs, Sts decide who says them.

c 5 43 Play the audio for Sts to listen and check.

5 43
I can't believe it! **Jenny**
Thank you so much. **Jenny**
I'd love to accept. **Rob**
I'm so happy. **Jenny**
Have a good journey. **Rob**
See you in New York. **Rob**

If you know your Sts' L1, you could get them to translate the phrases. If not, get Sts to take a look at the phrases again in context in the audioscript on *page 123*.

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

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

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G present perfect
V irregular past participles
P sentence stress

12A Books and movies

Lesson plan

The topic of movies that are based on books provides the context to introduce the present perfect. The lesson begins with the grammar presentation through a conversation about a movie. The pronunciation focus is on sentence stress, and vocabulary looks at common irregular past participles. The main context of the final speaking and listening activity is a survey asking about movie experiences, and Sts learn how to ask present perfect questions with *ever*.

Note: In **12B** Sts learn other regular and irregular past participles, and contrast the present perfect with the simple past.

STUDY LINK
- **Workbook** 12A

Extra photocopiable material

- **Grammar** present perfect *page 195*
- **Communicative** Have you done it? *page 241* (instructions *page 207*)
- **Song** *Flashdance page 280* (instructions *page 268*)

Optional lead-in (books closed)

- Write the following movie questionnaire on the board:
  HOW OFTEN DO YOU GO TO THE MOVIES?
  HOW OFTEN DO YOU WATCH A MOVIE ON TV OR DVD?
  WHAT KINDS OF MOVIES DO YOU LIKE?
  WHAT'S THE LAST MOVIE YOU SAW? DID YOU LIKE IT?
  WHY (NOT)?
  DO YOU HAVE A FAVORITE ACTOR OR DIRECTOR?
- Get Sts to ask you first. Then they ask and answer in pairs.

1 GRAMMAR present perfect

a Books open. Focus on the images from movies and elicit what they have in common.

! Sts may need help with the titles, which may have been translated differently in their country.

They are all based on books.

b 5 44 Tell Sts they are going to listen to a telephone conversation between Alan and Lucy, and they must listen for the two things they are going to do that evening. Write the question on the board.

Play the audio once the whole way through.

Check answers.

They are going to order pizza and watch *Eclipse*.

5 44
See conversation in Student's Book on *page 92*

c Tell Sts to read the conversation while they listen again. Play the audio the whole way through again.

Now focus on the chart and ask Sts, in pairs, to complete it and to answer questions 1–3.

Check answers.

⊟ I **haven't seen** the movie. ? **Have** you **seen** the movie?
1 've = I have. *seen* is from the verb *see*.
2 ⊞ He's seen the movie.
⊟ He hasn't seen the movie.
? Has he seen the movie?
3 No, we don't.

d 5 45 Tell Sts to go to **Grammar Bank 12A** on *page 146*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

Additional grammar notes

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

- 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, those 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 exercises for **12A** on *page 147*. 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.

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a 1 She hasn't read the book.
2 You haven't washed the dishes.
3 We've done the housework.
4 He's been sick.
5 They haven't eaten Japanese food before.

b 1 I've forgotten your name.
2 My boyfriend hasn't worn his new shirt.
3 Have you spoken to your boss?
4 They haven't done their homework.
5 Has your brother worked in New York?
6 The train has left the train station.
7 We haven't taken any photos.
8 Have the children eaten all the cookies?
9 My girlfriend hasn't called me today.
10 Janet has left her book at home.

c 1 He's broken his leg.
2 They've gone to the beach.
3 He's fallen off his motorcycle.
4 She's read the newspaper.
5 They've bought a new car.

Tell Sts to go back to the main lesson **12A**.

Extra support

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

e In pairs, Sts look at the images of the movies and discuss which ones they've seen and which books they've read. Focus on the examples in the speech bubbles and demonstrate the activity by talking about the movies / books yourself.

Get some feedback from the class.

2 PRONUNCIATION sentence stress

a 5 46 Focus on the image of *The Hobbit* and elicit / explain that it is a fantasy novel by J. R. R. Tolkien, the author of *The Lord of the Rings*, and has been made into a movie. Focus on the dialogue. Play the audio once for Sts just to listen.

5 46
See dialogue in Student's Book on *page 93*

Now play it again, pausing after each line for Sts to repeat. Remind Sts that the larger words are the ones they should stress more strongly.

Get Sts to practice the dialogue in pairs, changing roles.

b Tell Sts to think of three more movies from books. Monitor and help Sts write their three movie titles.

! In a monolingual class, if you don't know how to translate some movie titles into English, you can use the version in your Sts' language.

Extra support

- Some Sts might have trouble thinking of movies, so put Sts in pairs to brainstorm some movie titles and then write them on the board.

Sts ask and answer with a partner. Monitor, helping Sts get the right rhythm in their questions.

Get feedback from the class.

Extra challenge

- If Sts have seen a movie and read the book, ask which one they preferred and why.

3 VOCABULARY

irregular past participles

a Tell Sts to focus on the last column of the chart. Explain that these are irregular past participles and that they need to write the infinitive and the simple past in the relevant columns. You may want to point out that all except one of them (*left*) are different from the simple past.

Get Sts to compare their answers with a partner.

b 5 47 Play the audio for Sts to listen and check.

Check answers.

5 47
1 be, was / were, been
2 break, broke, broken
3 do, did, done
4 eat, ate, eaten
5 fall, fell, fallen
6 forget, forgot, forgotten
7 go, went, gone
8 leave, left, left
9 sing, sang, sung
10 speak, spoke, spoken
11 take, took, taken
12 wear, wore, worn

Play the audio again, pausing after each past participle for Sts to repeat the three forms. Help with pronunciation where necessary. Point out that *gone* has two pronunciations: /gɔn/ and /gɑn/. The difference is very subtle, but Sts might like to focus on the first one by comparing it to the sound in *saw*.

c 5 48 Focus on the instructions and the example, and tell Sts they are going to hear the infinitive and they must say the simple past and the past participle. Tell Sts that the verbs are from **a**, but they will hear them in a different order. Play the audio for Sts to see what they have to do. Get Sts to either cover **a** or to close their books. If Sts close their books, write SIMPLE PAST and PAST PARTICIPLE on the board.

Then play the audio, pausing after each infinitive, and elicit the simple past and past participle from the whole class. Then repeat the activity, eliciting responses from individual Sts.

5 48
1 be (*pause*) was / were, been
2 speak (*pause*) spoke, spoken
3 leave (*pause*) left, left
4 write (*pause*) wrote, written
5 take (*pause*) took, taken
6 break (*pause*) broke, broken
7 eat (*pause*) ate, eaten
8 wear (*pause*) wore, worn
9 do (*pause*) did, done
10 fall (*pause*) fell, fallen
11 go (*pause*) went, gone
12 sing (*pause*) sang, sung

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.

1 done	5 spoken
2 forgotten	6 worn
3 taken	7 fallen
4 gone	8 broken / forgotten

e Tell Sts to cover the **Verb** column, and to say the sentences, completing them from memory.

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4 SPEAKING & LISTENING

a Focus on the MOVIE EXPERIENCES questionnaire and go through 1–7, making sure Sts understand the vocabulary, e.g. *soundtrack*, *appear*, etc. Give Sts a few minutes to put the verbs in parentheses into the past participle and then check answers. Model and drill pronunciation.

1 fallen	4 seen	7 appeared
2 bought	5 cried	
3 left	6 seen	

b Tell Sts they need to turn 1–7 in **a** into questions using *Have you ever...?* Elicit / teach that *ever* = (at some time) in your life. Get Sts to ask you the first question. If you answer *Yes*, get them to ask *What movie was it?* If you answer *No*, get them to ask question 2, etc., until you answer *Yes*.

Elicit all seven questions from the class before they start.

Set a time limit, e.g. five minutes. Tell Sts to stand up and start. Take part in the activity yourself. Tell Sts they must try to find a different person for each question.

Stop the activity after five minutes (or when you think Sts have had enough, or when someone has found people for all the questions). Get Sts to sit down again.

Get feedback. Ask a student *Did anyone say "yes" to question 1?* and elicit the student's name. Then ask him / her what movie it was.

Do the same for the other questions.

! Make sure Sts don't use the present perfect in answer to the question *What movie was it?* They should just answer with the movie title or say *It was...*

c 5 49 Now tell Sts they are going to listen to three people answering one of the questions in **a**. Play the audio for Sts to find out which question they are answering.

Check the answer.

Have you ever seen a movie more than three times? (question 4)

5 49

(audioscript in Student's Book on *page 123*)

1 Yes, I have. I don't usually see movies more than once or twice, but I've probably seen *It's a Wonderful Life*, the old Frank Capra movie, at least six or seven times because it's on TV every Christmas. It's usually on just after lunch on Christmas Day, which is when I'm full and a little sleepy and I want to sit on the sofa and watch a movie. Actually, I think it's a great movie.
2 Yes, *The Empire Strikes Back*, the second *Star Wars* movie, well, the fifth episode in the series. I've seen it about 20 times probably. It's my favorite movie of all time, and when I meet a girl, I always watch it with her. It's a kind of test. If she doesn't like the movie, then I think that our relationship isn't going to work.
3 Yes, I have. *Flashdance*. I've seen it, oh, more than a hundred times. I absolutely love it. I love the music, and the movie just makes me feel good. Whenever I feel depressed I think, OK, I'm going to watch *Flashdance*. It always makes me feel better. I've bought the DVD three times because after you've played a DVD a lot, it doesn't work well.

d Now tell Sts that they should listen again and complete the chart. Play the audio, pausing after each speaker to give Sts time to write.

Check answers.

1 *It's a Wonderful Life.*
Six or seven times.
Because it is on TV every Christmas and she thinks it is a very good movie.
2 *The Empire Strikes Back.*
About 20 times.
It's his favorite movie. He uses it as a test for new girlfriends.
3 *Flashdance.*
More than a hundred times.
She loves the music, and the movie makes her feel good.

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 123*, so they can see exactly what they understood. Translate / explain any new words or phrases.

Extra challenge

- Ask Sts if they know someone who has seen a movie many times. The listening might have brought back memories. Also ask them what they think of Speaker 2's idea of showing his favorite movie to a new girlfriend as a kind of test.

5 5 50 SONG *Flashdance*

This song was originally made famous by the American singer and actress Irene Cara in 1983. For copyright reasons, this is a cover version. If you want to do this song in class, use the photocopiable activity on *page 280*.

5 50

Flashdance

First, when there's nothing but a slow glowing dream
That your fear seems to hide deep inside your mind;
All alone I have cried silent tears full of pride
In a world made of steel, made of stone.

Well I hear the music, close my eyes, feel the rhythm
Wrap around, take a hold of my heart.

Chorus
What a feeling, being's believing;
I can have it all, now I'm dancing for my life.
Take your passion, and make it happen;
Pictures come alive, you can dance right through your life.

Now I hear the music, close my eyes, I am rhythm;
In a flash it takes hold of my heart.

Chorus

What a feeling – I am music now,
Being's believing – I am rhythm now;
Pictures come alive, you can dance right through your life.
What a feeling – I can really have it all,
What a feeling – Pictures come alive when I call;
I can have it all – I can really have it all
Pictures come alive when I call
What a feeling – I can have it all
Being's believing
Take your passion
Make it happen
What a feeling

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G present perfect or simple past?
V more irregular past participles
P irregular past participles

12B I've never been there!

Lesson plan

The main context of the lesson is a conversation between a young man and woman about where to go for dinner. The man has a memory lapse, which provokes an angry reaction in his partner. Their conversation contrasts the present perfect and the simple past in a natural context: *Have you been to…? When did you go? Why did you go there?* The lesson starts with a listening activity inspired by a real episode in an American TV series in which 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 regular and irregular past participles. The lesson finishes with a speaking activity in which they ask opening questions in the present perfect with *recently* and *ever*, and then they ask simple follow-up questions using the simple past.

STUDY LINK
- **Workbook** 12B

Extra photocopiable material

- **Grammar** present perfect or simple past? *page 196*
- **Communicative** Have you ever ...? *page 242* (instructions *page 207*)

Optional lead-in (books closed)

- Test Sts on the irregular past participles they learned in **12A** (Vocabulary) by writing some of the infinitives on the board and getting Sts, in pairs, to write the simple past and past participle for each verb, e.g.
  BE BREAK DO EAT FALL FORGET, etc.
- You could also mix some regular verbs in as well.

1 LISTENING

a Books open. Do the questions as a whole class activity. Tell Sts if you are following any TV series yourself.

b 5 51 Tell Sts to look at the caption about the American TV series and the photo. Ask these questions to set the scene before playing the audio, e.g. *Who can you see in the image?* (Jess and Matt), *What do you think their relationship is?* (girlfriend / boyfriend), *Why is Jess happy?* (Because Matt is talking about her birthday).

Focus on questions 1 and 2. Now play the audio for Sts to listen and answer the questions. Play again if necessary.

Check answers.

1 The Peking Duck ✓ Appetito ✓ Luigi's ✗
2 No, they don't.

5 51
(audioscript in Student's Book on *page 123*)
J = **Jess**, M = **Matt**
J So, where are you going to take me for my birthday?
M I want to take you somewhere really nice. Have you been to *The Peking Duck* on 24th Street?
J On 24th Street. Yes, I have.
M Oh, no! When did you go there?
J Last month. I went with some people from work.
M OK. Somewhere else. Have you ever eaten at *Appetito* on 2nd Avenue? They make delicious pasta.
J I know. I've been there twice. But we could go there. I love Italian food.
M No, listen... why don't we go back to *Luigi's*? We had an amazing meal last time. Do you remember? The Italian waiter sang for you. It was so romantic!
J No, I don't remember.
M You don't?
J No, I don't remember because it wasn't me. I've never been to *Luigi's*.
M Oh. My bad memory again.
J So who did you go there with? With your ex-girlfriend?
M No, no, I went there with... my sister. Yes, with my sister.
J Your sister, huh? Let's forget it. I don't think I want to go out on my birthday.

c Give Sts a few minutes to read questions 1–6. Then play the audio again.

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

1 She went last month with people from work.
2 She has been to *Appetito* twice.
3 The waiter sang for Jess.
4 Jess is angry because she has never been to Luigi's, so Matt went with someone else.
5 She thinks he went with his ex-girlfriend.
6 He says he went with his sister. (Sts' own answers)

Extra support

- If there's time, you could get Sts to listen again with the audioscript on *page 123*, so they can see exactly what they understood. Translate / explain any new words or phrases.

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 the questions in pairs.

Check answers.

1 present perfect
2 simple past
3 the second question

b 5 52 5 53 Tell Sts to go to **Grammar Bank 12B** on *page 146*. Focus on the example sentences and play the audio for Sts to listen and repeat. Then go through the rules with the class.

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Additional grammar notes

Present perfect or simple past?

- This is intended as a gentle introduction to the contrast between the present perfect and the simple past.
- Many conversations typically begin with an opening question in the present perfect, e.g. *Have you been to the new French restaurant? Yes, I have* and continue in the past tense, e.g. *What did you think of it? I loved it.*
- This grammar point will be dealt with in more detail in *American English File* Level 2.

***been* or *gone*?**

- This can be a tricky grammar point for Sts to assimilate. Instead of *Have you been to Mexico?* Sts often say (incorrectly) *Have you gone to Mexico?* or *Have you been in Mexico?*

Focus on the exercises for **12B** on *page 147*. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

a	1 haven't bought	4 Have you ever won
	2 gave	5 had
	3 spent	
b	1 gone	4 been
	2 been	5 been
	3 gone	
c	1 Have, visited	6 flew
	2 went	7 did, stay
	3 did, go	8 had
	4 paid	9 Has, taken
	5 did, get	10 stopped

Extra idea

- Get Sts to read the dialogue in **c** to practice their pronunciation.

Tell Sts to go back to the main lesson **12B**.

Extra support

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

c Explain / elicit that the name of the game *Guess where I've been* means *Guess places I have visited*.

Demonstrate the activity. Write the names of six cities (abroad or in your country) Three of these should be cities you have visited, and three should not. Tell Sts, in pairs, to guess which three you have visited.

Now elicit from the class the question *Have you been to...?* and get them to ask you about the six places. Check to see if any pairs guessed right, and put a check mark next to the cities you have visited.

Now focus on the first place you have checked. Write WHEN...? WHY...? on the board, and elicit the questions *When did you go to...? Why did you go there?* Get Sts to ask you about the three cities you checked.

Now tell Sts to write their own list of six cities. Remind them that three must be places they have been to (in their country or abroad) and three they haven't been to.

Tell them to exchange lists with a partner. They must look at the list and check the three cities they think their partner has been to.

Sts now make questions with *Have you ever been to...?* about cities on their partner's list. Then they ask simple past questions, e.g. *When did you go there?*, about the cities their partner has been to.

Finally, get some feedback from the class to find out where they have been, and if their partner guessed correctly.

3 VOCABULARY & PRONUNCIATION

more irregular past participles

a Remind Sts of exercise **3a** in the previous lesson and tell them that it is exactly the same, but with different verbs. Focus on the example and then give Sts a few minutes to complete the list.

Get Sts to compare answers with a partner.

b 5 54 Play the audio for Sts to listen and check.

5 54

1 buy, bought, bought
2 drink, drank, drunk
3 find, found, found
4 give, gave, given
5 hear, heard, heard
6 have, had, had
7 know, knew, known
8 lose, lost, lost
9 make, made, made
10 meet, met, met
11 pay, paid, paid
12 send, sent, sent
13 spend, spent, spent
14 think, thought, thought
15 win, won, won

Play the audio again, pausing after each past participle for Sts to repeat the three forms. Help with pronunciation where necessary.

c Tell Sts to go to **Irregular verbs** on *page 165* and get them to check the verbs they already know. They should make a list of the ones they don't know and try to learn them.

Extra idea

- Get Sts to test each other's memory like this:
  A (book open) *make*
  B (book closed) *made – made*
- After two minutes, Sts change roles.

Tell Sts to go back to the main lesson **12B**.

d 5 55 Focus on the six sound pictures and elicit the word and sound (clock /ɑ/, fish /ɪ/, train /eɪ/, up /ʌ/, phone /oʊ/, saw /ɔ/).

Now focus on the verbs in the list. Elicit that the first one (*bought*) has the /ɔ/ sound, so they should write it in the last column. Sts continue in pairs, and put three past participles into each column.

Extra support

- Model the pronunciation of the participles first and then get Sts to put them in columns.

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Play the audio once for Sts to check their answers.

5.55

clock	forgotten, gone, got
fish	driven, given, written
train	made, paid, taken
up	done, drunk, sung
phone	broken, known, spoken
saw	bought, cost, lost

Now play the audio again, pausing after each group for Sts to repeat. Give extra practice as necessary. Make sure Sts don't pronounce the *gh* in *bought*.

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

Sts, in pairs, complete their bingo card with six past participles from **Vocabulary Bank *Irregular verbs***.

Call out random infinitives. Keep a note of the ones you call out.

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

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

Extra support

- Alternatively, you could just use the past participles from **a**.

4 SPEAKING

a Focus on the questionnaire and highlight the two groups of questions, one group about *Recently* (= in the last few days, weeks) and the other *In your life*. Model and drill the pronunciation of *recently*.

Point out to Sts that the first column has the heading **Present perfect** and the second **Simple past**. Elicit which words are missing from the questions (column 1 *Have you* and column 2 *did you*). Then elicit what form is needed for the verb in bold (the past participle). Finally, elicit the questions for 1 (*Have you been to the movie theater recently? What did you see? Did you like it?*).

Extra support

- Write the questions for 1 on the board (*Have you been to the movie theater recently? What did you see? Did you like it?*) and leave them up there to help weaker Sts.

b Demonstrate the activity by getting Sts to ask you some of questions from each section. Then put Sts in pairs and get them to take turns interviewing each other. You could get **A** to ask **B** questions 1–4 and **B** to ask **A** 5–8. Then they can change roles.

Monitor and help.

Finally, get feedback from a few Sts. Ask *Who has been to the movie theater recently?* and then get the details.

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G review: question formation
V review: word groups
P review: sounds

12C The *American English File* questionnaire

Lesson plan

In this final lesson Sts review Grammar, Vocabulary, and Pronunciation from the whole course, with a special focus on question formation. The lesson is based on an interview Sir Ian McKellen kindly gave to the *American English File* authors. Sts start by reading the interview and doing some comprehension exercises. They then work on the Vocabulary and Pronunciation, before interviewing each other in the last activity using some of the questions in the questionnaire.

STUDY LINK
- **Workbook** 12C
- **Online practice**
- **iChecker**

Extra photocopiable material

- **Grammar** review: question formation *page 197*
- **Communicative** Review questions *page 243* (instructions *page 207*)

Optional lead-in (books closed)

- On the board write the titles of some of the movies Sir Ian McKellen has been in, e.g. *THE LORD OF THE RINGS*, *X-MEN*, *THE DA VINCI CODE*, and *THE GOLDEN COMPASS*.
- Ask Sts if they have seen any of them and which actor appeared in all of them (Sir Ian McKellen).

1 READING

a Books open. Tell Sts to look at the photos and then read the information about Sir Ian McKellen. Ask the questions to the class.

b Tell Sts that this interview was given exclusively for *English File* and that he answered questions based on lessons in Level 1. Get them to read the interview and match a heading with each section. The first one has been done for them.

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

2 Your lifestyle	5 Your places
3 Your home	6 Your work experiences
4 Your abilities	

c Tell Sts to read the interview again and to mark sentences 1–10 T (true) or F (false). Remind them to say why the F ones are false.

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

1 T
2 F (He says he can see the River Thames in London from his living room.)
3 F (If he isn't working, he gets up at 10 a.m.)
4 T
5 T
6 F (He read *The Lord of the Rings* when he was preparing to act in the movie.)
7 T
8 F (He loves dogs.)
9 T
10 F (He wants to learn to sing well, to play the piano, and to speak foreign languages.)

Ask Sts if they found any of Sir Ian McKellen's answers surprising.

2 VOCABULARY review: word groups

a Tell Sts to look at the headings in the chart and then to put the words from the list in the right column.

Check answers.

Rooms	Things	Jobs
living room	books	actor
Furniture	**Adjectives**	**Daily Routine**
desk	small	go to bed

b In pairs, Sts add three more words to each column.

Check answers by copying the chart on the board and eliciting more words for each group from Sts.

3 PRONUNCIATION review: sounds

a Focus on the eight sound pictures and elicit the word and sound (boot /u/, bird /ər/, train /eɪ/, egg /ɛ/, jazz /ʤ/, house /h/, thumb /θ/, shower /ʃ/).

Tell Sts that one word in each group has a different sound from the other three, and they need to find which one it is. Remind Sts to say the words out loud to make it easier.

Get Sts to compare their answers with a partner.

b 5 56 Play the audio for Sts to listen and check.

Check answers.

1 cook	3 can't	5 dog	7 the
2 year	4 people	6 hour	8 school

5 56
See words in Student's Book on *page 97*

Extra support

- Play the audio for Sts to cross out the different words while they listen.

Now play the audio again, pausing after each group for Sts to listen and repeat. Give Sts some time to practice saying the words.

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4 GRAMMAR & SPEAKING

review: question formation

a Tell Sts to cover the interview and to look at five of Sir Ian McKellen's answers. What were the questions?

Set a time limit for Sts to try to remember the questions. Then get Sts to compare with a partner before checking answers.

1 Who's your favorite historical character?
2 Where are you going to go for your next vacation?
3 What languages do you speak?
4 What's the most beautiful city you've ever visited?
5 When did you first read *The Lord of the Rings*?

b Put Sts in pairs and tell them to look at the interview again and to choose eight questions to ask their partner.

Sts interview each other. Monitor and help.

Get some feedback from the class.

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For instructions on how to use these pages see *page 40*.

11&12 Review and Check

Test and Assessment CD-ROM

- Quick Test 12
- File 12 Test
- Progress Test Files 7–12
- End-of-course Test

GRAMMAR

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

VOCABULARY

a 1 slowly 2 dangerous 3 badly 4 quiet 5 informal 6 unhealthily

b 1 learn 2 need 3 promise 4 want

c 1 online 2 download 3 website 4 attachment 5 wifi

d 1 in 2 up 3 for 4 with

e 1 seen 2 gone 3 known 4 given 5 fallen 6 taken

PRONUNCIATION

a 1 gone 2 been 3 had 4 book 5 wore

b 1 politely
2 dangerously
3 decide
4 attachment
5 website

CAN YOU UNDERSTAND THIS TEXT?

a 1 F 2 T 3 F 4 F 5 T

CAN YOU UNDERSTAND THESE PEOPLE?

5 57

1 a 2 c 3 a 4 b 5 b

5 57

I = interviewer, A = Arja
I What are you doing in the US?
A I'm here on a holiday for four weeks .
I What was your first impression when you arrived?
A It was hot and it was noisy!

I = interviewer, Ja = James
I Do you have any ambitions?
Ja One day, I'd love to be the gardener at Washington Square Park.
I Why?
Ja Because it's so beautiful, and they've got a great garden.

I = interviewer, R = Ruth
I Have you ever seen a movie more than three times?
R Yes, I have. I've seen *Mamma Mia* probably about ten times.
I What do you like about it?
R I just think it's really good fun and I really like the music in it, I like the dancing, I quite like the storyline, and it makes me feel good.

I = interviewer, B = Ben
I Do you think men or women are better drivers?
B I think women are probably safer drivers.
I Why?
B Because they don't drive as fast as men, but I think perhaps men are sometimes more confident drivers.

I = interviewer, Ju = Justin
I Have you ever been to a karaoke bar?
Ju Yes.
I When did you go?
Ju About two or three months ago.
I What did you sing?
Ju I rapped, and I sang a Doors song.

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Photocopiable activities

Contents

159 Grammar activity answers

162 Grammar activities

198 Communicative activity instructions

208 Communicative activities

244 Vocabulary activity instructions and answers

247 Vocabulary activities

265 Song activity instructions

269 Songs activities

Photocopiable material

- There is a **Grammar activity** for each main (A, B, and C) lesson of the Student Book.
- There is a **Communicative activity** for each main (A, B, and C) lesson of the Student Book.
- There is a **Vocabulary activity** for each Vocabulary Bank lesson of the Student Book.
- There is a **Songs activity** for each File of the Student Book. The recording of the song can be found in the main lesson on the Class CD.

Using extra activities in mixed ability classes

Some teachers have classes with a very wide range of levels, and where some Sts finish SB activities much more quickly than others. You could give these fast finishers a photocopiable activity (Grammar, Vocabulary, or Communicative) while you help the slower students. Alternatively, some teachers might want to give faster Sts extra oral practice with a communicative activity while slower students consolidate their knowledge with an extra grammar activity.

Tips for using Grammar activities

The grammar activities are designed to give students extra practice in the main grammar points from each lesson. How you use these activities depends on the needs of your students and the time available. They can be used in the lesson if you think your entire class would benefit from the extra practice, or you could assign them as homework for some or all of your students.

- All of the activities start with a writing stage. If you use the activities in class, get students to work individually or in pairs. Allow students to compare before checking the answers.
- All of the activities have an Activation section. Some of them have a section that gets students to cover the sentences and to test their memory. If you are using the activities in class, students can work in pairs and test their partner. If you assign them as homework, encourage Sts to use this stage to test themselves.
- If Sts are having trouble with any of the activities, make sure they refer to the relevant Grammar Bank in the Student Book.
- Make sure that Sts keep their copies of the activities and that they review any difficult areas regularly. Encourage them to go back to activities and cover and test themselves. This will help with their review.

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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 -

a 1 2 is 3 Are 4 am 5 's 6 'm 7 's 8 are 9 'm 10 'm 11 Are 12 'm not 13 'm 14 's 15 's 16 Is 17 isn't 18 's 19 are 20 Are 21 aren't 22 're

2 2 's 3 Are 4 'm not 5 are 6 'm 7 Is 8 is 9 Are 10 'm not 11 'm 12 are 13 Is 14 's 15 Is 16 isn't 17 Is 18 isn't 19 Are 20 aren't 21 're

1C possessive adjectives: *my, your,* etc.

a 2 his 3 our 4 their 5 your 6 our 7 Their 8 your / my 9 my 10 her 11 our / my 12 my

2A *a / an*, plurals; *this / that / these / those*

a 2 – 3 a 4 an 5 an 6 an 7 a 8 –

b 3 What's this; It's a 4 What are these; They're 5 What's that; It's a 6 What's that; It's a 7 What's this; It's a 8 What are those; They're 9 What's that; It's a 10 What are these; They're 11 What's that; It's a 12 What are these; They're

2B adjectives

a 2 It's a cheap hotel. 3 It's a fast train. 4 It's an easy exercise. 5 It's an expensive watch. 6 She's a beautiful actress. 7 It's a long snake. 8 He's an old man. 9 It's a small car. 10 They're new boots. 11 It's a dangerous road. 12 He's a tall man.

2C imperatives, *let's*

a 3 Don't worry 4 be careful 5 Don't park 6 Turn off 7 Don't take 8 Sit down 9 Be quiet 10 Slow down

b 2 Let's have 3 Let's go home 4 Let's park 5 Let's ask 6 Let's have

3A simple present + and -

a 2 plays 3 have 4 go 5 watches 6 wear / need 7 live 8 drinks 9 works 10 rains

b 2 doesn't play 3 don't have 4 don't go 5 doesn't watch 6 don't wear / don't need 7 don't live 8 doesn't drink 9 doesn't work 10 doesn't rain

3B simple present ?

a 2 live 3 do … do 4 do … work 5 Do … like 6 love 7 Do … work 8 don't work

b 2 teaches 3 Does 4 doesn't 5 works 6 like 7 doesn't like 8 rains 9 Do 10 doesn't 11 Do 12 Do

3C word order in questions

a 1 What kinds of books do you read?
2 Are you tired?
3 Where are you from?
4 What does your mother do?
5 How many languages do you speak?
6 What kind of car do your parents have?
7 How do you spell your last name?
8 When do you have English classes?
9 Which do you prefer, the summer or the winter?
10 Who is your favorite singer?
11 What kind of music does your father like?
12 What sports do you play?

4A *Whose …?*, possessive 's

a 3 It's Pete's CD. 4 It's Rachel's book. 5 It's Pete's (concert) ticket. 6 It's Rachel's DVD player. 7 They're Pete's music books. 8 It's Keira's coat. 9 They're Rachel's board pens. 10 It's Toby's (tennis) shirt. 11 It's Pete's piano. 12 It's Keira's calendar. 13 They're Toby's tennis balls. 14 It's Rachel's dictionary. 15 They're Toby's sports shoes. 16 It's Keira's bag.

4B prepositions of time and place (*at, in, on, to*)

a 2 on 3 on 4 on 5 in 6 at 7 in 8 on 9 in 10 on 11 on 12 on 13 at 14 in 15 at

b 1 in 2 to 3 in 4 at 5 to 6 in 7 at 8 to 9 in / at 10 at

4C position of adverbs and expressions of frequency

a 2 He always sleeps for eight hours.
3 They sometimes go to the movies on Friday.
4 She meets her friends once a week.
5 He is always in a hurry.
6 She never eats meat.
7 He often does his homework on the bus.
8 She is sometimes late for class.
9 They do yoga twice a week.
10 He hardly ever goes to the salon.
11 He often goes to the doctor.
12 She studies English every night.

5A *can / can't*

a 2 can't take 3 Can … sit 4 can't find 5 can cook 6 can't hear 7 Can … open 8 can't park 9 can't speak 10 Can … help 11 can't swim 12 can dance

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5B present continuous

a 1 2 's washing 3 's listening 4 is … doing 5 are …doing 6 'm going

2 7 Are … watching 8 's happening 9 're winning 10 aren't playing 11 aren't … watching 12 'm working

3 14 are … doing 15 're counting 16 aren't counting 17 're playing 18 's … doing 19 's looking

4 20 's … doing 21 Is … working 22 're traveling 23 are … doing 24 'm not working 25 'm looking for

5C simple present or present continuous?

a 2 are … wearing; 'm working 3 are having 4 are … going; go 5 are … doing; 'm waiting 6 do … work; work 7 'm listening 8 Do … wear; don't like 9 's snowing; make 10 are … going; 'm going 11 's taking 12 do … see; meet

6A object pronouns: *me, you, him,* etc.

a 2 us 3 it 4 me 5 you 6 them 7 me 8 her 9 him 10 them 11 us 12 it 13 her 14 me 15 it 16 you 17 him 18 them 19 her 20 us

6B *like* + (verb + *-ing*)

a 2 doesn't mind getting up 3 love eating 4 loves reading 5 doesn't mind doing 6 doesn't like watching 7 like swimming 8 hates shopping / buying food 9 love riding bikes 10 like going 11 don't like working 12 doesn't mind cooking

6C review: *be* or *do*?

a 2 Do 3 don't 4 Are 5 'm 6 do … do 7 'm 8 are 9 'm 10 do 11 's 12 Are 13 am 14 do 15 don't 16 do 17 Are 18 am 19 don't 20 do

7A simple past of *be*: *was / were*

a 2 wasn't 3 was 4 weren't 5 wasn't 6 wasn't 7 was 8 was 9 weren't 10 was 11 wasn't 12 were 13 wasn't 14 weren't 15 was 16 were 17 weren't 18 wasn't 19 were 20 wasn't

7B simple past: regular verbs

a 1 2 didn't study 3 studied 4 lived 5 did … live 6 rented 7 Did … speak 8 wanted 9 learned

2 10 Did … like 11 loved 12 didn't want 13 Did … travel 14 didn't travel 15 Did … stay 16 didn't

3 17 Did … watch 18 didn't 19 worked 20 didn't finish 21 started 22 missed 23 didn't arrive

4 24 called 25 didn't answer 26 texted 27 didn't … text 28 didn't talk 29 talked 30 didn't talk 31 wanted 32 danced

7C simple past: irregular verbs

a 2 were 3 told 4 said 5 met 6 had 7 was 8 spoke 9 spent 10 left 11 found 12 didn't have 13 was 14 saw 15 thought 16 were 17 got 18 didn't go 19 made 20 sang 21 knew 22 was

b 2 were the musicians 3 did they tell 4 did they meet 5 Was the music 6 did they do 7 didn't they take 8 did the musicians see 9 Did they go to bed 10 did they do

8A simple past: regular and irregular verbs

a 2 didn't come 3 did you see 4 Did you do 5 was 6 woke up 7 had 8 drove 9 didn't have 10 went 11 came 12 did 13 made 14 did you come 15 arrived 16 sat 17 read 18 checked 19 had 20 watched 21 went to sleep 22 Did you speak 23 did she say 24 didn't talk 25 said 26 called 27 heard 28 took 29 closed 30 didn't say 31 left

8B *there is / there are, some / any* + plural nouns

a 3 Is there a double bed in the bedroom? Yes, there is.
4 Is there a DVD player in the living room? Yes, there is.
5 Is there a plant in the study? No, there isn't.
6 Is there a dishwasher in the kitchen? Yes, there is.
7 Are there any cupboards in the bathroom? Yes, there are.
8 Are there any chairs in the bedroom? No, there aren't.

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 desk 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*

a 1 2 there wasn't 3 There was 4 Were there 5 there weren't 6 there was 7 there were

2 8 There was 9 Was there 10 there were 11 there was 12 Was there

3 13 There was 14 there were 15 Were there 16 there were 17 there was

4 18 There were 19 Were there 20 there were 21 there weren't

9A countable / uncountable nouns; *a / an, some / any*

a 2 Is there any sushi? Yes, there is.
3 Are there any carrots? No, there aren't.
4 Is there any cheese? Yes, there is.
5 Is there any fish? No, there isn't.
6 Is there a / any chicken? Yes, there is.
7 Are there any eggs? Yes, there are.
8 Is there any orange juice? No, there isn't.

b 2 There's some tomato juice.
3 There's a pineapple.
4 There aren't any strawberries.
5 There aren't any peppers.
6 There's some milk.
7 There are some mushrooms.
8 There isn't any ice cream.

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9B *how much / how many, a lot of*, etc.

a **2** many / He eats a lot of hamburgers. **3** many / He doesn't eat many French fries. **4** much / She doesn't eat any meat. **5** many / She eats a lot of vegetables. **6** much / She doesn't drink much water. **7** much / She drinks a lot of milk. **8** much / She doesn't eat much bread. **9** many / She doesn't eat any apples. **10** much / He doesn't eat any cereal. **11** much / He eats a lot of pasta. **12** many / He drink a lot of cups of espresso.

9C comparative adjectives

a **2** A human is slower than a horse.
3 Blu-ray technology is newer than MP3 technology.
4 Russia is bigger than Canada.
5 A Cartier watch is more expensive than a Swatch watch.
6 Shanghai is more crowded than Istanbul.
7 New York is hotter than London (in the summer).
8 Traveling by car is more dangerous than traveling by plane.
9 Oranges are healthier than apples.
10 The Burj Khalifa tower is taller than the Empire State Building.
11 Rome is drier than Buenos Aires.
12 Stockholm is sunnier than Paris.

10A superlative adjectives

a **2** What's the windiest city in the world?
3 What's the largest desert in the world?
4 What's the highest mountain in the world?
5 What's the highest city in the world?
6 What's the longest river in the world?
7 What's the most populated city in the world?
8 What's the wettest town in the world?
9 What's the most popular tourist destination in the world?
10 What's the most active volcano in the world?

b **2** Wellington in New Zealand **3** the Sahara **4** Mount Everest **5** La Rinconada in Peru **6** the Nile in Egypt **7** Shanghai in China **8** Cherrapunji in India **9** France **10** Kilauea in Hawaii

10B *be going to* (plans); future time expressions

a **1** **2** 'm going to have dinner
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** is … going to do **15** isn't going to give

10C *be going to* (predictions)

a **2** He's going to listen to music. **3** He's going to win the game. **4** They're going to have a party / dinner party. **5** She's going to have a salad. **6** It's going to snow. **7** She's going to buy some shoes. **8** He's going to play the guitar. **9** She's going to get married. **10** He's going to take the dog for a walk.

11A adverbs (manner and modifiers)

a badly carefully cheaply dangerously easily fast well hard loudly noisily quietly slowly

b **2** slowly **3** carefully **4** easily **5** well **6** quietly **7** fast **8** hard **9** cheaply **10** dangerously **11** badly **12** loudly

11B verbs + infinitive

a **2** to be **3** to play **4** to drive **5** to go / to travel **6** to go **7** to get / find **8** to do

b **1** Would **2** Would **3** Does **4** Do **5** Would

11C articles: *a*, *the*, and no article (–)

a **2** **5** – **6** – **7** a **8** – **9** a **10** a **11** the
3 **12** a **13** a **14** the **15** a **16** the
4 **17** – **18** – **19** a **20** a **21** –
5 **22** – **23** – **24** – **25** the **26** – **27** the **28** – **29** the

12A present perfect

a **1** Have … seen **2** 've broken **3** haven't worn **4** 've bought **5** has traveled **6** Have … met **7** 've eaten **8** hasn't finished **9** Has … arrived **10** 's taken

12B present perfect or simple past?

a **1** **2** did … leave
2 **3** Have … been **4** went **5** was
3 **6** Has … arrived **7** had
4 **8** finished **9** didn't like **10** haven't read
5 **11** Have … sung **12** haven't **13** went **14** didn't sing
6 **15** Have … been **16** have **17** did … go **18** was **19** Did … have **20** was

12C review: question formation

a **2** How did you get **3** Where's **4** What time do you get up **5** How many … do you have **6** Where did you go **7** Where do … live **8** Are you reading **9** Which do you prefer **10** Have you done **11** Are you going out **12** How old is **13** How often / When do you have **14** Why did … go **15** When was … born

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1A GRAMMAR verb *be* +, subject pronouns: *I*, *you*, etc.

a Complete the sentences with a pronoun (*I*, *you*, etc.) and *'m*, *'re*, or *'s*.



1 *I'm* at the airport.

2 _____ my teacher.





3 _____ in Class 2.

4 _____ taxis.





5 _____ my cat.

6 _____ your teacher.





7 _____ in this class.

8 _____ egg sandwiches.





9 _____ in the cafe.

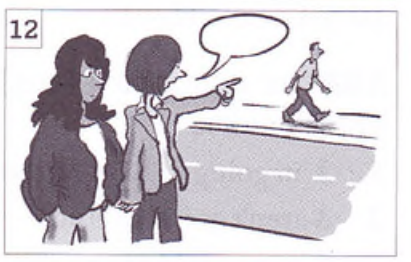
10 _____ in Room 231.





11 _____ my computer.

12 _____ a student in my class.



b Rewrite sentences 1–12 with the full forms (NOT contractions).

1 *I am* at the airport.
2 _____ my teacher.
3 _____ in Class 2.
4 _____ taxis.
5 _____ my cat.
6 _____ your teacher.
7 _____ in this class.
8 _____ egg sandwiches.
9 _____ in the cafe.
10 _____ in Room 231.
11 _____ my computer.
12 _____ a student in my class.

activation

c **Test your memory**. Cover the sentences in **a**. Look at the pictures and say the sentences. Use contractions.

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1B GRAMMAR verb *be* ? and -

a 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 Hello. 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 British?

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 cafe!



2

Chris Hi, I [1]*'m* Chris.

Vinh Hello. My name [2]_____ Vinh. It's my first day here.

Chris [3]_____ you Taiwanese, Vinh?

Vinh No, I [4]_____. I'm Vietnamese.

Chris Oh, which city [5]_____ you from?

Vinh I [6]_____ from Nha Trang in the center of Vietnam.

Chris [7]_____ it nice in Nha Trang?

Vinh Yes, it [8]_____. It's beautiful. [9]_____ you Australian?

Chris No, I [10]_____. I [11]_____ Irish.

Vinh Where [12]_____ you from in Ireland?

Chris Dublin, the capital.

Vinh Really? [13]_____ Dublin nice?

Chris Yes, it [14]_____ great!

Vinh [15]_____ this my computer?

Chris No, it [16]_____. This is your computer here.

Vinh Thanks. [17]_____ the boss here?

Chris No, he [18]_____. He's in a meeting.

Vinh [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

b Practice the conversations on this page with a partner.

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1C GRAMMAR possessive adjectives: *my*, *your*, etc.

a Look at the pictures. Complete the sentences with *my, your, his, her, our, their.*

1



1 What's your name?

2 They're _____ dogs.

2



3



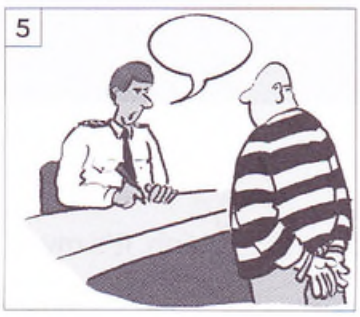
3 They're _____ children.

4 That's _____ house.

4



5



5 How do you spell _____ last name?

6 Oh, no! That's _____ train.

6



7



7 _____ names are Sophie and Ellie.

8 This is _____ chair.

8



9



9 They're _____ boots.

10 This is _____ bag.

10



11



11 That's _____ hotel.

12 Where's _____ car?

12



activation

b **Test your memory.** Cover the sentences. Look at the pictures and say the sentences.

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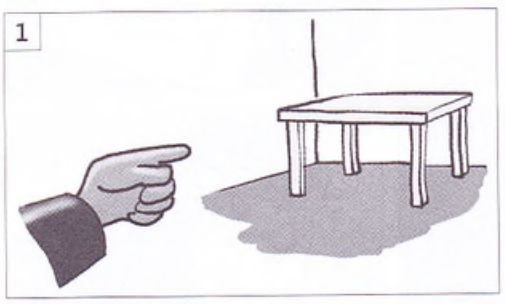
2A GRAMMAR *a / an*, plurals; *this / that / these / those*

a Complete the phrases with *a*, *an* or –.

1 They're – pens.
2 They're _____ stamps.
3 It's _____ wallet.
4 It's _____ ID card.
5 This is _____ address book.
6 It's _____ umbrella.
7 This is _____ credit card.
8 They're _____ watches.

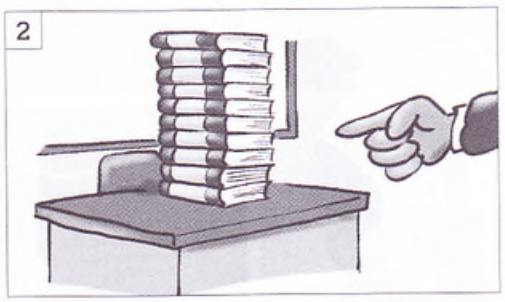
b Look at the pictures. Write a question with *this*, *that*, *these*, or *those* and complete the answers.

1



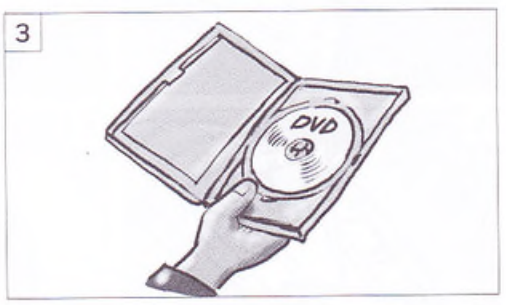
1 *What's that?*
It's a table.

2



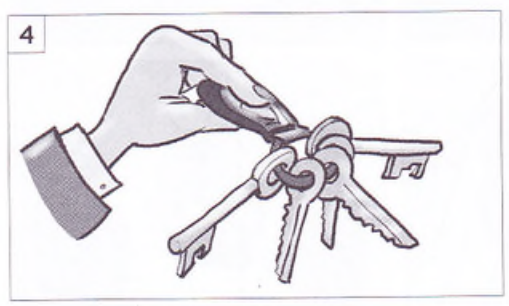
2 *What are those?*
They're books.

3



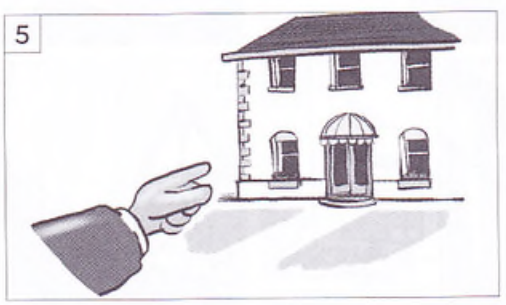
3 _____?
_____ DVD.

4



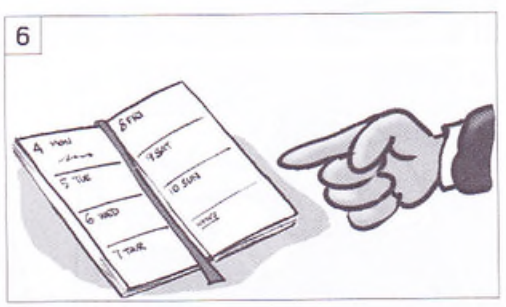
4 _____?
_____ keys.

5



5 _____?
_____ hotel.

6



6 _____?
_____ calendar.

7



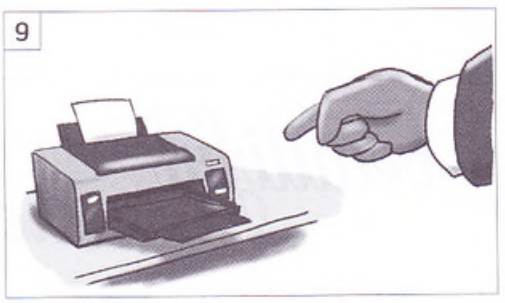
7 _____?
_____ cell phone.

8



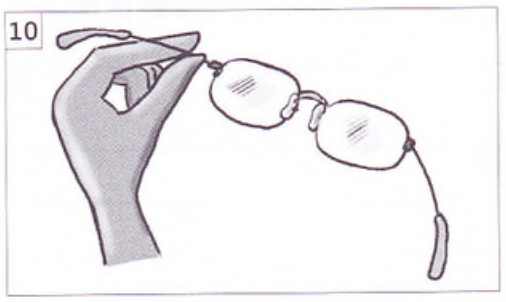
8 _____?
_____ dictionaries.

9



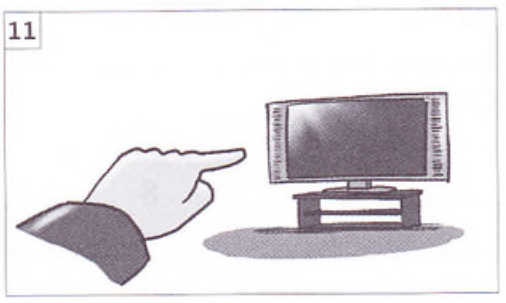
9 _____?
_____ printer.

10



10 _____?
_____ glasses.

11



11 _____?
_____ TV.

12



12 _____?
_____ tickets.

activation

c **Test your memory**. Cover the sentences and look at the pictures. Take turns asking and answering.

What's this / that in English? *It's a ...* *What are these / those in English?* *They're ...*

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2B GRAMMAR adjectives

a Write sentences for pictures 1–12. Use an adjective in the list.



beautiful cheap dangerous easy fast

expensive new rich tall

long old small

1 *He's a rich man.*
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____
11 _____
12 _____

activation

b **Test your memory**. Cover the sentences and adjectives. Look at the pictures and remember the sentences.

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2C GRAMMAR imperatives, *let's*

a Complete the dialogues with a positive [+] or negative [−] imperative using a verb in the list.

~~be late~~ be careful be quiet ~~close~~ park slow down take turn off sit down worry

1 A I'm cold. *Close* the window, please.
B OK.
2 A What time is the exam?
B Tomorrow at 9:00. *Don't be late!*
3 A This exercise is very difficult.
B _____. I can help you.
4 A This city is very dangerous at night. Please _____.
B OK.
5 A _____ here!
B Why not?
A It's a bus stop.
6 A _____ the TV and finish your homework!
B OK, Dad.
7 A _____ photos!
B Why not?
A Look at that sign. "No photographs in the museum."
8 A _____ and open your books.
B What page is it?
A Page 22.
9 A _____, please. This is a library!
B Sorry.
10 A _____! The limit is 55 mph on this road.
B I know, but we're very late!

b Complete the dialogue with *Let's* … and a verb in the list.

ask go home have have park ~~stop~~

1 A I'm tired.
B OK. *Let's stop* and sit down.
2 A I'm hungry.
B Me, too! _____ a sandwich in that cafe over there.
3 A It's very late.
B Yes. _____.
4 A Look. The hotel is over there.
B OK. _____ in that parking lot.
5 A Where's the bus station?
B I don't know. _____ that man.
6 A I'm very thirsty.
B Me, too. _____ a drink in that restaurant.

activation

c Practice the conversations on this page with a partner.

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3A GRAMMAR simple present + and -

a Write a positive + sentence for each picture with different verbs.



1 *I like pizza.*



2 He _____ basketball.



3 They _____ a dog.



4 They _____ to school by car.



5 She _____ TV in the evening.



6 I _____ glasses.



7 We _____ in the city.



8 He _____ a lot of coffee.



9 She _____ in an office.



10 It _____ a lot here.

b Write negative - sentences for pictures 1–10.

1 *I don't like pizza.*
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____

activation

c **Test your memory**. Cover the sentences in **a**. Look at the pictures and say positive + and negative - sentences.

I like / I don't like pizza

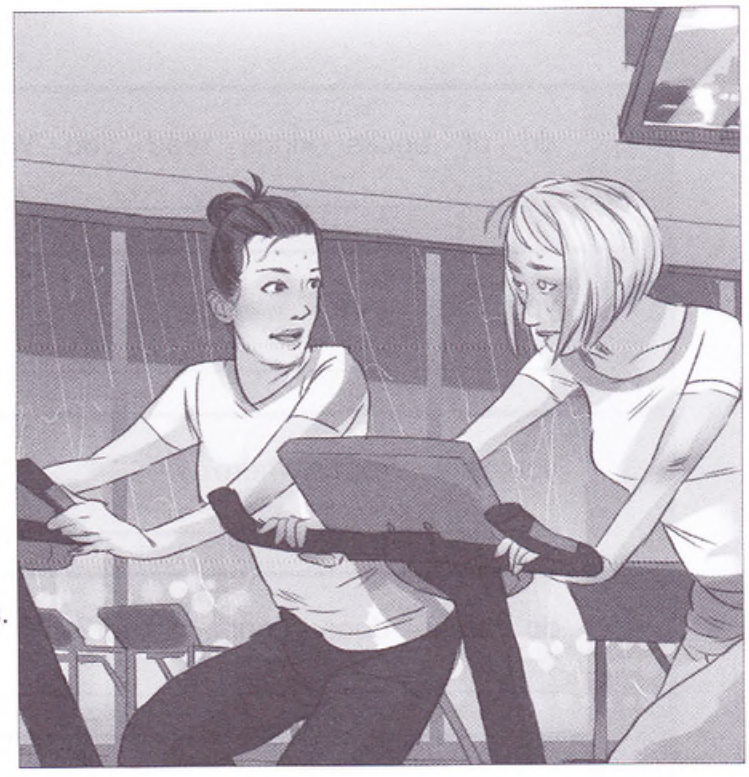
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3B GRAMMAR simple present ?

a Complete the conversation in the simple present. Use +, −, and ? forms. Use the verbs in the list and auxiliaries *do* and *don't* where necessary.

do	like	live	love	~~speak~~	work (x3)



A Where are you from?

B Brazil.

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 Northwest Hospital in Seattle.

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 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 Tacoma. (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 US?

B I like the country, but not the weather in Seattle. It [8]_____ all the time. (rain / rains)

A [9]_____ you want to go back to Brazil one day? (Do / Does)

B Of course, but it isn't easy. My husband [10]_____ speak Portuguese. (don't / doesn't)

A [11]_____ you have children? (Do / Does)

B Yes, two boys.

A [12]_____ they speak Portuguese? (Do / Does)

B Yes, perfectly.

activation

c Practice reading the conversations on this page with a partner.

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3C GRAMMAR word order in questions

a Put the words in order to make questions.

		YOUR PARTNER
1	do of books kinds read you What?	
2	you tired Are?	
3	you are from Where?	
4	do What does your mother?	
5	many speak do languages you How?	
6	kind have parents do of What your car?	
7	last name spell you do your How?	
8	English do classes have When you?	
9	do the summer prefer, you Which or the winter?	
10	singer Who your favorite is?	
11	kind of like your father What music does?	
12	sports do What play you?	

activation

b Work with a partner. Ask and answer the questions. Note the answers.

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4A GRAMMAR *Whose ...?, possessive 's*



Rachel, an English teacher



Pete, a music student



Keira, a doctor



Toby, a tennis player

1



a tennis racket

2



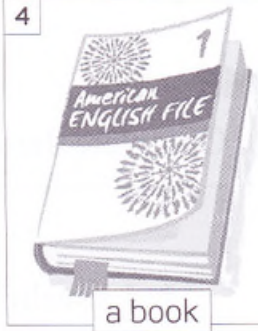
glasses

3



a CD

4



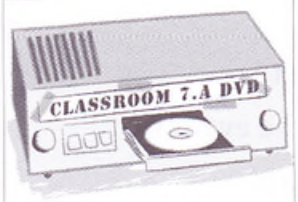
a book

5



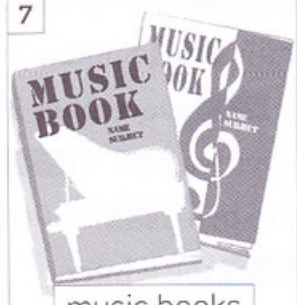
a ticket

6



a DVD player

7



music books

8



a white coat

9



board pens

10



a shirt

11



a piano

12



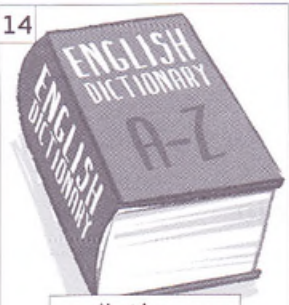
a calendar

13



tennis balls

14



a dictionary

15



sports shoes

16



a bag

a Look at objects 1–16. Whose are they? Write fourteen more sentences.

1 It's *Toby's* tennis racket.
2 They're *Keira's* glasses.
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____
11 _____
12 _____
13 _____
14 _____
15 _____
16 _____

activation

b Cover the sentences. Test a partner.

Whose is this?
It's Rachel's book. Whose are these?
They're Keira's glasses.

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4B GRAMMAR prepositions of time and place (*at, in, on, to*)

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 ____ the weekend.	
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 give presents ____ birthdays.	
11	We always go shopping ____ Friday.	
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

b Complete the sentences with *in*, *at*, or *to*.

		PREPOSITION
1	I live ____ a small apartment in the city.	
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 evenings.	
6	Let's play soccer ____ the park this afternoon.	
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

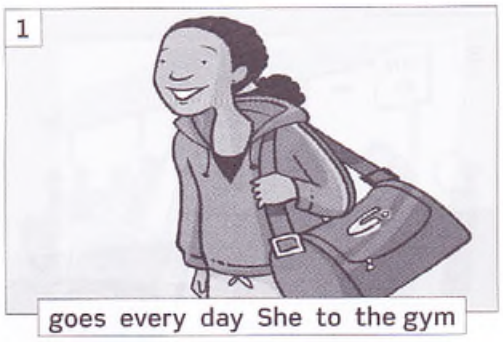
c **Test your memory**. Cover the **PREPOSITION** answers and say the sentences.

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4C GRAMMAR position of adverbs and expressions of frequency

a Look at the pictures and reorder the words 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 _____



once a week meets She her friends

4 _____



a hurry He always is in

5 _____



eats never meat She

6 _____



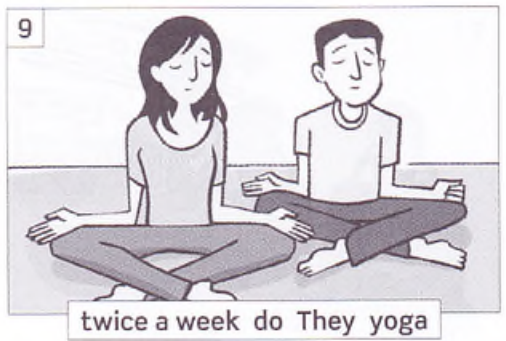
often He his homework on the bus does

7 _____



late She for class sometimes is

8 _____



twice a week do They yoga

9 _____



salon hardly ever goes He to the

10 _____



He to goes often the doctor

11 _____



studies every night She English

12 _____

activation

b Look at the pictures and make true sentences about you.
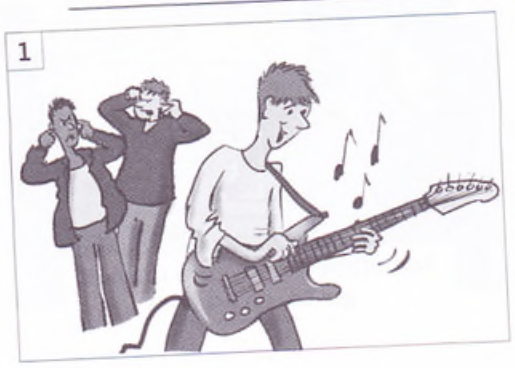
I go to the gym once or twice a week.

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5A GRAMMAR *can / can't*

a Look at the pictures. Complete the sentences with *can / can't* and a verb in the list.

cook dance hear help find open ~~play~~ park sit speak swim take



1 He *can't play* the guitar.



2 You _____ photos in here!



3 _____ I _____ here, please?



4 He _____ his glasses.



5 Jamie _____ very well.



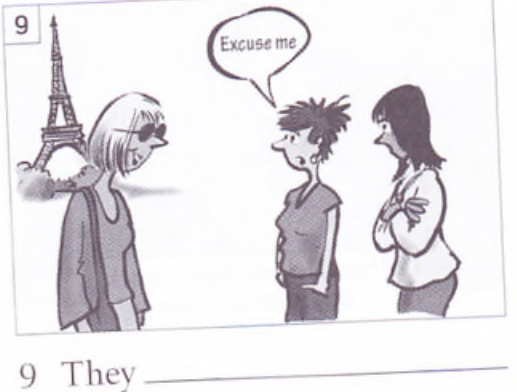
6 The boy _____ the man.



7 _____ I _____ the window?



8 Stop! You _____ there.



9 They _____ French.



10 _____ you _____ me, please?



11 She _____.



12 They _____ very well.

activation

b **Test your memory**. Cover the sentences. Look at the pictures and say the sentences.

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5B GRAMMAR present continuous

a Complete the sentences with the verb in parentheses in the present continuous. Use contractions where possible.

1

A What's that noise?

B It's our neighbor.

A Not again! What [1] *'s he doing* (do) now?

B I think 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 at this time?

B I don't know. What [5] _____ you _____ (do)?

A I [6] _____ (go) outside. 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).



3

A What can you see?

B There are three men downstairs.

A What [13] _____ they _____ (do)?

B They [14] _____ (count) money, I think. No, sorry. They [15] _____ (not count) money. They [16] _____ (play) a game.

A Can you see Jim?

B Yes, he's upstairs.

A What [17] _____ he _____ (do)?

B He [18] _____ (look) at us!



4

A How's your sister?

B She's fine.

A What [19] _____ she _____ (do) now? [20] _____ she _____ (work)?

B No, she's in Thailand with two friends. They [21] _____ (travel) around the world.

A What [22] _____ you _____ (do) now?

B I [23] _____ (not work) right now. I [24] _____ (look for) a job.



activation

b **Test your memory.** Cover the dialogues. Look at the pictures and practice the dialogues.

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5C GRAMMAR simple present or present continuous?

a Put the verbs in the simple present or present continuous. Use contractions where possible.

1 A What *are* you *doing* right now? (do)
B I'*m checking* my email. (check)

2 A Why _____ you _____ those old clothes? (wear)
B Because I _____ in the garden. (work)

3 A What's that loud music?
B My neighbors _____ a party. (have)

4 A Where _____ you _____? (go)
B To my parents' house for lunch. We usually _____ there for lunch on Sundays. (go)

5 A Hi, Nora! What _____ you _____ here? (do)
B I _____ for a friend. (wait)

6 A Where _____ you _____? (work)
B I _____ in a restaurant. I'm a waiter. (work)

7 A What's the answer to number 5?
B Shh! I _____ to the teacher. (listen)

8 A _____ you _____ a uniform at work? (wear)
B Yes. And I _____ it. It's awful. (not like)

9 A Look! It _____. (snow)
B Great. Let's _____ a snowman. (make)

10 A Hello, Jim. Where _____ you _____? (go)
B I _____ to the supermarket. (go)

11 A Where's Simon?
B In the bathroom. He _____ a shower. (take)

12 A When _____ you usually _____ your friends? (see)
B On Friday night. We always _____ after work. (meet)

19

15–19 Excellent. You understand the difference between the present continuous and the simple present.
11–14 Very good, but check the rules in the Grammar Bank (Student's Book p.132) and look at the exercise again.
1–10 This is difficult for you. Read the rules in the Grammar Bank (Student's Book p.132). Then ask your teacher for another photocopy and do the exercise again at home.

activation

b Work with a partner. Talk about two things you do every day, and two things you are doing right now.

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6A GRAMMAR object pronouns: *me*, *you*, *him*, etc.

a 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 [redacted]!	*it*
2 We can't speak Italian very well. Can you help [redacted]?	
3 The phone's ringing! Can you answer [redacted]?	
4 I often call Emily, but she hardly ever calls [redacted].	
5 Can you go to the boss's office? She wants to see [redacted].	
6 Where are my keys? I can't find [redacted]!	
7 Hello again! Do you remember [redacted]? My name's Malik.	
8 Nikki's in love with Sergio, but he isn't in love with [redacted].	
9 Is Gisela's boyfriend nice? I don't know [redacted].	
10 **A** What do you think of these shoes? **B** I don't like [redacted]. They're a terrible color.	
11 We don't know this city. Can you tell [redacted] some places to visit?	
12 This restaurant's very noisy. I really don't like [redacted].	
13 My sister works in Peru. I don't see [redacted] very often.	
14 I'm free tonight. Do you want to come to the movies with [redacted]?	
15 This exercise is very difficult. I can't do [redacted].	
16 Your bank manager called. He needs to speak to [redacted].	
17 My husband gets home late, but I always have dinner with [redacted].	
18 Hiro and Nora are really nice. I like [redacted].	
19 You have a message from Nadima. Please call [redacted] on her cell phone.	
20 Our neighbors are very unfriendly. They never speak to [redacted].	

activation

b **Test your memory**. Cover the **PRONOUN** column. Say the sentences again with the pronoun.

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6B GRAMMAR *like* + (verb + *-ing*)

a Look at the pictures and write the sentences.

1 

1 *He hates eating alone.*

2 He _____ _____ early in the morning.

2 

3 

3 They _____ in restaurants.

4 He _____ in bed.

4 

5 

5 She _____ _____ homework.

6 She _____ _____ soccer on TV.

6 

7 

7 We _____ in the ocean.

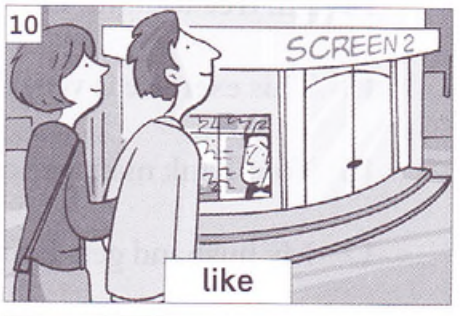
8 He _____ in the supermarket.

8 

9 

9 They _____.

10 They _____ to the movies.

10 

11 

11 I _____ late.

12 She _____.

12 

activation

b **Test your memory**. Cover the sentences. Look at the pictures and say the sentences.

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6C GRAMMAR review: *be* or *do*?



a Complete the conversation with a form of the verb *be* or *do*. Use contractions where possible.

Kevin Hi, I'm Kevin. I [1]*'m* the manager of the music store.
Caleb Hello, I'm Caleb. Thank you for the interview.
Kevin You're welcome. [2]_____ you want a coffee?
Caleb No, thank you. I [3]_____ drink coffee.
Kevin So, Caleb. [4]_____ you from Texas?
Caleb Yes, I [5]_____ from Austin.
Kevin What [6]_____ you _____?
Caleb I [7]_____ a college student.
Kevin Oh. What [8]_____ you studying?
Caleb I [9]_____ studying music.
Kevin Great! What instrument [10]_____ you play?
Caleb I play two, actually. I play the piano and the flute.
Kevin That [11]_____ interesting. [12]_____ you practicing for a concert right now?
Caleb Yes, I [13]_____. For a concert of music by Schubert.
Kevin What other kinds of music [14]_____ you like?
Caleb I really like rock, hip hop, jazz, all kinds of music. The only music I [15]_____ like is country.
Kevin How [16]_____ you usually listen to music?
Caleb On my iPod.
Kevin [17]_____ you free in the afternoons?
Caleb Yes, I [18]_____. I [19]_____ have classes in the afternoons, only in the mornings.
Kevin That's good. So ... Why [20]_____ you want to work here?
Caleb Well ...

activation

b Practice reading the conversation on this page with a partner.

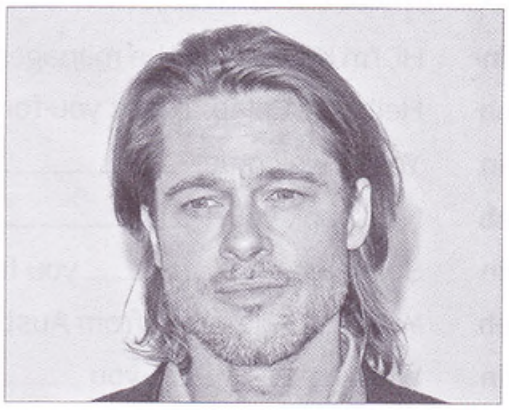
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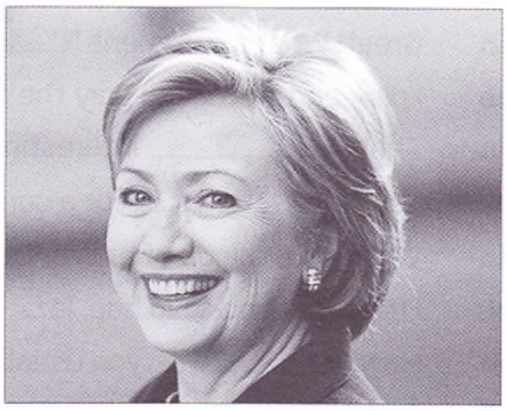
7A GRAMMAR simple past of *be*: *was / were*

a Complete with *was / wasn't* or *were / weren't* to make true sentences.

1 Edward VIII *wasn't* King for very long.
2 Julius Caesar _____ the first Roman emperor.
3 Tchaikovsky _____ the composer of *Swan Lake*.
4 The Vikings _____ from Germany.
5 Kristen Stewart _____ in the Harry Potter movies.
6 Roald Dahl _____ a famous British musician.
7 The 2010 World Cup _____ in South Africa.
8 Brad Pitt _____ married to Jennifer Aniston.
9 Socrates and Plato _____ Brazilian soccer players.
10 Pablo Picasso _____ Spanish.
11 Beethoven _____ a Swiss composer.
12 Neil Armstrong and Buzz Aldrin _____ the first men to walk on the Moon.
13 Hilary Clinton _____ President of the US in the 1990s.
14 The Incas _____ from Mexico.
15 Marco Polo _____ born in Italy.
16 The Beatles _____ from Liverpool.
17 Vincent van Gogh and Leonardo da Vinci _____ famous German painters.
18 William Wallace (Braveheart) _____ from Ireland.
19 The last Olympic Games in Asia _____ in Beijing in 2008.
20 The Wall Street Crash _____ in 1939.







activation

b Work with a partner. Make questions and test your partner's memory.

Was Edward VIII King for very long? *No, he wasn't.*

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7B GRAMMAR simple past: regular verbs

a Complete the dialogues in the past tense. Use the verbs in parentheses.

1

Annie [1]*Did you study* French in college? (study)

Beth 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)

Beth Near the Forum. I [6]_____ a house with some Italian students. (rent)

Annie [7]_____ you _____ Italian all the time? (speak)

Beth Not always, because they [8]_____ to practice their English. But I [9]_____ to cook great pasta! (want, learn)



2

Huan [10]_____ you _____ Brazil? (like)

Ben We [11]_____ it! We [12]_____ to come home. (love, not want)

Huan [13]_____ you _____ around the country? (travel)

Ben We [14]_____ much because we were only there for two weeks. (not travel)

Huan [15]_____ you _____ in hotels? (stay)

Ben No, we [16]_____. We stayed with Brazilian friends.



3

Dave [17]_____ you _____ the game? Arsenal and Real Madrid? (watch)

Carlos No, I [18]_____.

Dave Why not?

Carlos I [19]_____ late last night. I [20]_____ until 7:00. (work, not finish)

Dave But the game [21]_____ at 7:45. (start)

Carlos Yes, but I [22]_____ my train. I [23]_____ home until 9:30. (miss, not arrive)

Dave That's too bad! It was a great game.



4

Sam I [24]_____ you three times last night, but you [25]_____. (call, not answer)

Lucia Sorry. I was at the movie theater with my sister.

Sam And I [26]_____ you, too. Why [27]_____ you _____ me back? (text, not text)

Lucia Because I was angry.

Sam Angry? Why?

Lucia Because you [28]_____ to me at the party last week. You [29]_____ to Eva for about an hour. (not talk, talk)

Sam I [30]_____ to Eva for an hour! She had a problem and she just [31]_____ to tell me about it. (not talk, want)

Lucia A problem? Is that why you [32]_____ with her for twenty minutes? (dance)



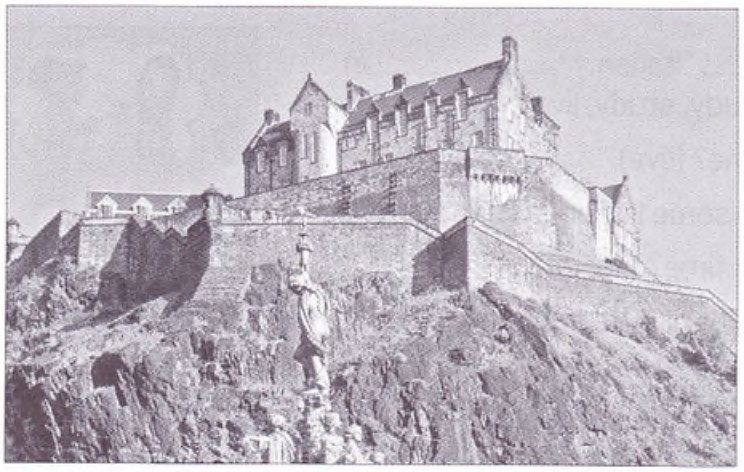
activation

b Practice the dialogues on this page in pairs.

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7C GRAMMAR simple past: irregular verbs

a Complete the story with the simple past form of the verbs in parentheses.





My memorable night at the Edinburgh Festival

by Lotte

This happened in my first summer when I was at Edinburgh University. I lived in a room in a big house with three friends. That summer, some musicians rented two other rooms in our house. It [1]*was* (be) August, and the Edinburgh Music and Arts Festival was going on. The musicians [2]_____ (be) from Poland, Italy, and the Netherlands. One afternoon, they [3]_____ (tell) me about a Latin music club. My friends and I [4]_____ (say) that we wanted to go with them. We [5]_____ (meet) them at the club that evening at 9:00 p.m. It [6]_____ (have) a really friendly atmosphere, and the music [7]_____ (be) fantastic! Our new friends [8]_____ (speak) English very well and we [9]_____ (spend) the evening dancing and talking. When we [10]_____ (leave) the club, we [11]_____ (find) that we [12]_____ (not have) the money for a taxi home. It [13]_____ (be) a warm night, so we walked home through the streets. The musicians [14]_____ (see) the historic buildings and monuments for the first time, and they [15]_____ (think) that they [16]_____ (be) really beautiful. We [17]_____ (get) home at 4:00 a.m., but we [18]_____ (not go) to bed. We [19]_____ (make) some coffee and talked. Then our friends played their guitars and we [20]_____ (sing) songs that we all [21]_____ (know). It [22]_____ (be) a wonderful, memorable evening and, ten years later, we are still friends.

b Complete these questions about the story.

1	Which month *was the Edinburgh Festival* in?	It was in August.
2	Where _____ from?	They were from Poland, Italy, and the Netherlands.
3	What _____ Lotte about?	They told her about a Latin music club.
4	What time _____ at the club?	They met at 9:00 p.m.
5	_____ good?	Yes, it was fantastic.
6	What _____ at the club?	They danced and talked all evening.
7	Why _____ a taxi home?	Because they didn't have enough money.
8	What _____ for the first time?	They saw Edinburgh's historic buildings and monuments.
9	_____ when they got home?	No, they made coffee and talked.
10	What _____ after that?	They played their guitars and sang.

activation

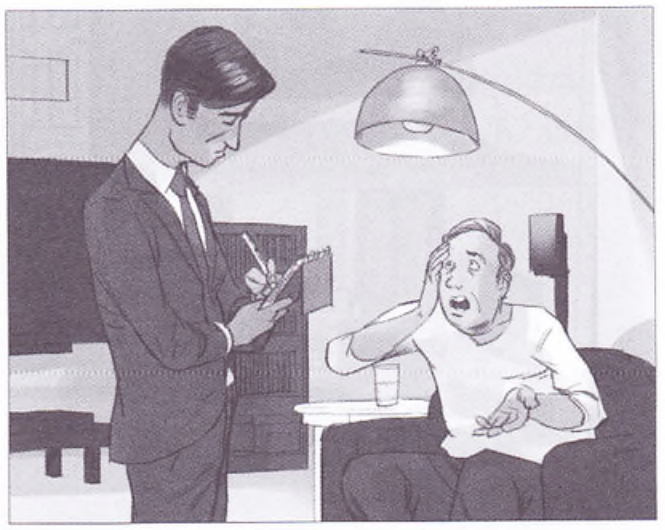
c Work with a partner. Cover the answers. Take turns answering the questions. Then cover the questions and take turns making the questions from the answers.

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8A GRAMMAR simple past: regular and irregular verbs

a Complete the conversation with the past tense of the verb in the parentheses. Be careful with +, -, and ?.

A new life



Detective Granger OK, Mr. Thomas. Please just relax and tell me the problem.

Mr. Thomas It's my wife. She [1]*went* (go) out yesterday evening. And she [2]_____ (not come) back.

Detective Granger When [3]_____ (you / see) your wife for the last time?

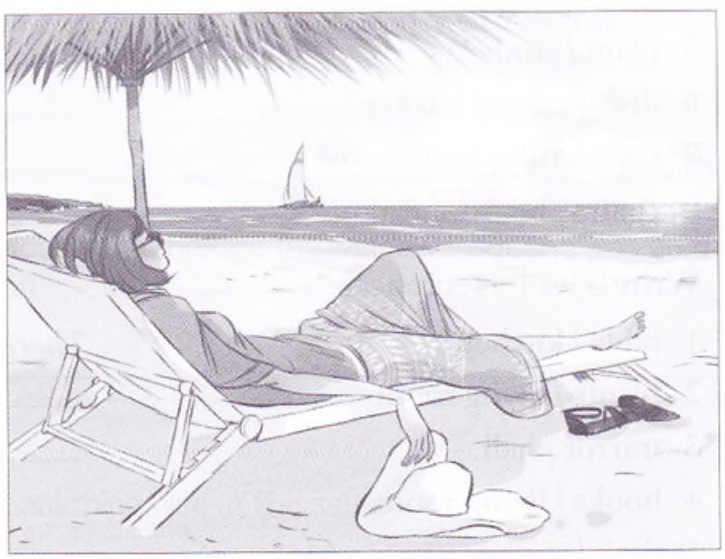
Mr. Thomas Yesterday evening, at about nine thirty.

Detective Granger Tell me what happened yesterday. [4]_____ (you / do) anything unusual?

Mr. Thomas No, it [5]_____ (be) just a normal day. We [6]_____ (wake up) at seven. I [7]_____ (have) breakfast. Then I [8]_____ (drive) to work. My wife [9]_____ (not have) breakfast. In the morning, I think she [10]_____ (go) shopping. She [11]_____ (come) home at lunchtime. I don't know what she [12]_____ (do) in the afternoon. She probably [13]_____ (make) dinner.

Detective Granger When [14]_____ (you / come) home?

Mr. Thomas I [15]_____ (arrive) home at about seven thirty. I [16]_____ (sit) down and [17]_____ (read) the newspaper, and [18]_____ (check) my email. We [19]_____ (have) dinner at about eight. After dinner, I [20]_____ (watch) TV. I [21]_____ (go to sleep) in my chair.



Detective Granger [22]_____ (you / speak) to your wife at all? What [23]_____ (she / say) to you?

Mr. Thomas We [24]_____ (not talk) during dinner. After dinner she [25]_____ (say), "This isn't a life. I need to go out." She [26]_____ (call) a taxi. I [27]_____ (hear) the taxi about fifteen minutes later. She [28]_____ (take) her bag and her coat and [29]_____ (close) the door. She [30]_____ (not say) goodbye.

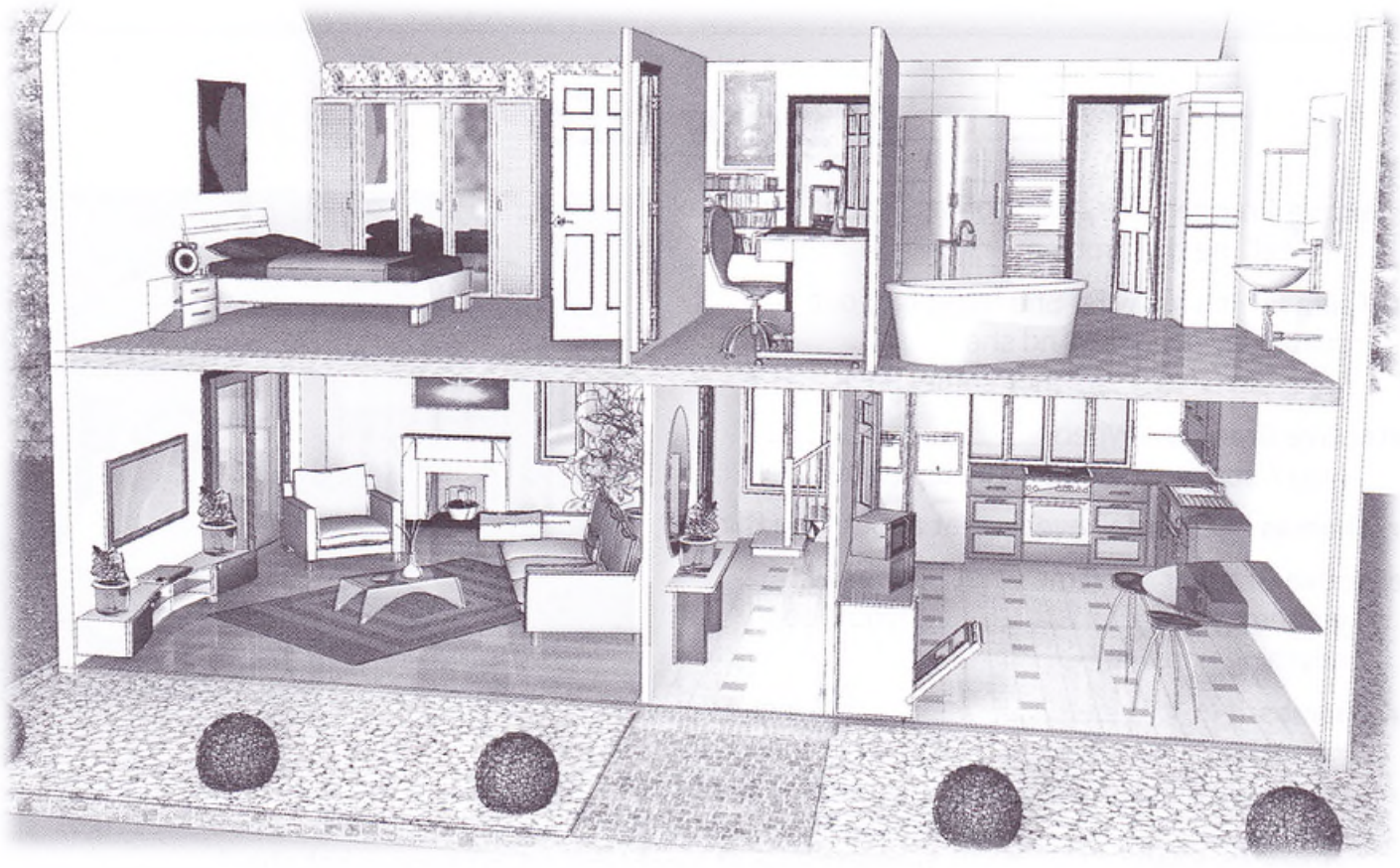
Detective Granger I see, sir. I think I know why she [31]_____ (leave).

activation

b Read the story again. Then cover it. Can you remember five things that Mr. and Mrs. Thomas did yesterday?

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8B GRAMMAR *there is / there are, some / any* + plural nouns



a Write the questions and short answers.

1 shower / bathroom? *Is there a shower in the bathroom?* *Yes, there is.*
2 pictures / hall? *Are there any pictures in the hall?* *No, there aren't.*
3 double bed / bedroom? _____ _____
4 DVD player / living room? _____ _____
5 plant / study? _____ _____
6 dishwasher / kitchen? _____ _____
7 cupboards / bathroom? _____ _____
8 chairs / bedroom? _____ _____

b Write + or − sentences.

1 table / kitchen *There's a table in the kitchen.*
2 plants / living room _____
3 mirror / hall _____
4 books / living room _____
5 desk / study _____
6 clock / kitchen _____
7 fireplace / living room _____
8 shelves / study _____

activation

c **Test your memory**. Look at the picture again for 30 seconds. Then **A** (picture face up) ask **B** (picture face down) five questions about the house. Then change roles.

Is there a ____ in the ____? Are there any ____ in the ____?

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8C GRAMMAR *there was / there were*

a Complete the sentences with *there was / there wasn't, there were / there weren't,* or *Was there / Were there …?*



1

A [1]*Was there* a supermarket in your 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 cafe. And [7]_____ two restaurants!



2

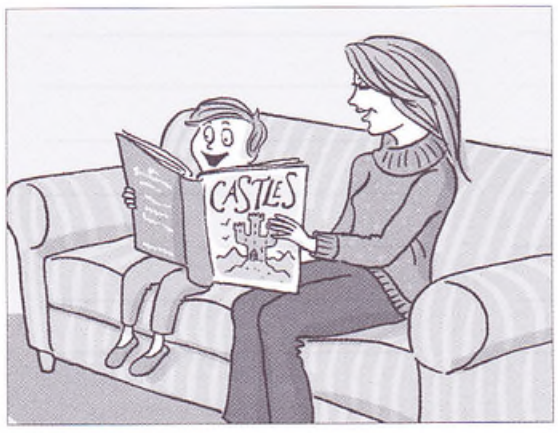
A We stayed in a great hotel in Spain. [8]_____ a huge TV in our room!

B Wow! [9]_____ a swimming pool?

A Yes, [10]_____ two, and [11]_____ a fantastic gym.

B [12]_____ a good restaurant in the hotel?

A Yes, the food was delicious!



3

A [13]_____ a very old castle in the town I lived in as a child. People said [14]_____ secret rooms in it.

B Really? [15]_____ 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 at the sale?

B Yes, I did. [18]_____ some cool sweaters. I got two.

A Great! [19]_____ any jeans?

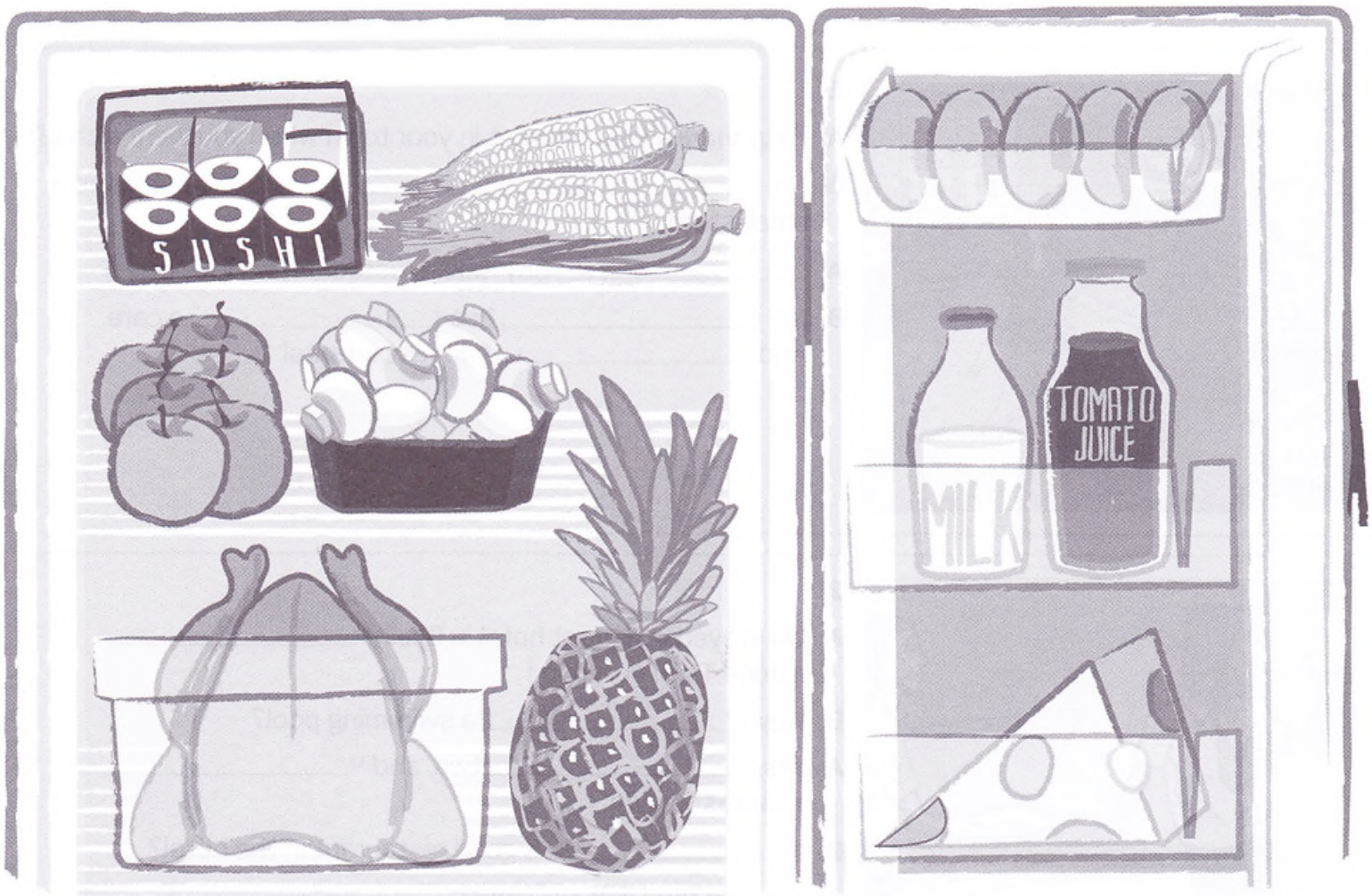
B Yes, [20]_____, but [21]_____ any in my size.

activation

b Work with a partner. Say three things that there were on the street or in the area where you live but are not there now.

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9A GRAMMAR countable / uncountable nouns; *a / an, some / any*



a Look at what's in the refrigerator. Write the questions and short answers.

1	butter?	*Is there any butter?*	*No, there isn't.*
2	sushi?	_____	_____
3	carrots?	_____	_____
4	cheese?	_____	_____
5	fish?	_____	_____
6	chicken?	_____	_____
7	eggs?	_____	_____
8	orange juice?	_____	_____

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

c **Test your memory**. Work with a partner. **A** (picture face up) ask **B** (picture face down) five questions about what's in the fridge. Then change roles.

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9B GRAMMAR *how much / how many, a lot of*, etc.

a Circle the right word in **bold**. Then answer the question with a complete sentence. Use *a lot of, not … much, not … many,* or *not … any.*



Fast Food Fred

1 How **much** / **many** orange juice does he drink?
He doesn't drink any orange juice.

2 How **much** / **many** hamburgers does he eat?

3 How **much** / **many** French fries does he eat?



Valerie the Vegetarian

4 How **much** / **many** meat does she eat?

5 How **much** / **many** vegetables does she eat?

6 How **much** / **many** water does she drink?



Baby Belinda

7 How **much** / **many** milk does she drink?

8 How **much** / **many** bread does she eat?

9 How **much** / **many** apples does she eat?



Fabio the Food Fan

10 How **much** / **many** cereal does he eat?

11 How **much** / **many** pasta does he eat?

12 How **much** / **many** cups of espresso does he drink?

activation

b Work with a partner. Answer questions 1–12 about yourself. Then ask your partner some questions and discuss.

I don't drink much orange juice. How much orange juice do you drink?

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9C GRAMMAR comparative adjectives

a Use the information to make comparative sentences.

1

Length

the Akashi-Kaikyo bridge (Japan)
12,831 ft
the Golden Gate bridge (US)
8,980 ft

short

1 *The Golden Gate bridge is shorter than the Akashi-Kaikyo bridge.*

2 _____

_____

2

Speed

human 27.79 mph
horse 47.50 mph

slow

3

Inventions

Blu-ray technology 1998
MP3 technology 1989

new

3 _____

_____

4 _____

_____

4

Size

Russia 6,592,800 sq mi
Canada 3,854,085 sq mi

big

5

Price

Cartier watch $5,170
Swatch watch $115

expensive

5 _____

_____

6 _____

_____

6

People per sq mi

Shanghai 9,400
Istanbul 6,530

crowded

7

Average summer temperature

London 75.2°F
New York City 83°F

hot

7 _____

_____

8 _____

_____

8

Risk

deaths per year worldwide traveling by car approx. 1.2 million
deaths per year worldwide traveling by plane approx. 600

dangerous

9

Vitamin C

oranges: approx. 70 mg per orange
apples: approx. 9 mg per apple

healthy

9 _____

_____

10 _____

_____

10

Height

Burj Khalifa tower (Dubai)
2,717 ft
Empire State Building (New York)
1,454 ft

tall

11

Annual rainfall

Buenos Aires 38.7 inches
Rome 23 inches

dry

11 _____

_____

12 _____

_____

12

Weather

Paris (France) average hours sunlight per day 4.9
Stockholm (Sweden) average hours sunlight per day 5.4

sunny

activation

b **Test your memory.** Cover the sentences and look at the boxes. Compare the things.

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10A GRAMMAR superlative adjectives

a Write the questions.

1 busy / airport / world
What's the busiest airport in the world?

2 windy / city / world
_____?

3 large / desert / world
_____?

4 high / mountain / world
_____?

5 high / city / world
_____?

6 long / river / world
_____?

7 populated / city / world
_____?

8 wet / town / world
_____?

9 popular / tourist destination / world
_____?

10 active / volcano / world
_____?







b Match questions 1–10 to the answers below.

France	☐	Wellington in New Zealand	☐
Cherrapunji in India	☐	La Rinconada in Peru	☐
Kilauea in Hawaii	☐	the Sahara	☐
Mount Everest	☐	Shanghai in China	☐
the Nile in Egypt	☐	Hartsfield-Jackson International Airport in the US	1

activation

c **Test your memory**. Cover the questions and look at the answers. Make sentences about each place.

Wellington in New Zealand is the windiest city in the world.

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10B GRAMMAR *be going to* (plans); future time expressions

a Complete the sentences 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 I don't think so. I [2]_____ with my girlfriend's parents, and they hate baseball. (have dinner)



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]_____ this evening. (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]_____ Lin _____ at the party? (be)

B Yes, and she says that she [8]_____ her new boyfriend. (bring)



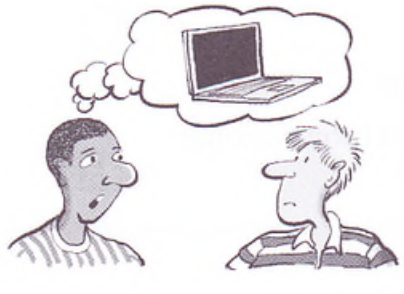
5

A What [9]_____ you _____ next weekend? (do)

B We [10]_____ with our friends in Chicago. (stay)

A [11]_____ you _____ the children? (take)

B Yes. We [12]_____ the museum and then go sightseeing. (visit)



6

A Where is your sister?

B She's out shopping. She [13]_____ a new laptop. (buy)

A What [14]_____ she _____ with the old one? (do)

B I don't know, but she [15]_____ it to me! (not give)

activation

b Practice the dialogues on this page with your partner.

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10C GRAMMAR *be going to* (predictions)

a What are they going to do? Write a prediction for each picture. Use a verb in the list.

buy get married have (x2) ~~learn~~ listen play snow take win



1 *He's going to learn Italian.*

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

activation

b Cover the sentences and look at the pictures. Say the predictions.

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11A GRAMMAR adverbs (manner and modifiers)

a Make adverbs from the adjectives.

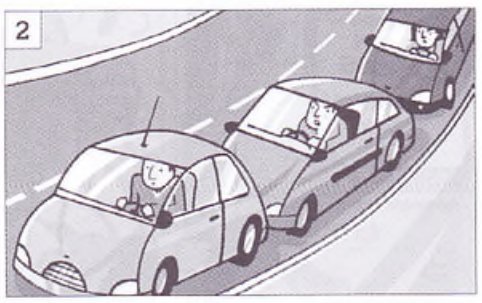
bad	_____	dangerous	_____	good	_____	noisy	_____
careful	_____	easy	_____	hard	_____	quiet	_____
cheap	_____	fast	_____	loud	_____	slow	_____

b Write sentences for pictures 1–12. Use an adverb from **a**.



1 She's eating *noisily*.

2 He's driving _____.





3 He's writing _____.

4 She passed the exam _____.





5 They're dancing _____.

6 She's opening the door _____.





7 She's running _____.

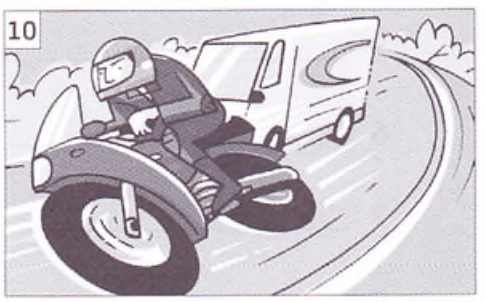
8 He's working _____.





9 She bought them _____.

10 He's driving _____.





11 She's singing _____.

12 They're talking _____.



activation

c Cover the sentences and look at the pictures. Say the sentences with a modifier (*very*, *really*, *incredibly*).

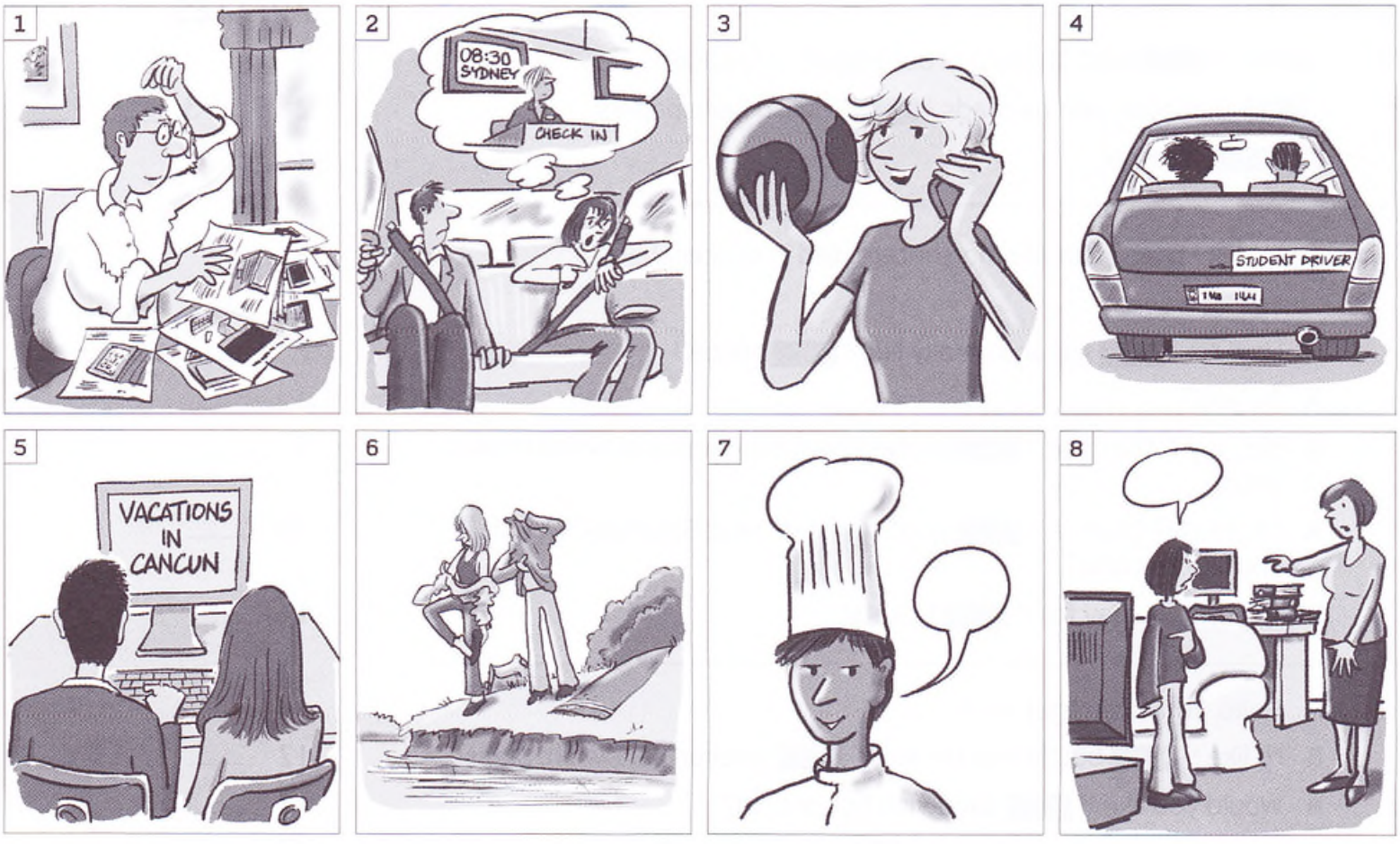
He's driving very slowly.

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11B GRAMMAR verbs + infinitive

a Look at the pictures. Complete the sentences with *to* + a verb in the infinitive.



1 Steve wants *to buy* a new computer.
2 We need _____ at the airport by 7:00 a.m.!
3 Would you like _____ basketball on Saturday?
4 She's learning _____.
5 We're planning _____ to Mexico for our vacation next summer.
6 They decided _____ for a swim.
7 I'm hoping _____ a job in a nice restaurant.
8 I promise _____ my homework when the TV show is finished.

b Complete the dialogues with *Would* or *Do / Does*.

1 A _____ your roommates like to come to dinner?
B Why don't you ask them? I'm sure they'd like to.
2 A _____ you like another coffee?
B No, thanks. Just a glass of water, please.
3 A _____ your husband like cooking?
B Yes, he loves it.
4 A _____ you like R&B?
B No, I prefer rock music.
5 A _____ you like to come to the movies with us tonight?
B Sorry. I'm going out to a restaurant with Mark tonight.

activation

c **Test your memory**. Cover the sentences in **a**. Look at the pictures and say the sentences.

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11C GRAMMAR articles: *a*, *the*, and no article (–)

a Complete the articles column with *a*, *the*, or (–).

		ARTICLES
1	Jarek is [1] ____ best student in our English class. He's [2] ____ journalist, and he reads [3] ____ English newspapers on [4] ____ Internet.	1 *the* 2 *a* 3 – 4 *the*
2	A I think [5] ____ men are more interested in soccer than [6] ____ women. B Hey! I'm [7] ____ girl and I really like [8] ____ soccer! A Do you? B Yes, my father was [9] ____ professional soccer player when he was young. A Oh, really? There's [10] ____ good game on next Saturday. Would you like to come? B Sure, if you pay for [11] ____ tickets!	5 ____ 6 ____ 7 ____ 8 ____ 9 ____ 10 ____ 11 ____
3	A Hello. What can I get you? B I'd like [12] ____ bottled water and [13] ____ chicken sandwich, please. A Would you like [14] ____ sandwich hot or cold? B Hot, please. And can I have [15] ____ glass, please? A Of course. Would you like me to close [16] ____ window? B No, I'm fine, thanks. It isn't cold.	12 ____ 13 ____ 14 ____ 15 ____ 16 ____
4	A What do you use your iPad for? B Well, I have a lot of [17] ____ books. I love [18] ____ reading. A Me too. I'm reading [19] ____ book by John le Carré right now. B Really? What's it called? A It's called *Tinker, Tailor, Soldier, Spy*. B What's it about? A It's about spies, and the Cold War. There was [20] ____ movie of it, and it was also on [21] ____ TV some years ago.	17 ____ 18 ____ 19 ____ 20 ____ 21 ____
5	A What time do you finish [22] ____ work? B About 5:30. But I don't usually get [23] ____ home before 7:00. A What time do you have [24] ____ dinner? B About 8:00, when [25] ____ children are in [26] ____ bed. A How do you relax in [27] ____ evening? B I watch [28] ____ TV. I usually go to sleep on [29] ____ sofa!	22 ____ 23 ____ 24 ____ 25 ____ 26 ____ 27 ____ 28 ____ 29 ____

activation

b Cover the **ARTICLES** column. Practice the dialogues on this page with a partner.

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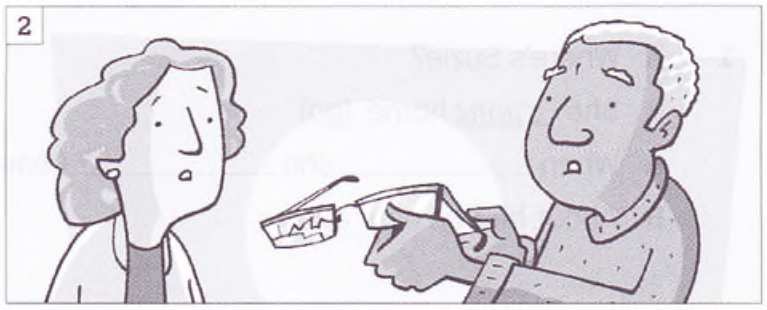
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12A GRAMMAR present perfect

a Write sentences in the present perfect.



1 _____ you _____ this movie? (see)



2 Oh, no! I _____ my glasses. (break)



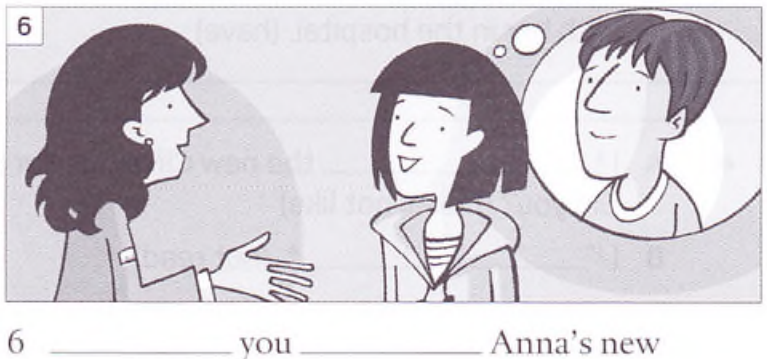
3 It was a mistake. I _____ it. (not wear)



4 They _____ a new car. (buy)



5 Alex _____ all over the world. (travel)



6 _____ you _____ Anna's new boyfriend? (meet)



7 They _____ all the cookies! (eat)



8 Don't turn it off! The movie _____. (not finish)



9 _____ the boss _____? (arrive)



10 He _____ my bag! (take)

activation

b **Test your memory**. Cover the sentences and look at the pictures. Remember the sentences.

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12B GRAMMAR present perfect or simple past?

a Write the verbs in the present perfect or simple past. Use the correct form of *be* or *go*.

1

A Where's Suzie?

B She [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 Elm Street? (be)

B Yes, we have. We [4] _____ last week. The food [5] _____ great. (go, be)

3

A [6] _____ Marianna _____? (arrive)

B No, she couldn't come. Her mother [7] _____ an accident yesterday, and she's with her in the hospital. (have)

4

A I [8] _____ the new Clive Cussler book last night. I [9] _____ it. Did you? (finish, not like)

B I [10] _____ it. (not read)

5



A [11] _____ you ever _____ karaoke? (sing)

B No, I [12] _____. I [13] _____ to a karaoke party with some friends a few months ago, but I [14] _____ anything. (go, not sing)

6

A [15] _____ you _____ to Paris? (be)

B Yes, I [16] _____.

A When [17] _____ you _____ there? (go)

B When I [18] _____ in school, for an end-of-year trip. (be)

A [19] _____ you _____ a good time? (have)

B Yes. It [20] _____ fantastic. (be)

activation

b Practice the dialogues on this page with a partner.

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12C GRAMMAR review: question formation

a Write questions for the answers.

1	*What does* your brother *do*? (do)	He's a doctor.
2	_____ to class today? (get)	I came by bus.
3	_____ Shakira from ? (be)	From Colombia, I think.
4	_____ on the weekend? (get up)	At 8:00. I like getting up early.
5	_____ brothers and sisters _____? (have)	One brother. I don't have any sisters.
6	_____ on vacation last year? (go)	We went to Tenerife.
7	_____ your grandparents _____? (live)	In a town about 50 miles away.
8	_____ anything good right now? (read)	Yes, I'm reading a Terry Pratchett book.
9	_____, Indian food or Chinese food? (prefer)	Chinese food. I don't like Indian food very much.
10	_____ your homework? (do)	No, I'm going to do it this evening.
11	_____ on Friday night? (go out)	Yes, we are. We have tickets for a concert.
12	_____ your brother? (be)	He's 22.
13	_____ English classes? (have)	Twice a week. On Tuesdays and Thursdays.
14	_____ Maria _____ home early? (go)	Because she didn't feel well.
15	_____ Shakespeare _____? (be born)	In 1564.



activation

b **Test your memory**. Cover the questions and look at the answers. Remember the questions.

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Communicative activity instructions

Tips for using Communicative activities

- We have suggested the ideal number of copies for each activity. However, you can often manage with fewer, e.g. one worksheet per pair instead of one per student.
- When Sts are working in pairs, if possible, get them to sit face-to-face. This will encourage them to really talk to each other and also means they can't see each other's worksheet.
- If your class doesn't divide into pairs or groups, take part yourself, get two Sts to share one role, or get one student to monitor, help, and correct.
- If some Sts finish early, they can change roles and do the activity again, or you could get them to write some of the sentences from the activity.
- With some activities we have left space for you to add information to make them more relevant to your Sts.

1A The memory game

A pairwork matching activity

Sts play matching games to practice greeting phrases. Copy and cut up one set of cards per pair or group of three Sts.

Language

Hello / Hi.
I'm... / My name's...
Nice to meet you.

- Divide the Sts into pairs or groups of three and give each pair or group a set of cards.
- Ask the Sts to match the cards so that they make **A** and **B** dialogues, and then check answers.

Hello, I'm Charlie. What's your name? – Freddie.
Nice to meet you. – Nice to meet you, too.
What's your phone number? – It's 555-789-4132.
See you on Saturday. Bye. – Yes, see you on Saturday. Goodbye.
Hello, George. – Hello, Sarah.
How are you? – Fine, thanks.
What day is it today? – It's Monday.
Hi, Fran. This is Sophie. – Nice to meet you.
My name's Marc, not Matt. – Sorry.
Bye. – Bye.

- Now ask the Sts to shuffle the cards and lay them face down on the table in rows.
- Explain that Sts are going to play a memory game. Sts take turns choosing two of the cards on the table and turning them face up. Their partner(s) should be able to see the cards, so the cards should be left on the table in their original position for 15–30 seconds. If the cards make a matching pair, the student says the two lines aloud and keeps the cards. They must have an **A** and a **B** card to have a match. If they are unsuccessful, they turn both cards face down and the next student has a turn. Sts have to remember where the cards are. The winner is the student with the most pairs in the end.

1B Nationalities bingo

A bingo game activity

Sts play *Bingo!* to practice nationalities and the names of countries. Copy one worksheet and cut out one bingo card per game per student. Make a few copies of the nationalities list.

Language

Nationalities and countries: *American, Peruvian, England, France*

- Give each student a bingo card. With classes of more than 12, you can give more than one student the same card or give one card per pair of Sts.
- Explain that Sts are going to play a bingo game. Tell Sts that you will call out a nationality at random. If they have that country on their card, they should cross it out. The first student to cross out all the countries should shout *Bingo!*
- Call out the nationalities at random and check them off as you go.
- When a student shouts *Bingo!* ask them to say the countries on their card. Be sure that they are the ones you have already checked. If not, continue the game. The first student to cross off all the countries on their card is the winner.

Extra idea

- Divide the Sts into groups of three or four to play a second game. Tell the groups to choose one person to be the caller. Give each caller the list of nationalities and each student a new bingo card. Tell the callers to call out the nationalities from the list at random. Remind them to keep a note of the nationalities as they say them.

1C Personal information

A mingle activity

Sts ask and answer questions to complete business cards with personal information about each other. Copy and cut up one worksheet per eight Sts.

Language

What's your name, please? And your last name?
What's your email address? Can you spell it? (+ alphabet)
What's your phone number? (+ numbers 0–10)

- If necessary, review the alphabet and numbers before you start. You could also drill the questions in the Language Box.
- Divide the class into groups of eight (or fewer, e.g. if you have 20 Sts, have two groups of eight and one of four). Use one set of cards per group.
- Give each student one strip with a card and two blanks. Focus on the first card and tell them that they are that person. Check that they know how to say the @ sign (*at*) and the . (*dot*). Tell them not to worry if they can't pronounce the names perfectly.

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- Now focus on the blank cards and elicit the questions they need to ask to get that information (see **Language**). Write the questions on the board.
- Tell Sts they are at a conference. They must complete the blank business cards with information about two other people from their group. Demonstrate with one of the Sts first.
- Sts mingle and complete their forms.

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 (watch).
What are these? I think they're (scissors).
Common objects

- Copy the phrases in **Language** onto the board. Model and drill pronunciation.
- In pairs, Sts take turns asking and answering questions, pointing to the photos.
- If a pair has answered all the questions they can, but still don't know what some of the objects are, they can ask other pairs of Sts.
- At the end of the activity, go through all the pictures and ask Sts what they are.

1 scissors	9 photos
2 a watch	10 a window
3 a laptop	11 an umbrella
4 a door	12 glasses
5 headphones	13 an iPod
6 coins	14 a lamp
7 an ID card	15 a wallet
8 a chair	16 pieces of paper

2B Can you name...?

Sts fill in columns with vocabulary

Copy one worksheet per student.

Language

Adjectives: old / young, right / wrong

- Give each student a worksheet and get them to fill in the **ME** column with names. You could start by eliciting expensive makes of watches, e.g. Rolex, Cartier, etc.
- Put Sts in pairs **A** and **B**. Tell them to read an answer from the **ME** column and his / her partner answers with an adjective and noun from column 1, e.g.:

Japanese. *A difficult language?* *That's right.*

- If Student B has the correct answer, he / she writes *Japanese* in the **MY PARTNER** column.
- When the two columns are filled, Sts say or write sentences where they have different words to practice plurals. *Japanese and Russian are difficult languages.*

2C Dominoes

A group domino game

Sts match different sentences. Copy and cut up one worksheet for every three or four Sts.

Language

Imperatives +, –; *let's*
Sit down. Don't eat or drink in here. Let's get lunch.

- Explain to the Sts they are going to play dominoes. Check that everyone knows how to play. If necessary, show a few examples on the board.
- Give one set of cards to each group.
- Divide the cards. In groups of three, students get eight cards each and put the others face down. In groups of four, students get seven cards each.
- Sts look at their cards. Clarify any vocabulary problems before they start.
- One student places a card on the table. The person on her / his left places the card that matches the sentence correctly at one end of this card. If he / she doesn't have one, he / she misses a turn and takes a card from the middle.

This is a library.	This room is very hot.	Turn on the air conditioning.	I'm thirsty.

- The game continues until all the cards are on the table. The winner is the first to use all his /her cards.
- Monitor that the game is being played correctly. The teacher has the final word if there is any disagreement!

3A True or not true?

A pairwork true / false activity

Sts make statements and their partners guess if they are true or false and give a reason. Copy one worksheet per student.

Language

Simple present: *I / you* +, –
I live in the city.
I think it's true.
You're wrong. I live in ...

- Pre-teach *I think it's true. / I don't think it's true* and *You're right. / You're wrong.*
- Give each student a copy of the worksheet. Tell them to match the verbs with the nouns / noun phrases.
- Check answers.

a12 b11 c5 d2 e7 f6 g9 h4 i8 j1 k3 l10

- Explain that they are going to make positive or negative sentences about themselves using a verb and a noun / noun phrase. The sentences can be true or not true.
- You could give some examples and ask Sts if they think the sentence is true or not. Make sure Sts use the pre-taught sentence structures.
- Give Sts time to write some sentences. Monitor and check that the sentences are correct.
- Put Sts in pairs or threes. Sts take turns reading a sentence and their partner decides if the sentence is true or not. If there is a group of three, once the sentence is read, the other two can decide together what they think.

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I watch movies on my laptop. / *I think it's true.*

You're wrong.
I don't have a laptop. / *I have two dogs.*

I think it's true. / *You're right.*

- If it's possible, put Sts together who don't know each other very well.

Extra challenge

- Get Sts to make sentences orally, without writing them first.

3B Simple present questionnaire

A pairwork questionnaire

Sts make questions and write down their partners' answers. Copy one worksheet per student.

Language

Simple present: *I / you* ?, +, −
Do you live near here? Yes, I do. No, I don't.
Does Julia live near here? Yes, she does. No, she doesn't.

- Pre-teach *What about you? And you?* Give some examples for Sts to practice.
- Give each student a worksheet. Check any vocabulary problems.
- Put Sts in pairs. Tell them to ask each other the questions and to put a check mark (✓) or an X (✗) in the box in the first column, depending on whether their partner's answers are positive or negative. Rather than repeating each question, Sts can "rebound" the question using *What about you?* or *And you?*
- When they finish, Sts change partners. They tell their new partner the name of the person they interviewed first. Sts write the name in the blank at the top of the second column.
- Sts ask each other questions about their partner's first partner. Sts put (✓) or (✗).
- Monitor the correct use of *Does* in the questions.

Extra activity

- When Sts have finished, you could ask questions for Sts to answer, e.g. *Does Julia live near here?* Whoever interviewed Julia would answer *Yes, she does. / No, she doesn't.*

3C Famous people

A fill-in-the-blank pairwork activity

Sts ask questions to find information to complete sentences. Copy one worksheet per pair and cut into **A** and **B**.

Language

Simple present: *he / she* +, −, ?
Where does Colin Firth live? He lives in England and Italy.

- Explain that Sts are going to ask some questions about famous people. Give examples using the format of the activity and get Sts to make questions.
- Put Sts into pairs **A** and **B** and give out the worksheets.
- Focus on the instructions and give Sts time to write their questions. Monitor and help.
- Tell Sts to ask and answer questions to complete the information on their copies.
- Get Sts to compare their copies to check.

4A Everyday objects

A happy families game

Sts practice everyday subjects and possessive *s*. Copy and cut up one set of cards per group of three or four Sts.

Language

Everyday objects, possessive *s*
Do you have Kate's dictionary?
Yes, here you are. / No, sorry.

- Tell Sts they are going to play a game called Happy Families. Sts may have a similar game in their language you can refer to.
- There are five sets of cards. Write the names of the five people on the board and under each name, the four objects they possess. Point to an object word and ask *What's this?* Elicit *It's James's calendar. They're Rick's headphones.* Check pronunciation.
- Put Sts in groups of four and give each group a set of cards. One student shuffles and deals the cards face down so that each student has five cards.
- Sts look at their cards. Point out the name at the top of each card and explain that the three small pictures at the bottom are the other objects they need to collect for that person.
- Sts collect a set of cards by asking the other Sts in the group. They can ask anyone, but they must address one person when asking the question.
- Now drill the questions and answers in the Language Box.
- When a student is given the card he / she wants, he / she must give one of his / her cards to the other student. Sts always have only five cards in their hands.
- Demonstrate with one group first.
- Sts play the game. One student starts and then it's the turn of the student on his / her left. The game finishes when a student has collected a complete set of four cards for one of the people. The cards are redealt and the game starts again.
- Monitor to make sure Sts are playing correctly.
- The game could be played in groups of five. In this case, each student has four cards.

4B Prepositions questionnaire

A pairwork question and answer activity

Sts complete the questions and then ask a partner. Copy one worksheet per pair and cut into **A** and **B**.

Language

Prepositions of time: *at, in, on*

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- If necessary, quickly review prepositions.
- Put Sts into pairs **A** and **B** and give out the worksheets.
- Give them time to complete their questions with a preposition. Then check answers.

A 1 at 2 at 3 in 4 on 5 at 6 on 7 in 8 in 9 on 10 in / at
B 1 on 2 in 3 on 4 on 5 on 6 at 7 at 8 in / in 9 in 10 on

- Now tell them to ask each other their questions. Tell Sts that the questions are different on cards **A** and **B**. Remind Sts to "rebound" the questions with: *What about you? And you?*

4C Adverbs board game

A group board game activity

Sts roll a dice, land on a square, and make a sentence about the topic in the square using an adverb. Copy one worksheet per group of three or four Sts. Give each group a dice and colored counters or coins.

Language
Simple present + adverbs of frequency: *never, sometimes,* or expressions of frequency: *once a week*

- Quickly review the adverbs and the expressions and their position in sentences.
- Write on the board *get up before 7:30* and *have coffee for breakfast*. Ask Sts to make a sentence with the phrase and include an adverb or expression of frequency, e.g. *every day.*
- Put Sts in small groups of three or four. Give each group a worksheet of the board and a dice and a counter for each student. Coins will do if there are no counters.
- Sts roll a dice and move to the corresponding square. They make a true sentence using the phrase and one of the adverbs.
- Set a time limit. Sts continue the game until time is up. Monitor and help.

5A What can you do?

A group card game

Sts turn over cards and try to do the tasks or answer the questions. Copy and cut up one worksheet per group of Sts.

Language
can + can't

- Remind Sts of the different meanings of *can*.
- Put Sts in small groups of three or four. Give each group a set of cut-up cards.
- Tell Sts to put the cards face down on the table. Demonstrate the activity by asking a student to turn over a card and read the question. You then do the task or answer the question.
- Tell Sts to continue playing the game. One student turns over a card and asks someone in the group to do the task or answer the question. The others in the group decide if it has been done correctly.
- Once a card has been correctly used, it is put aside. If not, it is laid face down again.
- The game is over when all the cards have been used or time is up.

Non-cut alternative

- Cut the cards into four strips and give each student in the group a strip of five cards.

5B Guess what I'm doing!

A miming activity

Sts take a card, mime, and the others guess what he / she is doing. Copy and cut up one worksheet per group of Sts.

Language
Present continuous: *You are washing your car.*

- Demonstrate the activity. Write on the board *You are …* Tell Sts you have a sentence you are going to mime and they must guess exactly what is on the card. Your sentence is *You are reading a newspaper.* Using mime, make sure the Sts say exactly what is on the card.
- Put Sts in groups of three or four and give each group a set of cards. Make sure they are placed face down so nobody sees what is written on them.
- One student takes a card and mimes the action. Insist that the mimers say nothing and the others must say exactly what is on the card.
- Set a time limit. Sts continue the activity until you say stop.

Non-cut alternative

- You whisper to one student in each group an activity to mime. When a group has guessed the sentence, they ask you for another activity to mime.

5C It's Friday evening

A pairwork activity

Sts ask questions to find out what people are doing, or usually do. Copy one worksheet per pair and cut into **A** and **B**.

Language
Simple present or present continuous? +, -, ?
What does he usually do on Friday evening?
What is he doing this evening?

- Write on the board:

James usually _____ *on Friday evening.*
James _____ *this evening.*

- Elicit the questions to complete the missing information (*What does James usually do on Friday evening? What is James doing this evening?*). Then erase *James* and replace with *Sarah* and *Sam*. Elicit that the questions are *What do Sarah and Sam…What are Sarah and Sam…?*
- Put Sts into pairs **A** and **B** and focus on the instructions and examples. Give them a few minutes to think what questions they have to ask.
- Sts ask and answer questions to complete their charts. Monitor to make sure they are asking their questions correctly.
- When they have finished, Sts can compare their two sheets.

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6A Memory

A group matching pairs game

Sts match nouns and pronouns in a game of memory. Copy and cut up one worksheet for every three or four Sts. Divide the cards into sentences and pronouns.

Language
Subject and object pronouns

- Explain to students that they are going to play a game where they match the pronouns to the nouns in sentences.
- Put Sts into groups and give each group a set of the shuffled sentence cards and a set of the shuffled pronouns cards. Without looking at the cards, they should lay each set out separately face down on the desk.
- Sts take turns turning over one sentence card and one pronoun card. If the cards match, the student should say the sentences aloud, replacing the noun or nouns with the pronoun. If the sentence is correct, the student keeps the cards and has another turn. If the cards don't match, the student turns the cards over again so they are facing down.
- If the cards don't match, they should be turned over again so they are face down.
- Sts play till there are no more cards. The student with the most pairs of cards is the winner.

Non-cut alternative

- Copy one worksheet per pair. Get Sts to decide which pronoun they should use to replace the underlined words. Check answers.

6B Find someone who...

A class mingle

This is a fill-in-the-blank mingle activity. Sts ask questions to find out who does these things. Copy one worksheet per student.

Language
Do you like shopping? Yes, I do. / No I don't.
Do you mind doing housework? No, I don't mind it. / Yes, I hate it.

- Practice the questions Sts are going to ask. Write on the board _____ *like reading in bed?* _____ *hate getting up early?* _____ *mind doing housework?* _____ *love doing puzzles?* Tell Sts to ask you the questions. Then ask two or three Sts the questions. Point out the answer for the question with *mind* (see Language Box).
- Give each student a copy of the worksheet and tell them to look at the **FIND SOMEONE WHO...** column and check any vocabulary problems.
- Ask a student the first question. If the answer is *Yes*, write his / her name on your worksheet. If the answer is *No*, say thank you and continue until you get a *Yes* answer. Do the same with number 2 so Sts see that the *No* answer is what you want now.
- Tell Sts the idea is to write a name for each question and if possible a variety of names.
- Set a time limit for Sts to carry out the activity. It's a good idea to get Sts to start at a different number rather than all at number 1. If a student starts at number 4 then he / she continues 5, 6, 7, etc.
- When the time is up, get feedback by asking questions, e.g. *Who doesn't mind getting up early? Who hates going to the gym?* Sts say the names they have on their sheet.

6C Questions and answers

A pairwork review activity

Sts complete the questions and then ask a partner. Copy one worksheet per pair and cut into **A** and **B**.

Language
Question form review: *be / do*

- Write up a few examples on the board to elicit the type of questions in the activity and ask Sts to tell you what is needed to complete each question:
How often _____ *you watch TV?*
Where _____ *you have lunch on Mondays?*
- Put Sts into pairs **A** and **B** and give out the worksheets.
- Give them a few minutes to complete their questions. Check answers.

A 1 is 2 do 3 is 4 Do 5 Are 6 do 7 is 8 Do 9 are 10 do 11 do 12 do 13 is 14 is 15 Are
B 1 Are 2 do 3 do 4 is 5 do 6 is 7 do 8 is 9 is 10 Do 11 do 12 Do 13 is 14 do 15 Are

- Now tell them to ask each other their questions. Point out that the questions are different on the two cards. Sts write down their partner's answers.

7A History quiz

A pairwork fill-in-the-blank activity

Sts complete the questions and then ask a partner. Copy one worksheet per pair and cut into **A** and **B**.

Language
Simple past verb *be*: *was / were*

- Write on the board: *Where* _____ *the Aztecs from?* Ask Sts to tell you what's missing from the question (*were*). Now give them three possible answers:
a Mexico b Peru c Brazil
Elicit that the answer is *Mexico*.
- Tell them to complete their questions with *was / were*. Check answers.

A 1 was 2 was 3 were 4 was 5 was 6 were 7 was 8 was 9 were 10 was
B 11 were 12 were 13 was 14 was 15 was 16 were 17 was 18 was 19 was 20 was

- Tell them to quickly complete their questions with *was / were*. Check that they are correctly filled in.
- Put Sts in pairs **A** / **B** and tell them to ask each other their questions. They tell each other the three options. The correct answers are in **bold**.
- Sts mark their partners' answers, but don't say if they are right or wrong until they finish.
- When Sts finish, they tell each other how many they got right and correct the wrong answers.

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7B Where's the match?

A pairwork activity

Sts put together a jumbled story, then retell the story. Copy and cut up one worksheet for every pair of Sts.

Language

Simple past regular verbs: *checked, booked, played*

- Write on the board *The Champions League*. Ask Sts which soccer team was the winner last year. Tell them that they are going to read a true story about some fans who wanted to see their team play in a Champions League match. Pre-teach *fan*.
- Write the first sentence of the story on the board: *A few years ago Manchester United played the Spanish team Deportivo de La Coruña in the Champions League.*
- Sts work in pairs. Give each pair a set of cards. Tell them to find the first sentence and then try to put the rest of the story in order.
- Check answers. Get Sts to underline the regular verbs and drill the pronunciation of the past tense verbs.

1 A few years ago, Manchester United played the Spanish team Deportivo de La Coruña in the Champions League.
2 Two Manchester United fans wanted to travel to Spain to see the match.
3 It wasn't possible to fly to La Coruña direct, so they needed to fly to Santiago de Compostela, and then get a taxi.
4 They booked the tickets to Santiago on the Internet.
5 They checked in at Heathrow Airport at 9:00 p.m. because their flight was at 11:00 at night.
6 When the plane landed, they were very surprised! It was morning!
7 They walked out of the airport and stopped a taxi.
8 They asked the taxi driver, "Where's the match?" The taxi driver answered, "What match?"
9 They weren't in Spain. They were in Santiago, the capital of Chile!

- Sts work in pairs again. One student holds the cards so that the other can't see them. The other student tries to remember the story line by line. The first student helps and corrects pronunciation, and puts down each card when his / her partner has remembered it correctly. When the first student has finished, change roles.
- Feedback and see if any pairs can tell the whole story from memory.

Extra idea

- For extra suspense, you could keep back the last sentence and give Sts only eight cards. When they have the story in order, get Sts to guess what the last sentence is. Elicit any ideas and then give out the last card.

Extra challenge

- With a strong class, divide them into groups of three and give them three cards each. They must not show their cards to the other Sts. Sts read their sentences out loud, and the group tries to decide which one is the first sentence. They then decide on the second, etc. Each time they tell the story from the beginning before deciding on the next sentence. When they think they have the story in the right order, they lay the cards down and read it to check.

7C What did you do?

A pairwork activity

Sts complete the questions and then ask a partner. Copy one worksheet per pair and cut into **A** and **B**.

Language

Simple past irregular verbs: *got, had, made*

- Tell Sts the objective of the activity is to practice simple past positive and negative statements to guess what their partner did.
- Demonstrate the activity by writing on the board: *I think you _____ for lunch yesterday.* *have (food)*
  Choose a student and guess what he / she had for lunch. Elicit *Yes, I did*, or *No, I didn't. I had _____*.
  Repeat the example with another student or get Sts to guess what you had.
- Put the Sts in pairs **A** and **B** and give out the worksheets.
- Give Sts time to complete their statements. Monitor Sts as they do this, checking correct past forms.
- Point out that Sts have examples at the top of their worksheet. Try to pair Sts who don't know each other too well to ensure that some guesses may be wrong.

Extra activity

- Sts could do the activity with the teacher.

8A Simple past question time

A pairwork activity

Sts practice with question prompts. Copy and cut up one worksheet per pair, or if you are short of time copy one sheet per student.

Language

Simple past questions and answers:
What time did you get up? I got up at 7:00.
Did you watch TV? Yes, I did.

- Tell the Sts the object of the activity is to review the simple past by asking and answering as many questions as they can.
- Demonstrate the activity. Take a card and ask different Sts the questions. Then copy a couple of question prompts from your card onto the board and elicit the questions. Elicit and drill the rhythm of the two question forms.
- Sts work in pairs. Give each pair a set of cards. Set a time limit, e.g. ten minutes. Sts take turns taking a card and asking their partner questions.
- Monitor, help, and correct.

Non-cut alternative

- Cut worksheet in half vertically.
- Put Sts in pairs **A** and **B** and give each student half the questions.

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Extra challenge

- Encourage the student who is answering the questions to give more information where possible, and the student who is asking to try to ask extra questions where appropriate.

8B Apartment to rent

A pairwork fill-in-the-blank activity

Sts role-play a phone call for information about an apartment to rent. Copy one worksheet per pair. Cut into **A** and **B**.

Language

there is / are +, ?
Is there a garage? Yes, there is.
House vocabulary

- Put Sts in pairs **A** and **B**, and give out the worksheet. Explain that they are going to role-play a phone conversation to rent an apartment.
- Tell the Sts who have worksheet **A** that they have an apartment that they want to rent. They must read the instructions and information about the apartment.
- Tell the Sts who have worksheet **B** that they are looking for an apartment to rent. They have a list of questions that they want to ask. They must read the instructions and prepare their questions. Highlight that all the questions are with *there is | are* except the last two. Encourage the **B**s not to write the missing words but to remember them.
- Monitor, making sure the **A**s understand all their information and the **B**s are clear about what questions they have to ask. Drill the questions if necessary.
- After a few minutes tell Sts to start the conversation. Remind Sts that the conversation is on the phone. Tell Sts to start the conversation with *Hello?*
- At the end of the conversation, get feedback to see which **B**s decided to rent the apartment.

8C What is different?

A spot-the-difference pairwork activity

Sts review furniture vocabulary + *there is | there are* and *there was | there were*. Copy one worksheet per pair and cut into **Room 1** and **Room 2**.

Language

there is / are + there was / were +, −
Prepositions of place
Furniture

- Review the furniture for the activity.
- Pair Sts and place **Room 1** face down on their table. Tell Sts to turn the picture over. They look at it for one minute and try to remember what's in it and where things are.
- Collect **Room 1** from everyone. Hand out **Room 2** and tell Sts it's the same room today. In pairs, they find the differences using *there is | isn't | are | aren't* when referring to **Room 2** and *there was | wasn't | were | weren't* when referring to **Room 1**. Ask Sts to give a couple of examples.

Extra idea

- Fast finishers can start writing sentences to describe the differences. There are at least 11 differences.

Example answers
1 In 1900 there wasn't a TV.
2 In 1900 there weren't any books on the table.
3 In 1900 there wasn't a DVD player.
4 In 1900 there wasn't a sofa.
5 In 1900 there wasn't a coffee table.
6 In 1900 there was a plant.
7 In 1900 there were books on the bookshelves.
8 In 1900 there wasn't a floor lamp.
9 In 1900 there was a clock above the fire, on the fireplace.
10 In 1900 there were photos above the fire, on the fireplace.
11 In 1900 there wasn't an exercise bike.

9A Food families

A happy families game

Sts practice countable and uncountable food words and *a | an | any*. Copy and cut up one set of cards per group of three or four Sts.

Language

Do you have a / any ...? Yes, here you are. / No, sorry.
Can I have it, please? Here you are.
Food vocabulary: *an apple, chocolate*

- Tell 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. Point to a food or drink word and ask *What's this?* Elicit *It's an apple. It's some sugar.* Check pronunciation.
- Put Sts in groups of four and give each group a set of cards. One student shuffles and deals the cards face down so that each student has five cards.
- Sts look at their cards. Point out the name at the top of each card and explain that the three small pictures at the bottom are the other objects they need to collect for that person.
- Sts collect a set of cards by asking the other Sts in the group. They can ask anyone, but they must address one person when asking the question.
- Now drill the questions and answers in the Language Box.
- When a student is given the card he / she wants, he / she must give one of his / her cards to the other student. Sts always have only five cards in their hands.
- Demonstrate with one group first.
- Sts play the game. One student starts and then it's the turn of the student on his / her left. The game finishes when a student has collected a complete set of four cards for one of the people. The cards are redealt and the game starts again.
- Monitor to make sure Sts are playing correctly.
- The game could be played in groups of five. In this case, each student has four cards each.

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9B How much / many?

A pairwork questionnaire

Sts practice *How much* / *How many* questions and personal information vocabulary. Copy one worksheet per pair and cut into **A** and **B**.

Language

How much fruit do you eat a day? A lot.
How many emails did you send yesterday? Not many.

- Put students into pairs **A** and **B** and give out worksheets. Tell them first to fill in the blanks with *much* or *many*. Give them a few minutes to complete their questions. Check answers. They must not answer the questions at this point.

A	1 much	2 many	3 much	4 much	5 much	6 many
	7 much	8 much	9 many	10 many		
B	1 much	2 much	3 many	4 much	5 much	6 many
	7 many	8 much	9 many	10 much		

- Sts now ask and answer the questions. **B** puts his / her paper face down. **A** interviews **B** and notes the answers on the worksheet. Then they change roles. Tell Sts to ask the questions in random order so their partners really have to listen. Encourage Sts to try and say a little more than just the answer to the question where possible.
- When they finish, Sts can compare their information. Get some feedback.

Extra idea

- Get Sts to turn over the questionnaire and interview you. They ask you all the questions they can remember.
- Now **A** reads his / her completed sentence 2. Sts continue until they have said all the sentences.

Extra idea

- Get Sts to put their copies face down and see how many of the 12 sentences they can remember.

9C Guess the comparative

A pairwork activity

Sts read sentences and guess what the missing comparative adjective is. Copy one worksheet for each pair, and cut into **A** and **B**.

Language

Comparatives: *colder, bigger, healthier*
Scotland is colder than England.

- Demonstrate the activity. Write on a piece of paper *Scotland is colder than England*. Then write on the board *Scotland is _____ than England*.
- Elicit possible comparative adjectives from Sts, getting them to say the whole sentence. If what they say is NOT what you have on the piece of paper, e.g. *Scotland is smaller than England, Scotland is more beautiful than England*, etc., say *Try again* until someone comes up with the sentence you have. Point out that their sentences are also correct, but that the objective is for them to guess the comparative that you had.
- Put Sts into pairs, **A**, and **B**, and give out the copies. Tell Sts to work individually at first and to fill in the blanks. Remind them that the missing words are all comparative adjectives. Monitor to make sure Sts are writing correct and logical adjectives.
- Now get Sts to sit face to face if possible. **B** reads his / her sentence 1 to **A**. If it's the same as what A has, he / she says *That's right*. If not, **A** says *Try again*, and he / she keeps guessing comparatives until he / she gets it right.

10A What do you know about the US?

A quiz about the US

Sts review superlatives. Copy one worksheet per student or pair / group.

Language

Superlatives: *most popular, busiest*
Which is the longest river in the US?

- If necessary, quickly review the formation of superlatives with examples on the board, e.g.:
The (tall) person in the class is…
The (popular) sport in the country is…
- Sts work in pairs / groups of three or four. Give out copies. First get Sts to complete the questions with superlative adjectives. Check answers.

1 busiest 2 most popular 3 biggest 4 longest
5 sunniest 6 most common 7 largest 8 most popular
9 oldest 10 most common 11 highest 12 biggest

- Now set a time limit for Sts to choose the correct answer. Monitor and help.
- Check answers.

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

- In the same pairs / groups, Sts write five questions about their country or countries. Monitor and help. Sts then ask another pair / group their questions.

10B Future plans

A pairwork activity

Sts ask each other about their future plans. Copy one worksheet per pair and cut into **A** and **B**.

Language

Plans: *be going to* + verb

- Write on the board:
Are you going to…?
watch TV tomorrow morning
send any emails this evening
go camping next summer
Ask Sts questions using *Are you going to…?* Then ask them follow-up questions.
- Tell Sts they are going to ask their partner questions. Remind them to ask follow-up questions and "rebound" the questions.
- Put Sts in pairs. Give each student a worksheet **A** or **B** and tell them to ask each other their questions. Check any vocabulary problems before they start.

Extra idea

- Sts could ask you the questions.

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10C Predictions

A pairwork role-play

One student is a fortune teller and the other the client. Copy and cut up one worksheet per pair of students.

Language
Predictions: *be going to* + verb

- These are the same cards that are used in the Student's Book. Take a card, show it to the class, and ask *What does this card mean?* Elicit *It means you're going to…*
- Tell Sts they are going to role-play a fortune teller and client activity. Give out the cards and tell Sts to lay them on the desk.
- Put the Sts into pairs. Student **A** is the fortune teller and Student **B** is the client. Student **B** chooses five cards.
- Student **A** tells Student **B**'s future using the cards. Student **B** asks for more information.

I'm going to tell your future.
Your first card is two rings.
You're going to meet someone special very soon.

Great! Where am I going to meet him / her?

- Change roles if there's time. If roles are changed, make sure Sts work with a different partner.

11A Mime the adverbs

An acting game

Sts practice adverbs by miming actions in different manners. Copy and cut up one set of cards for every five / six Sts in the class.

Language
Adverbs: *badly, carefully, fast*

- If necessary, review adverb formation by writing the following adjectives on the board and asking Sts to change them to adverbs: *careful, bad, fast, quiet, polite, good.*
- Sts work in groups of five / six. Give each group a set of cards and put them face down on the table. Explain the game. Demonstrate by taking a card and miming the action for the class. Emphasize that Sts only have to say the verb and the adverb, e.g. *swim well.*
- Student 1 takes a card and mimes the action. The others in the group try to guess exactly what is on the card. If the other Sts can guess the phrase on the card, then Student1 keeps the card. If the other Sts can't guess the phrase, then Student 1 puts it back in the envelope.
- Sts take turns acting actions until all the cards are used. The winner is the person with the most cards at the end.

Non-cut alternative

- Copy one sheet per pair and cut it in half vertically. Put Sts into pairs **A** and **B** and give each student half of the worksheet. **A** begins by miming his / her first phrase to **B**, who must try to say it. **B** then mimes his / her first phrase to **A**. They carry on until they have both mimed all their phrases.

11B Hopes and plans

A pairwork activity

Sts practice *going to* by making and answering questions. Copy and cut up one worksheet for each pair of Sts.

Language
want to, need to, would like to

- Put Sts into pairs **A** and **B** and give out worksheets. Tell them to follow the instructions at the top of their worksheet but not to write full answers, e.g. in **A**'s circle he / she should write *on the beach*, not *I would like to be on the beach.*
- Give Sts five to ten minutes to write their answers. Sts then fold over the instructions.
- Now get them to exchange papers. Make sure Sts can't see the instructions.
- Demonstrate the activity by taking a worksheet from one student and asking *Why did you write _____ in the triangle?* elicit *Because they are the things I need to do this week.* Ask follow-up questions if possible.
- Sts do the activity in pairs. They can ask the questions in any order. Monitor as they do the activity to make sure they practice the verbs.
- If time allows, Sts can be put in new pairs and repeat the activity.

Extra idea

- Sts ask you the questions.

11C Speak for 60 seconds

A board game

Sts practice speaking on a range of topics for one minute. Copy one worksheet of the board game for each three or four students. Sts need a dice and counters.

Language
Review of vocabulary and tenses

- Put Sts in small groups of three or four and give each group a worksheet of the board game and a die and colored counters.
- Explain the rules of the game. Sts roll a dice and move around the board. Everyone starts on the **START** square. When a student lands on a square, he / she must talk for a minute about the topic. Then each of the other students in the group must ask him / her a question about the topic.
- Tell Sts they can have time to think about what they are going to say. Someone in the group times the minute.

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- The game finishes when someone reaches the **FINISH** square.
- If Sts roll high numbers, they sometimes move too quickly around the board. To land on **FINISH**, he / she must roll the exact number, e.g. if a student is on the **neighbors** square he / she must roll a two to win. If he / she rolls a five, he / she moves forward two and back three and lands on the **good places in my country for tourists** square.

12A Have you done it?

A pairwork fill-in-the-blank activity

Sts practice asking and answering present perfect questions. Copy one worksheet for each student.

Language

Present perfect simple:
I've read the Harry Potter books. I think / I don't think that's true.

- Give each student a worksheet and ask them to complete the sentences using the verbs in parentheses. Half of the sentences should be true and half of them not true.
- Explain to the students that they are going to find out which statements are true and which are not true.
- Demonstrate the activity. Write two sentences on the board for yourself, one true, one false, e.g. *I've read all the Harry Potter books.* Students have to find out which is true and which is false, e.g. *I think that's true because you love the movies.*
- Sts work in pairs and find out which of their partner's sentences are true and which are false.
- Get feedback. Ask a few pairs if they discovered anything surprising about their partner.

12B Have you ever...?

A class mingle speaking activity

Sts practice the present perfect and simple past with question prompts. Copy and cut up one worksheet for the class / per group.

Language

Present perfect: *Have you ever spoken to a celebrity? Yes, I have. No, I haven't.*
Follow-up questions: *Who was it? When was it?*

- Give every student in the class a question. Tell them not to show their question to anybody. If you have a class of more than 14 Sts, divide the class into two or more groups.
- Explain to Sts that they're going to do a survey. Sts must move around asking the question on their card to all the other Sts in their class or group. If somebody answers *Yes, I have*, then they ask the other questions.
- Remind Sts that they must put the verb into the past participle form.
- Get feedback when Sts have finished. Find out how many people have done different things.

12C Review questions

Prompts to review speaking / question formation

Sts practice key structures from Files 1–12. This could be used as a final "pre-test" review, e.g. before Sts' oral exam. Copy and cut up one set of cards per pair.

Language

Questions and answers: past, present, and future

- Tell Sts that the object of the activity is to ask and answer as many questions as they can to review the English they know. Demonstrate by taking a card and asking one student the questions. Then take another card and quickly copy it onto the board. Get Sts to use the prompts to ask you complete questions. Remind Sts that the symbol / = a missing word or words.
- Sts work in pairs. Give each pair a set of cards. Set a time limit, e.g. ten minutes. Sts take turns taking a card and asking their partner the questions. Encourage Sts to follow up their partner's answers with further questions. Monitor, help, and correct.

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1A COMMUNICATIVE The memory game

A Hello, I'm Charlie. What's your name?	**B** It's 555-789-4132.
A Nice to meet you.	**B** Fine, thanks.
A What's your phone number?	**B** Freddie.
A See you on Saturday. Bye.	**B** Bye.
A Hello, George.	**B** Hello, Sarah.
A How are you?	**B** Yes, see you on Saturday. Goodbye.
A What day is it today?	**B** Sorry.
A Bye.	**B** It's Monday.
A Hi, Fran. This is Sophie.	**B** Nice to meet you, too.
A My name's Marc, not Matt.	**B** Nice to meet you.

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1B COMMUNICATIVE Nationalities bingo

☐ English	☐ Turkish	☐ German	☐ Argentinian
☐ Irish	☐ Peruvian	☐ Scottish	☐ Spanish
☐ Mexican	☐ American	☐ Brazilian	☐ Vietnamese
☐ Iranian	☐ Italian	☐ Russian	☐ Chinese
☐ Japanese	☐ Thai	☐ French	☐ South Korean

1 BINGO		
the US	Argentina	Thailand
Japan	Peru	Turkey

2 BINGO		
England	Germany	Brazil
Russia	France	China

3 BINGO		
Ireland	Spain	Japan
Vietnam	Italy	China

4 BINGO		
Mexico	England	Iran
South Korea	Japan	Germany

5 BINGO		
Scotland	Turkey	Vietnam
Russia	Thailand	South Korea

6 BINGO		
Peru	Scotland	Argentina
China	Ireland	Spain

7 BINGO		
the US	France	Brazil
Russia	Iran	Mexico

8 BINGO		
Brazil	Mexico	Germany
Japan	Vietnam	Italy

9 BINGO		
Turkey	the US	France
Scotland	Spain	Iran

10 BINGO		
Ireland	Italy	Argentina
Japan	Peru	Thailand

11 BINGO		
Turkey	South Korea	Brazil
England	Germany	Vietnam

12 BINGO		
China	Argentina	Mexico
Iran	Scotland	the US

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1C COMMUNICATIVE Personal information

Name Joanna Last name DUKE Email joanna.duke@comet.com Cell Phone 212-555-0770	Name _____ Last name _____ Email _____ Cell Phone _____	Name _____ Last name _____ Email _____ Cell Phone _____
Name Claire Last name HARVEY Email c.harvey@basol.com Cell Phone 617-555-7029	Name _____ Last name _____ Email _____ Cell Phone _____	Name _____ Last name _____ Email _____ Cell Phone _____
Name Donna Last name WILLIAMS Email donna.williams@mail.com Cell Phone 650-767-2676	Name _____ Last name _____ Email _____ Cell Phone _____	Name _____ Last name _____ Email _____ Cell Phone _____
Name Selina Last name RIVERA Email rivera@compu.com Cell Phone 908-355-9969	Name _____ Last name _____ Email _____ Cell Phone _____	Name _____ Last name _____ Email _____ Cell Phone _____
Name Tomas Last name RICHARDS Email t.richards@freemail.com Cell Phone 860-525-7078	Name _____ Last name _____ Email _____ Cell Phone _____	Name _____ Last name _____ Email _____ Cell Phone _____
Name Ryan Last name MANNERS Email r.manners@freemail.com Cell Phone 077-009-4386	Name _____ Last name _____ Email _____ Cell Phone _____	Name _____ Last name _____ Email _____ Cell Phone _____
Name Dexter Last name SHIEH Email dexter.shieh@over.com Cell Phone 281-555-9812	Name _____ Last name _____ Email _____ Cell Phone _____	Name _____ Last name _____ Email _____ Cell Phone _____
Name Anthony Last name EASTWOOD Email a.eastwood@younder.com Cell Phone 714-555-9778	Name _____ Last name _____ Email _____ Cell Phone _____	Name _____ Last name _____ Email _____ Cell Phone _____

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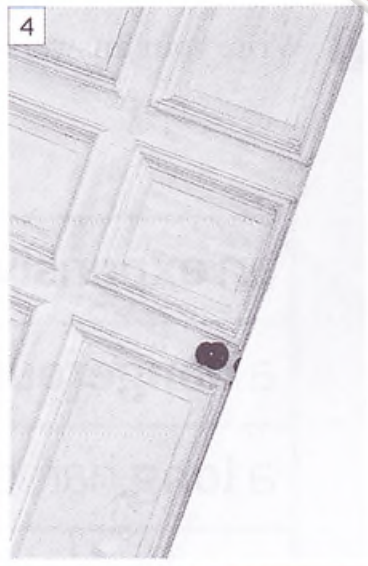
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2A COMMUNICATIVE Mystery objects

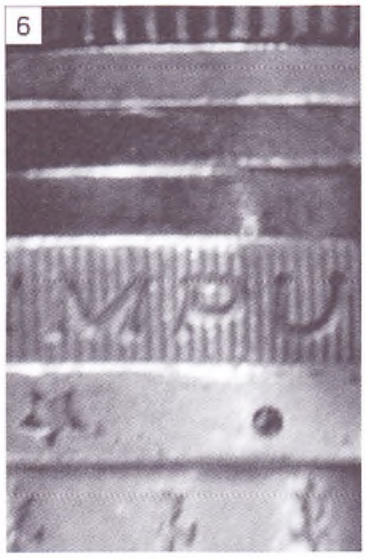

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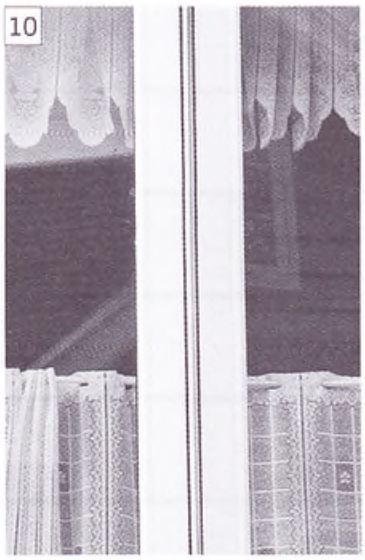

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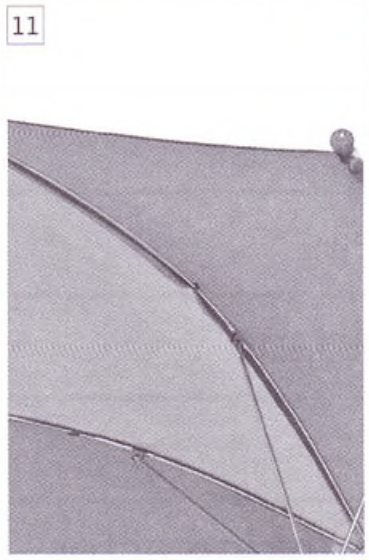

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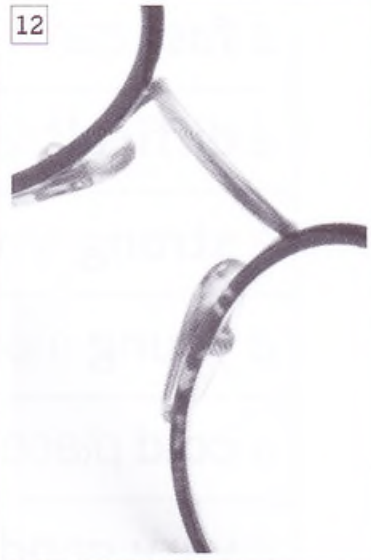

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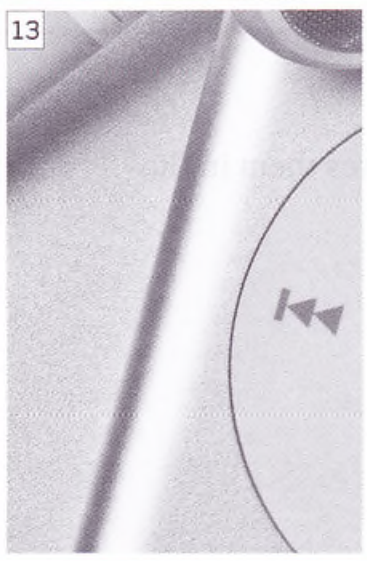

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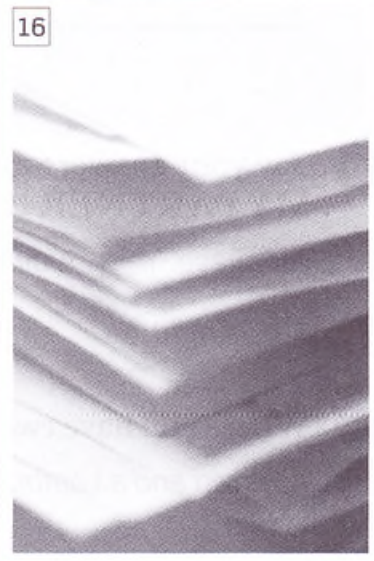

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2B COMMUNICATIVE Can you name...?

a Write your answers in the first column.

	ME	MY PARTNER
an **expensive** watch		
a **dangerous** sport		
a **long** name		
an **old** song		
a **very rich** person		
a **poor** country		
a **high** mountain		
a **blond** actress		
a **hot** drink		
a **fast** car		
a **difficult** language		
a **strong** smell		
a **young** musician		
a **cold** place		
a **very good-looking** actor		

b Say your answers to a partner, but in a different order. Your partner writes them in the **MY PARTNER** column.

Japanese. *A difficult language?*

That's right.

c Where you have two different answers, make sentences in the plural.

A Ferrari and a Lamborghini are fast cars.

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2C COMMUNICATIVE Dominoes

This is a library.	This room is very hot.
Turn on the air conditioning.	I'm thirsty.
Let's have a drink.	I'm tired.
Sit down.	I'm hungry.
Have a sandwich.	My camera's expensive.
Please be careful with it.	This road is dangerous.
Slow down, please.	It's cold.
Close the window.	What's the matter?
I'm worried.	Let's go to lunch.
Good idea!	Don't go in there!
That room is private.	It's 3 o'clock in the morning!
Please turn off the music.	I'm sad.
Cheer up!	Turn left.
Where? At the hotel?	Don't eat or drink in here.

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3A COMMUNICATIVE True or not true?

a Match the verbs 1–12 with the nouns or noun phrases.

b Say a + or - sentence to your partner using a verb and a noun or noun phrase. The sentence can be true or not true. Your partner says if he / she thinks it's true or not. You say *Yes, you're right.* or *No, you're wrong.* Now listen to your partner's sentence and say if you think it's true.

I work in an office. / *I think it's true.*

No, you're wrong. I don't work in an office. I work in a store. / *I have a cat.*

I don't think it's true. / *Yes, you're right. I don't have a cat. I have a bird.*

VERBS

1 **eat**

2 **drink**

3 **live**

4 **listen to**

5 **do**

6 **speak**

7 **have**

8 **watch**

9 **play**

10 **go**

11 **read**

12 **work**

NOUNS AND NOUN PHRASES

a in an office / for Microsoft / on the weekend ☐

b English books / celebrity magazines / a newspaper every day ☐

c housework in the morning / my English homework at night / yoga ☐

d coffee / tea / water ☐

e two children / a big family / a cat / a bird ☐

f Italian / Spanish / German ☐

g soccer / basketball / the piano / the guitar ☐

h the radio in the car / music on my MP3 player / classical music ☐

i American series on TV / sports shows on TV / movies on my laptop ☐

j fast food / Japanese food / Mexican food ☐

k in a big house / in a small apartment / in the city ☐

l to the gym / to dance classes / to coffee shops often ☐

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3B COMMUNICATIVE Simple present questionnaire

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Perseverance Is The Secret To Success
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Confidence · Self Esteem · Success

a Ask your partner the questions. Put a check mark (✓) or an X (✗) in the boxes in the first column.

Do you live near here? *Yes, I do. / No, I don't.*

	Do you...?	Does _____...?
1 ...live near here?	☐	☐
2 ...watch TV shows in English?	☐	☐
3 ...go to work / school by car?	☐	☐
4 ...like horror movies?	☐	☐
5 ...drink coffee in the evening?	☐	☐
6 ...have a favorite actor or actress?	☐	☐
7 ...play a team sport?	☐	☐
8 ...listen to music and study at the same time?	☐	☐
9 ...read eBooks?	☐	☐
10 ...wear a uniform for work / school?	☐	☐
11 ...cook for friends?	☐	☐
12 ...study English every day?	☐	☐

b Change partners. Ask about your partner's first partner. Put a check mark (✓) or an X (✗) in the boxes in the second column.

Does Carla live near here? *Yes, she does. / No, she doesn't.*

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3C COMMUNICATIVE Famous people

Student A

Ask your partner questions to complete the information. Answer their questions.








1 Colin Firth lives in _____ and _____.
Where _____?

2 Natalie Portman speaks five languages.

3 Shakira has _____ brothers.
How many brothers _____?

4 Selena Gomez has 20 pairs of sneakers.

5 Orlando Bloom collects _____.
What _____?

6 Keira Knightley loves Thai food.

7 Daniel Radcliffe likes _____?
Which band _____?

8 Angelina Jolie likes black clothes.

9 Emma Watson plays _____ very well.
What sport _____?

10 Justin Bieber works for the Red Cross.

11 Matt Damon likes _____ baseball team.
Which baseball team _____?

12 Johnny Depp plays the guitar very well.








Student B

Ask your partner questions to complete the information. Answer their questions.








1 Colin Firth lives in England and Italy.

2 Natalie Portman speaks _____ languages.
How many languages _____?

3 Shakira has five brothers.

4 Selena Gomez has _____ pairs of sneakers.
How many pairs of sneakers _____?

5 Orlando Bloom collects watches.

6 Keira Knightley loves _____ food.
What _____?

7 Daniel Radcliffe likes the Red Hot Chili Peppers.

8 Angelina Jolie likes _____ clothes.
What color clothes _____?

9 Emma Watson plays tennis very well..

10 Justin Bieber works for _____.
What organization _____?

11 Matt Damon likes the Boston Red Sox baseball team.

12 Johnny Depp plays _____ very well.
What instrument _____?








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4A COMMUNICATIVE Everyday objects

Rick



Rick



Rick



Rick





James



James



James

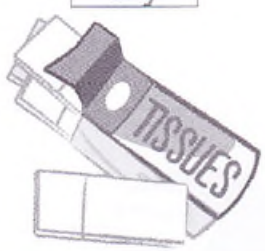


James





Lily



Lily

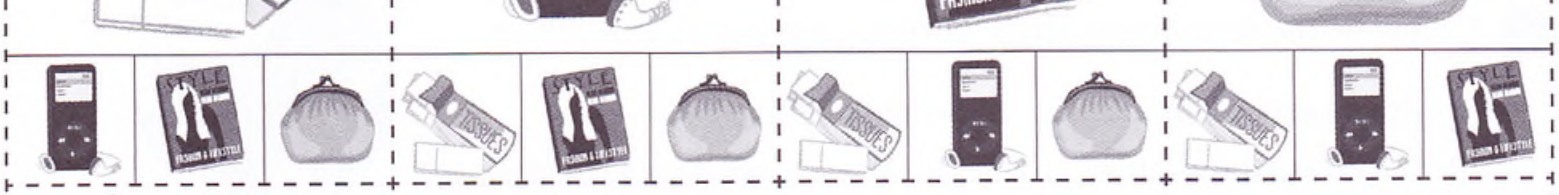


Lily



Lily





Kate



Kate

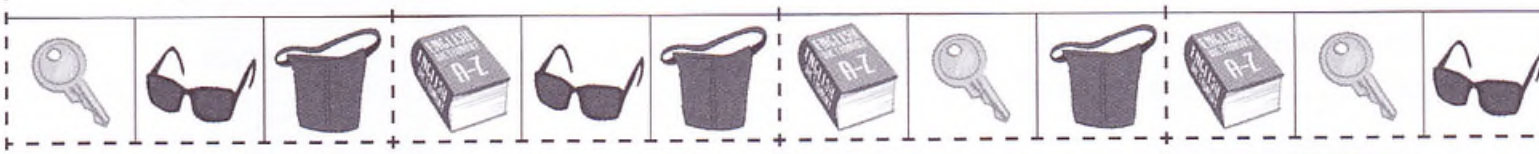


Kate



Kate





Will



Will



Will



Will





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4B COMMUNICATIVE Prepositions questionnaire

Student A



a Complete the sentences with the correct preposition *at*, *in*, or *on*.

1 Do you have lunch _____ home during the week?
2 Do you get up _____ 7:00 on Saturday mornings?
3 Where do you go on vacation _____ the summer?
4 What time do you go to bed _____ Fridays?
5 What do you usually do _____ Christmas?
6 How do you relax _____ the weekend?
7 Do you do your English homework _____ the evening?
8 Do you drink coffee _____ the morning?
9 Do you go shopping _____ Saturday mornings?
10 Do you take a shower _____ the morning or _____ night?





b Ask your partner the questions. Ask for more information.

Do you have lunch at home during the week? *No, I don't.*

Where do you have lunch?

Student B





a Complete the sentences with the correct preposition *at*, *in*, or *on*.

1 Do you get up late _____ Sunday mornings?
2 Do you like the weather _____ the summer in your country?
3 Do you have classes _____ Tuesday evenings?
4 Do you go to the movies _____ the weekend?
5 When do you finish work / your classes _____ Wednesdays?
6 Do you sleep for eight hours _____ night?
7 Do you watch TV _____ lunchtime?
8 Do you prefer to do exercise _____ the morning or _____ the evening?
9 Do you make dinner _____ the evening?
10 Do you go to a restaurant for dinner _____ Friday nights?



b Ask your partner the questions. Ask for more information.

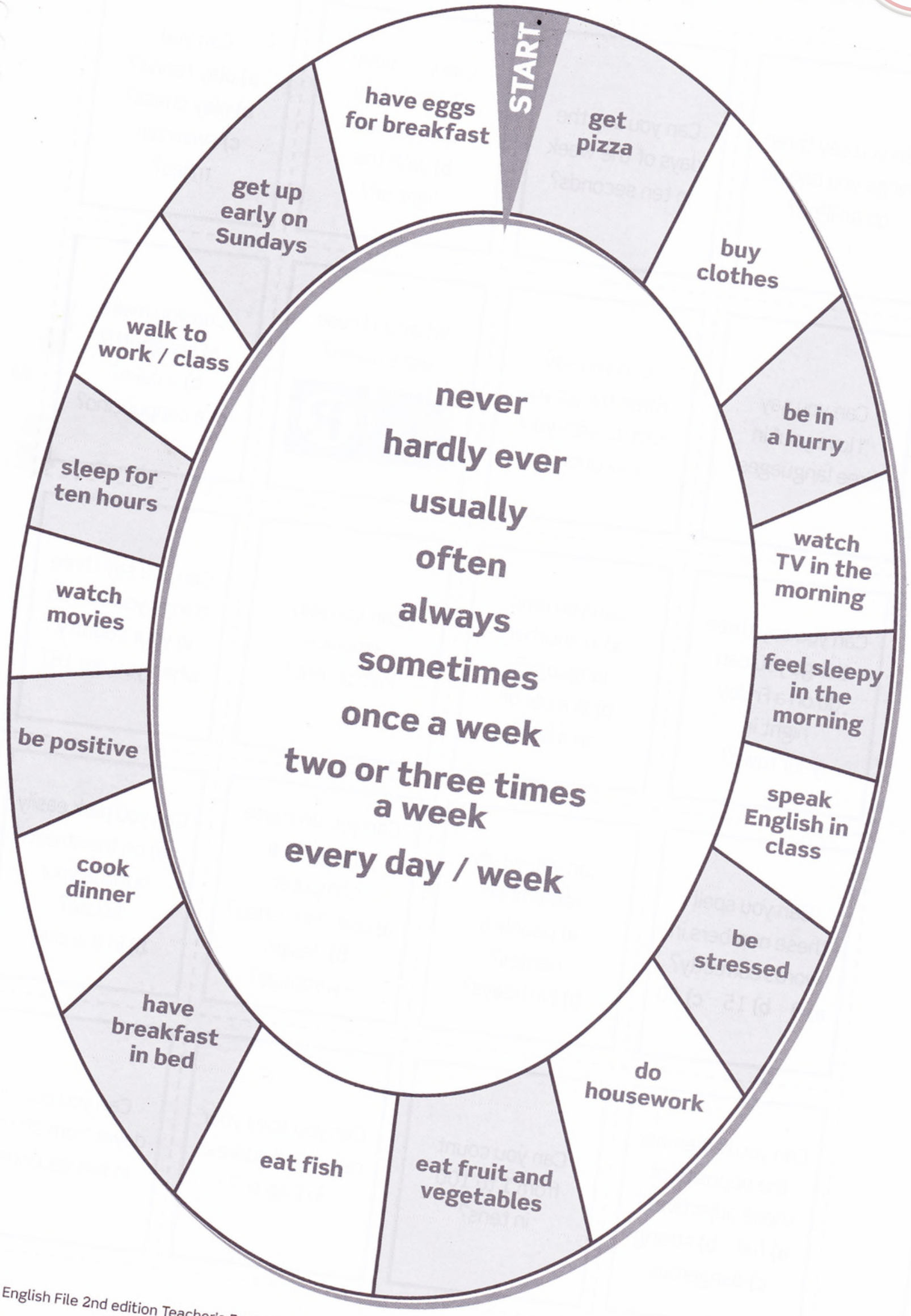
Do you get up late on Sunday mornings? *Yes, I do.*

What time do you get up?

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4C COMMUNICATIVE Adverbs board game



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5A COMMUNICATIVE What can you do?

Can you say three things you can do on an iPod?

Can you say the days of the week in ten seconds?

Can you sleep
a) in a bus or on a plane?
b) with the light on?

Can you
a) play tennis?
b) play chess?
c) swim two miles?

Can you say "I love you" in three languages?

Can you say three things you can do with your cell phone?

What do these signs mean?



Can you make
a) spaghetti?
b) a cake?
c) a cappuccino?

Can you say three things you can do on a Friday night in your town?

Can you read
a) in another language?
b) in a car or on a bus?

Can you play a musical instrument?

Can you say three things you can do in your country when you are 18?

Can you spell these numbers in words correctly?
a) 8 **b)** 15 **c)** 30

Can you easily remember
a) people's names?
b) birthdays?

Can you do these things on a computer:
a) use Photoshop?
b) design a webpage?

Can you park easily
a) on the street outside your house?
b) in the city?

Can you remember the opposite of these adjectives?
a) full **b)** strong
c) dangerous

Can you count from 1 to 100 in tens?

Can you spell your name and address in English?

Can you count down from 20 to 1 in ten seconds?

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5B COMMUNICATIVE Guess what I'm doing!

You are driving a very fast car.	You are watching a horror movie.
You are writing a love letter.	You are waiting for the dentist.
You are eating spaghetti.	You are drinking a cup of hot coffee.
You are singing in the shower.	You are making your bed.
You are reading an eReader.	You are walking in the rain.
You are doing a sudoku.	You are dancing the tango.
You are playing chess.	You are making pizza.
You are taking a photograph of a group of people.	You are watching soccer on TV.

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5C COMMUNICATIVE It's Friday evening

Student A

It's Friday evening. Complete the table by asking **B** questions about the people in the simple present and present continuous. Then answer **B**'s questions.

What is Mark doing this evening?

He's working late. What does he usually do on Friday evening?

He plays soccer.

	What do / does _____ usually do on Friday evening?	What is / are _____ doing this evening?
 MARK		work late
 JAIME AND BETH		have dinner at an Italian restaurant
 YASMIN	go to the gym	
 PHIL		watch *Star Wars* with a friend
 BRUNO AND SOFIA	watch TV	
 LUCY AND ALICE		see a movie at the movie theater

Student B

It's Friday evening. Answer **A**'s questions in the simple present and present continuous. Then complete the table by asking **A** questions.

What is Mark doing this evening?

He's working late. What does he usually do on Friday evening?

He plays soccer.

	What do / does _____ usually do on Friday evening?	What is / are _____ doing this evening?
 MARK	play soccer	
 JAIME AND BETH	go to an Italian class	
 YASMIN		run in the park
 PHIL	play computer games	
 BRUNO AND SOFIA		argue about what TV show to watch
 LUCY AND ALICE	meet for dinner	

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6A COMMUNICATIVE Memory

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 dinner.	I can see Matthew.
Do you like computer games?	Are you sitting on my purse?	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

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6B COMMUNICATIVE Find someone who...



FIND SOMEONE WHO...		NAME
1	likes shopping	
2	doesn't mind going to the dentist	
3	loves shopping for clothes	
4	doesn't like wearing jeans	
5	hates being late	
6	likes doing yoga	
7	loves traveling	
8	doesn't mind getting up early	
9	hates watching soccer	
10	likes walking in the rain	
11	doesn't mind waiting for friends	
12	doesn't like going to museums	
13	hates going to the gym	
14	loves meeting new people	
15	doesn't like doing housework	

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6C COMMUNICATIVE Questions and answers

Student A

Complete the questions with *is* / *are* or *do*. Then ask your partner.

1 What _____ your email address?
2 How _____ you spell your last name?
3 Who _____ your favorite movie director?
4 _____ you like dogs?
5 _____ you often stressed?
6 Where _____ you usually have lunch?
7 What _____ your favorite season?
8 _____ you have a smartphone?
9 How often _____ you in a hurry?
10 What _____ you do?
11 What kind of food _____ you like?
12 How often _____ you check your email?
13 What do you think your family _____ doing right now?
14 When _____ your birthday?
15 _____ you reading an English book right now?





Student B

Complete the questions with *is* / *are* or *do*. Then ask your partner.

1 _____ you interested in politics?
2 When _____ you usually see your friends?
3 How _____ you usually come to class?
4 What _____ your favorite restaurant?
5 How many cousins _____ you have?
6 What _____ the teacher wearing?
7 Where _____ you go when class finishes?
8 What month _____ your birthday?
9 What day _____ it tomorrow?
10 _____ you sing in the car?
11 Who _____ you usually have lunch with?
12 _____ you like computer games?
13 What _____ your favorite children's book?
14 How often _____ you read in English?
15 _____ you learning another language, apart from English?





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7A COMMUNICATIVE History quiz

Student A

a Complete the questions with *was* / *were*. b Ask B your questions.

1 What _____ the old name for New York?
a New Copenhagen b New Rotterdam c New Amsterdam

2 Where _____ the 2012 Summer Olympics?
a Austria b England c Japan

3 Who _____ the Marx brothers?
a actors b musicians c movie directors

4 Who _____ the composer of *Tosca* and *Madame Butterfly*?
a Verdi b Puccini c Rossini

5 How old _____ Marilyn Monroe when she died?
a 28 b 36 c 42

6 When _____ Barack and Michelle Obama married?
a 1982 b 1992 c 2002

7 Where _____ Sigmund Freud born?
a Germany b Switzerland c Austria

8 What _____ the *Titanic*'s first (and last) voyage?
a from England to the US b from the US to England c from England to Australia

9 How many countries _____ in the European Union in 2012?
a 17 b 27 c 37

10 What _____ the name of the first Apple computer?
a Apple I b iMac c Mac Classic

c Now answer B's questions.

Student B

a Complete the questions with *was* / *were*. b Answer A's questions.

11 Who _____ Apollo, Zeus, and Pluto?
a Egyptian gods b Roman gods c Greek gods

12 Where _____ the Incas from?
a Peru b Brazil c Venezuela

13 What country _____ the first to use paper money?
a Japan b Nepal c China

14 What _____ the name of Michael Jackson's house?
a Graceland b Neverland c Prairie Chapel

15 Who _____ the last Tsar of Russia?
a Alexander III b Ivan the Terrible c Nicholas II

16 What nationality _____ the writers Oscar Wilde and James Joyce?
a Irish b Scottish c English

17 When _____ the Beijing Olympics?
a 2000 b 2008 c 2004

18 Which of these men _____ President of the US in 2008?
a George W. Bush b Bill Clinton c Barack Obama

19 Who _____ Henry VIII's first wife?
a Jane Seymour b Catherine of Aragon c Anne Boleyn

20 Which _____ the first country to win the World Cup?
a Colombia b Chile c Uruguay

c Ask A your questions.

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7B COMMUNICATIVE Where's the match?



A few years ago, Manchester United played the Spanish team Deportivo de La Coruña in the Champions League.



Two Manchester United fans wanted to travel to Spain to see the match.



It wasn't possible to fly to La Coruña direct, so they needed to fly to Santiago de Compostela, and then get a taxi.



They booked the tickets to Santiago on the Internet.



They checked in at Heathrow Airport at 9:00 p.m. because their flight was at 11:00 at night.



When the plane landed, they were very surprised! It was morning!



They walked out of the airport and stopped a taxi.



They asked the taxi driver, "Where's the match?" The taxi driver answered, "What match?"



They weren't in Spain. They were in Santiago, the capital of Chile!

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7C COMMUNICATIVE What did you do?

Student A

Guess what your partner did. Complete the sentences with the simple past forms and then check to see if your guess was correct.

I think you watched American Idol *on TV last night.*

Yes, you're right. I did.
No, I didn't. I didn't watch TV because I went out.

1	I think you _____ _____ on TV last night.	**watch** (TV show)
2	I think you _____ at _____ yesterday.	**get up** (time)
3	I think you _____ for _____ last night.	**sleep** (number of hours)
4	I think you _____ lunch _____ last Wednesday.	**have** (place)
5	I think you _____ to _____ on Saturday night.	**go** (place)
6	I think you _____ _____ for dinner yesterday.	**make** (food)
7	I think you _____ to class _____ today.	**come** (transportation)
8	I think you _____ to _____ for your last vacation.	**go** (place)

Student B

Guess what your partner did. Complete the sentences with the simple past forms and then check to see if your guess was correct.

I think you had lunch with your sister yesterday.

Yes, you're right. I did.
No, I didn't. I had lunch with Paola at school.

1	I think you _____ lunch with _____ yesterday.	**have** (person)
2	I think you _____ _____ this morning.	**feel** (how?)
3	I think you _____ _____ with your dinner last night.	**drink** (drink)
4	I think you _____ _____ at this time yesterday.	**be** (place)
5	I think you _____ home at _____ this morning.	**leave** (time)
6	I think you _____ _____ for your last birthday.	**get** (present)
7	I think you _____ _____ on Facebook yesterday.	**spend** (time)
8	I think you _____ _____ last month.	**see** (movie)

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8A COMMUNICATIVE Simple past question time

This morning

what time / get up?
/ do any housework?
what / have for breakfast?
when / leave home?
/ read the news / your computer?
how / go to work / school?

Yesterday

where / have lunch?
who / have lunch with?
what / do in the afternoon?
where / be / 7:30 p.m.?
/ watch TV?
/ go to bed before or after midnight?

When you were 10 years old

where / live?
what bands / singers / like?
where / go to school?
/ have a cell phone?
what / do after school?
what time / go to bed?

Last Saturday

what time / get up?
what / do in the morning?
what / have for lunch?
/ go shopping?
/ study English?
what / do in the evening?

Your last birthday

/ have a special breakfast?
/ have breakfast in bed?
what presents / get?
/ go to work or school?
where / have lunch?
what / do in the evening?
/ have a good time?

Your last vacation

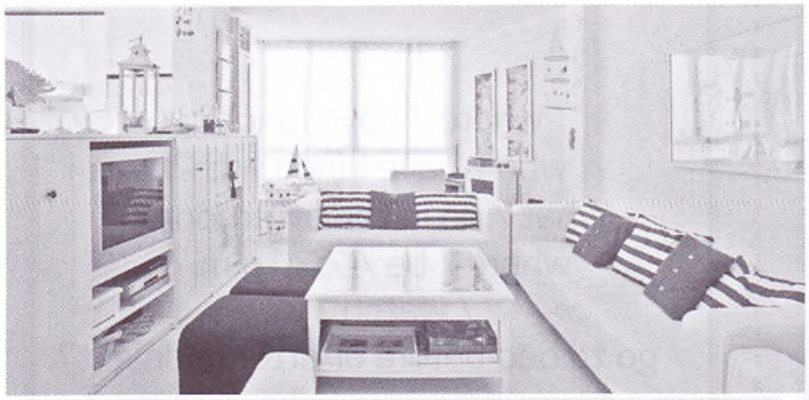
where / go?
who / go with?
where / stay?
how long / stay?
what / weather like?
/ have any problems?

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8B COMMUNICATIVE Apartment for rent

Student A

You are a real estate agent. This is the ad you have put on your website. **B** calls to ask for information. Answer his / her questions.



Dream Homes

Properties for rent

Large furnished apartment for rent
For information call 212-555-6880
(property reference 268559)

- First floor apartment in quiet residential area.
- Bright spacious living room / dining room with flat-screen TV.
- Two large double bedrooms and two bathrooms with shower.
- Modern kitchen with washing machine, dishwasher, and refrigerator.
- Gas heat.
- Wi-Fi Internet connection.
- Private garage.
- 5 minutes from shopping and public transportation.
- Rent $2,500 a month.

Student B

You are looking for an apartment to rent and you see this ad on a website. Call the real estate agent at Dream Homes and ask for information about the apartment.

Hello. I'm calling about an apartment.
The reference is 268559.
Can you tell me about it, please?

What I want to know

Where?
/ any furniture?
How many bedrooms / bathrooms?
/ a big living room?
/ a TV?
What / in the kitchen?
/ gas or oil heat?
/ Wi-Fi?
/ a garage?
How far / from shopping and public transportation?
How much / rent?



Dream Homes

Properties for rent

Large furnished apartment for rent
For information call 212-555-6880
(property reference 268559)

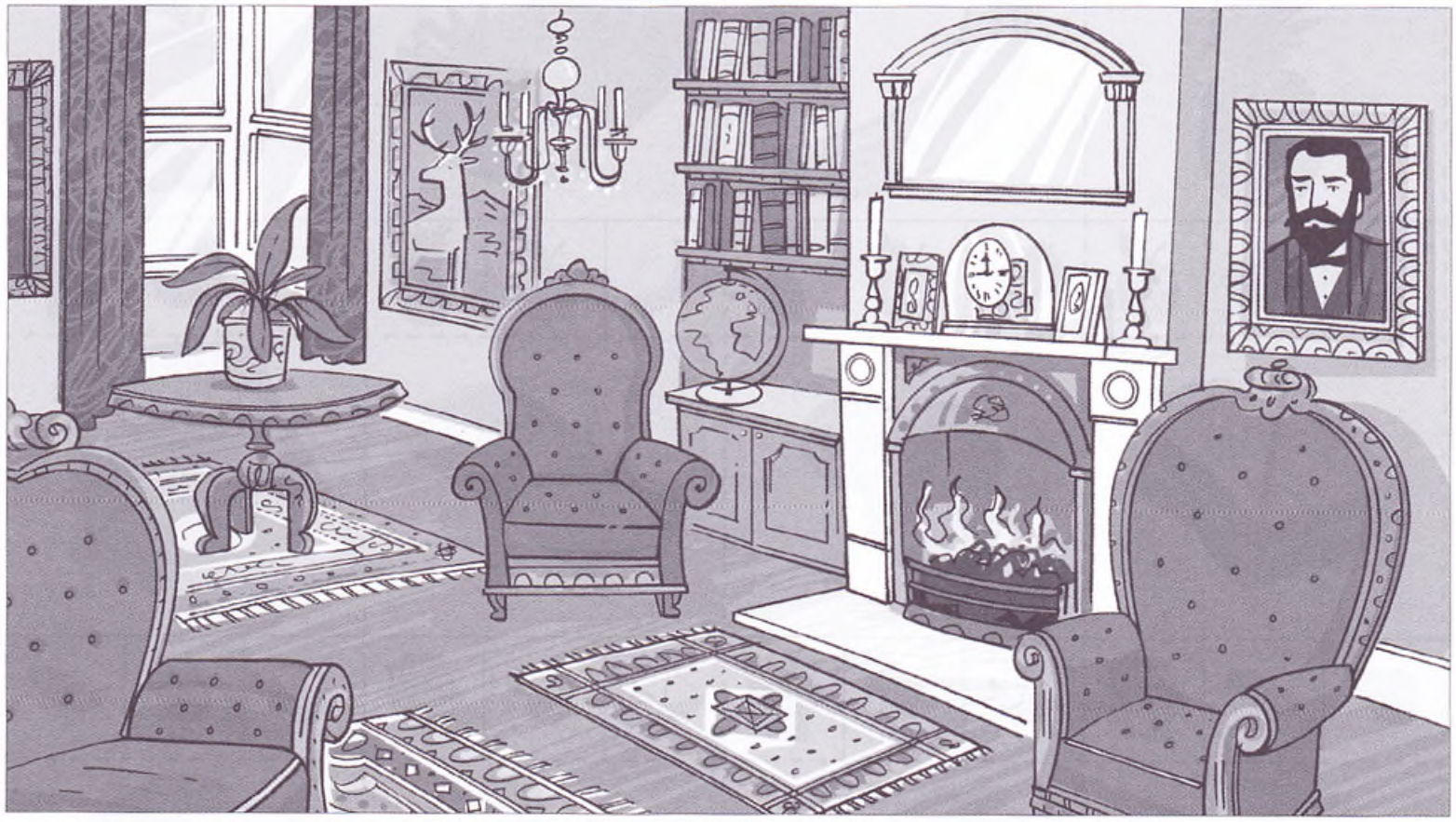
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8C COMMUNICATIVE What is different?

Room 1

Look at this room for one minute. It is 1900. Try to remember what is in it, and where things are.

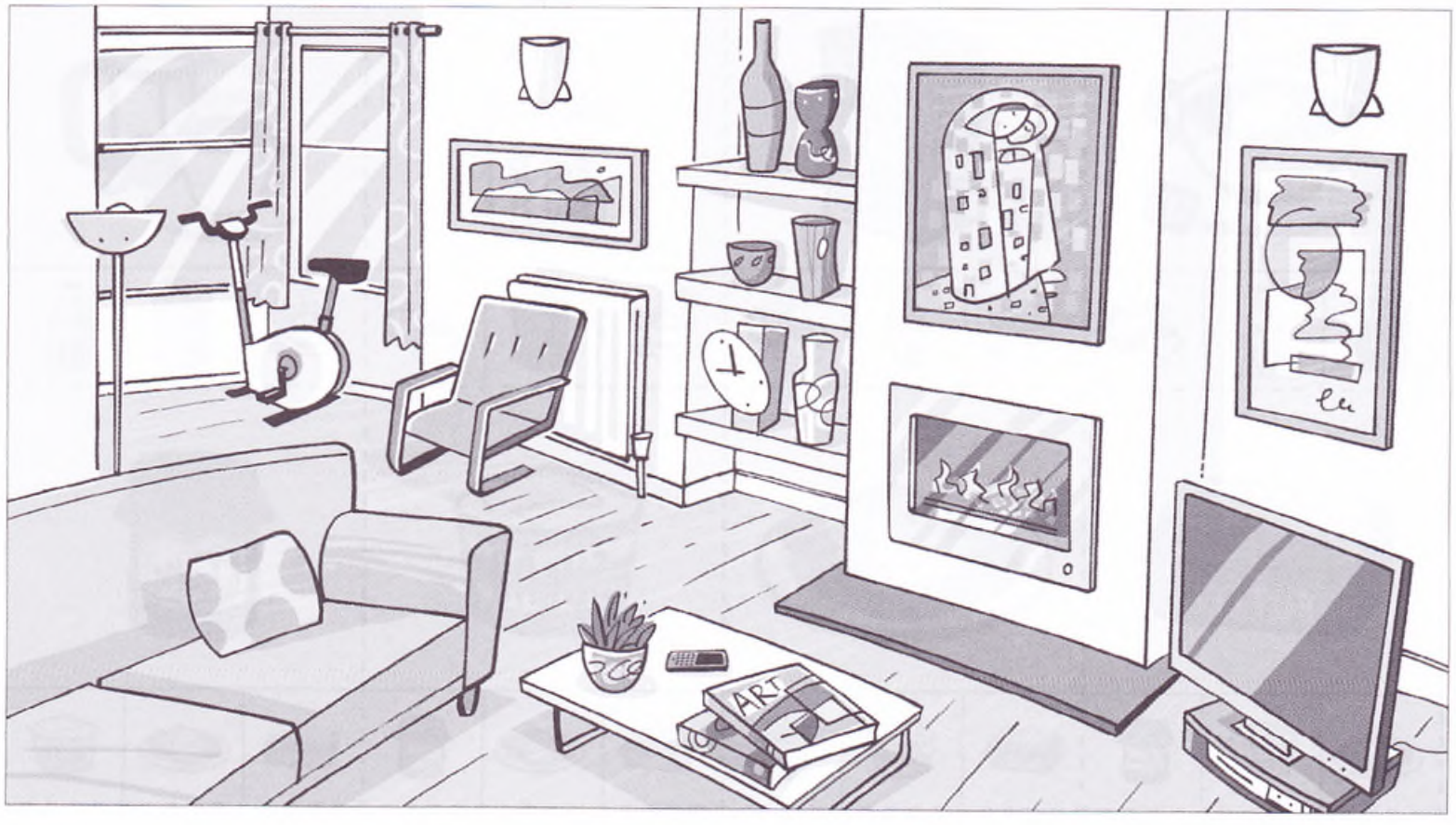


Room 2

Work with a partner. Look at this picture. It is the same room today. Take turns saying what is different. There are at least 10 differences.

In 1900 there was a big mirror on the wall. Now there's a picture.

In 1900 there were three armchairs. Now there's a sofa and only one chair.



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9A COMMUNICATIVE Food families



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9B COMMUNICATIVE How much / many?

Student A

a Complete the questions with *much* or *many*.

b Interview **B** with your questions.

How much time do you spend a day watching TV? *Not much. I only watch the news. What about you?*

Not much. I prefer listening to music.

1 How _____ time do you spend a day watching TV?
2 How _____ people in your family speak English?
3 How _____ water do you drink a day?
4 How _____ exercise did you do last weekend?
5 How _____ pasta or rice do you have a week?
6 How _____ text messages did you send yesterday?
7 How _____ fast food do you eat?
8 How _____ time did you spend on the Internet yesterday?
9 How _____ of your friends are vegetarians?
10 How _____ photos do you have on your cell phone?





c Answer **B**'s questions with *a lot*, *not much* / *many*, *a little* / *a few*, or *none*. Give more information. Then ask *What about you?*

Student B

a Complete the questions with *much* or *many*.

b Answer **A**'s questions with *a lot*, *not much* / *many*, *a little* / *a few*, or *none*. Give more information. Then ask *What about you?*

c Interview **A** with your questions.

How much fruit do you eat a day? *A lot. I usually have fruit for breakfast. What about you?*

Not much. I don't like fruit very much.

1 How _____ fruit do you eat a day?
2 How _____ free time do you have during the week?
3 How _____ of your friends are on Facebook?
4 How _____ money do you spend on clothes a month?
5 How _____ time did you spend studying English last weekend?
6 How _____ emails did you send yesterday?
7 How _____ games do you have on your cell phone?
8 How _____ milk do you drink a day?
9 How _____ emails do you get a day?
10 How _____ chocolate do you eat a week?





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9C COMMUNICATIVE Guess the comparative

Student A

1 Russia is **colder** than Spain.

2 **The Americans are _____ than the British.**

3 Swimming is **better** exercise than walking.

4 **Oranges are _____ than lemons.**

5 A Rolls-Royce is **more expensive** than a Citroën.

6 **Driving is _____ than flying.**

7 Chinese is **more difficult** to learn than English.

8 **Basketball players are _____ than soccer players.**

9 Dark chocolate is **healthier** than white chocolate.

10 **Canada is _____ than Brazil.**

11 The weather in Britain is **worse** than the weather in Spain.

12 **Tom Cruise is _____ than George Clooney.**

Student B

1 **Russia is _____ than Spain.**

2 The Americans are **friendlier** than the British.

3 **Swimming is _____ exercise than walking.**

4 Oranges are **sweeter** than lemons.

5 **A Rolls Royce is _____ than a Citroën.**

6 Driving is **more dangerous** than flying.

7 **Chinese is _____ to learn than English.**

8 Basketball players are **taller** than soccer players.

9 **Dark chocolate is _____ than white chocolate.**

10 Canada is **bigger** than Brazil.

11 **The weather in Britain is _____ than the weather in Spain.**

12 Tom Cruise is **shorter** than George Clooney.

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10A COMMUNICATIVE What do you know about the US?

a Write the superlative form of the adjective.

1 Which city has the _____ airport? (busy)
a Atlanta b Dallas c Seattle

2 What's the _____ kind of food? (popular)
a Pizza b Ice cream c French fries

3 Which is the _____ city after New York City? (big)
a Houston b Los Angeles c Chicago

4 Which is the _____ river? (long)
a Yukon River b Missouri River
c Mississippi River

5 Which state is the _____? (sunny)
a Arizona b California c Florida

6 What's the _____ language spoken after English? (common)
a French b Spanish c Chinese

7 Which state has the _____ sports stadium? (large)
a Pennsylvania b Michigan c Tennessee

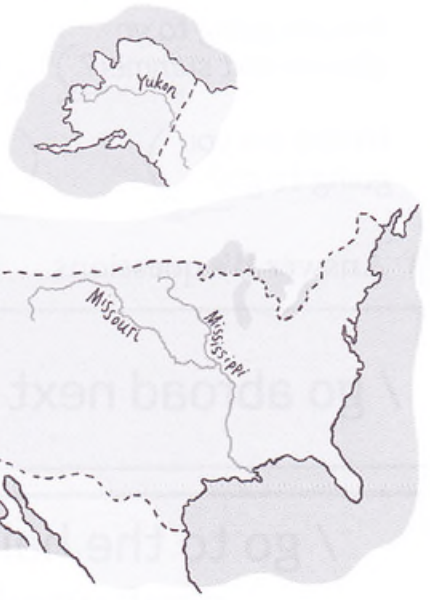
8 What's the _____ sport? (popular)
a football b baseball c basketball

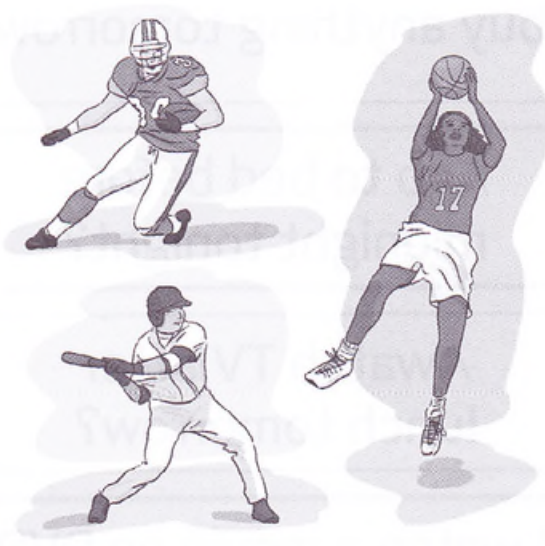
9 Which is the _____ city? (old)
a St. Augustine, Florida b Jamestown, Virginia
c Santa Fe, New Mexico

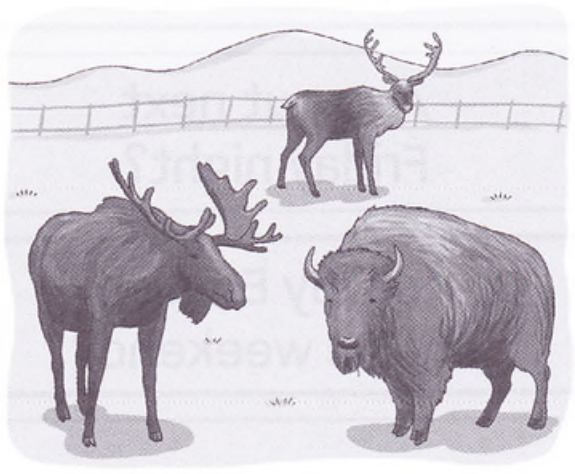
10 What's the _____ last name? (common)
a Johnson b Williams c Smith

11 Where are the _____ mountains? (high)
a Alaska b Nevada c Colorado

12 What's the _____ native animal? (big)
a caribou b moose c buffalo







b Work with a partner. Answer the questions.

c With your partner, write five questions about your country or countries.

d Find another pair and ask them your questions.

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10B COMMUNICATIVE Future plans

Student A

a Ask **B** these questions about his / her plans. Try to ask another question if possible.

Are you going to go abroad next summer? — *Yes, I am.*

Where are you going to go? — *We're going to go to Portugal.*

b Answer **B**'s questions.

1 / go abroad next summer?

2 / go to the hair salon next week?

3 / buy anything tomorrow?

4 / go to bed before midnight tonight?

5 / watch TV after lunch tomorrow?

6 / watch a movie on DVD this evening?

7 / go out next Friday night?

8 / study English on the weekend?

9 / go shopping tomorrow?

10 / do your homework this evening?

Student B

a Answer **A**'s questions.

b Ask **A** these questions about his / her plans. Try to ask another question if possible.

Are you going to make dinner tonight? — *Yes, I am.*

What are you going to make? — *I think I'm going to make pasta.*

1 / make dinner tonight?

2 / come to the next class?

3 / eat out tonight?

4 / do any sports or exercise tomorrow?

5 / watch a TV series tonight?

6 / get up before 8:00 a.m. tomorrow?

7 / Skype anybody this evening?

8 / do anything special next weekend?

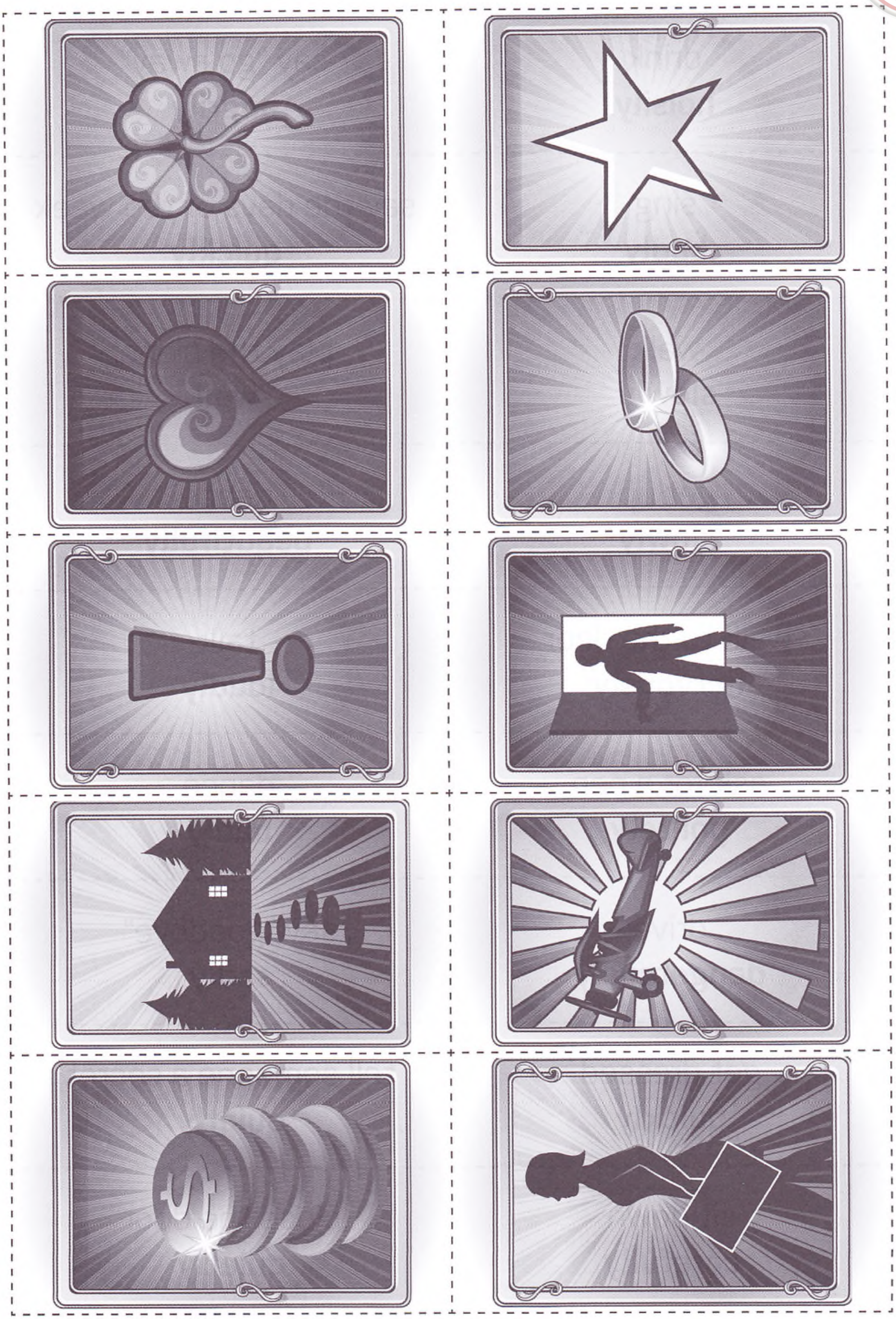
9 / read in bed tonight?

10 / go for a walk on the weekend?

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10C COMMUNICATIVE Predictions



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11A COMMUNICATIVE Mime the adverbs

drink **noisily**	say "go away" **angrily**
sing **badly**	say the days of the week **quickly**
walk **slowly**	play the piano **well**
get up **slowly**	dance **beautifully**
walk to the door **nervously**	talk **loudly**
ask for a pen **politely**	dance **badly**
drive **dangerously**	say "goodbye" **sadly**
get dressed **quickly**	tell someone a secret **quietly**
sit down **carefully**	close the door **quietly**

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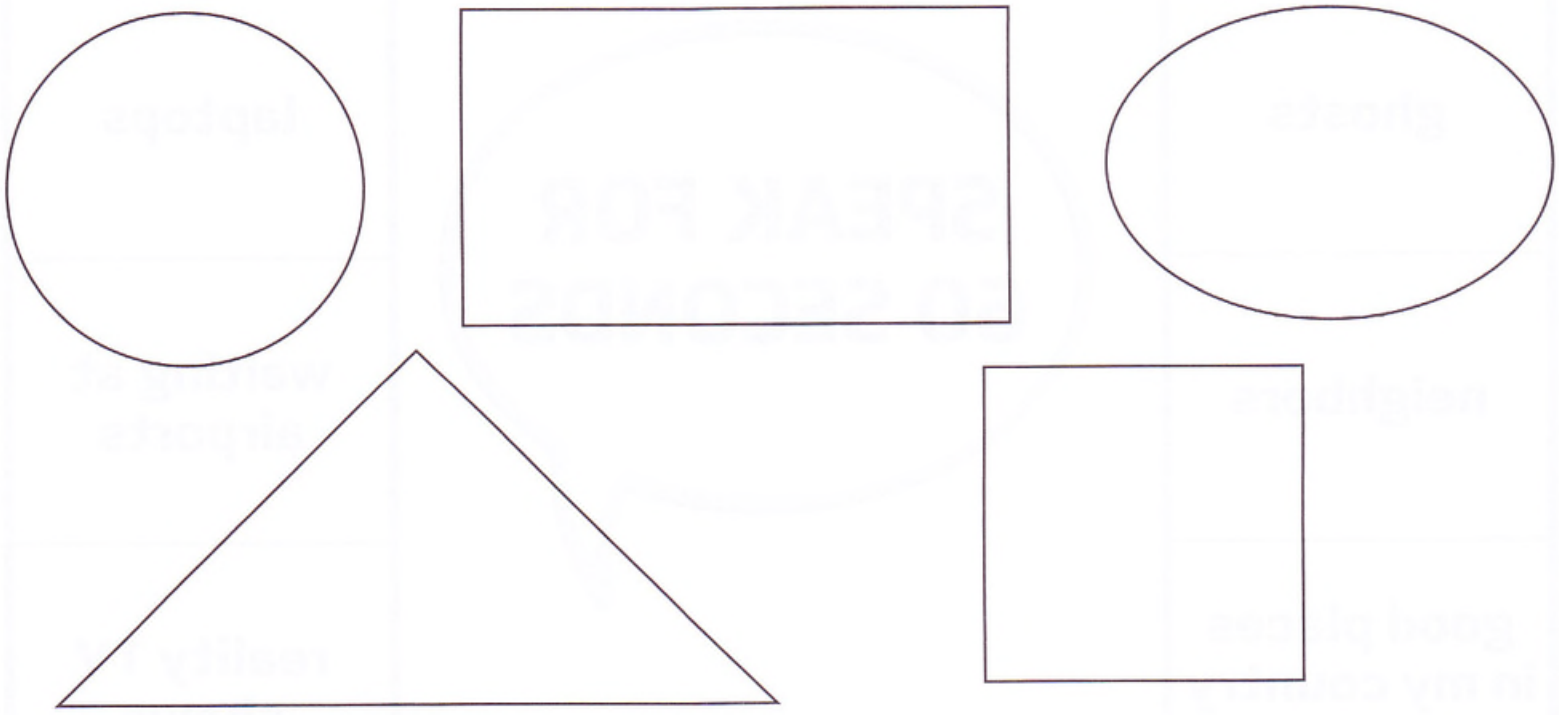
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11B COMMUNICATIVE Hopes and plans

Student A

In the **circle**, write **a place where you would like to be right now.**
In the **rectangle**, write **something that you hope to do before the end of the year.**
In the **oval**, write **who you are planning to go on vacation with.**
In the **triangle**, write **three things you need to do this week.**
In the **square**, write **what you wanted to be when you were little.**

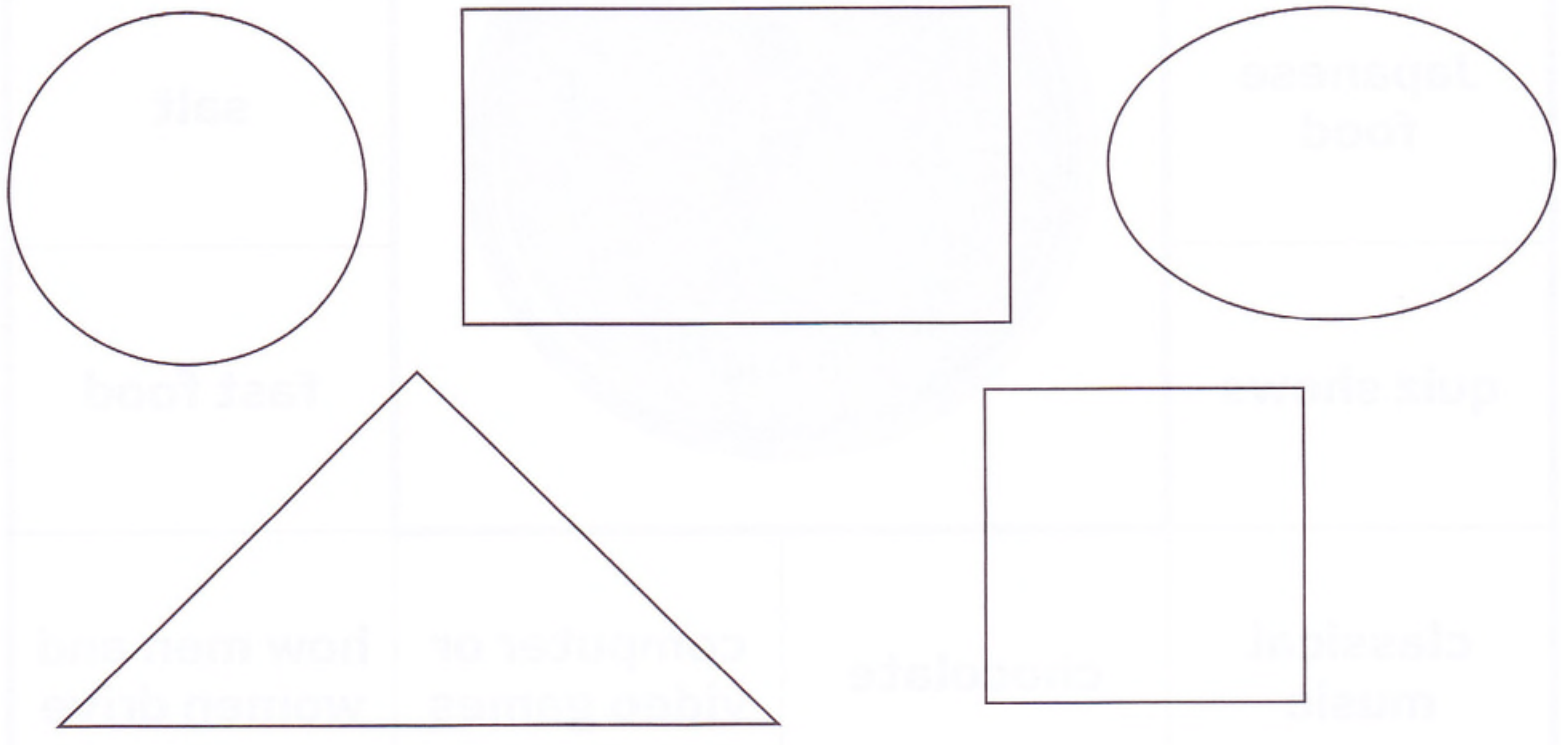
FOLD



Student B

In the **circle**, write **the name of a place where you are planning to go next weekend.**
In the **rectangle**, write **the name of a famous person you would like to meet.**
In the **oval**, write **something you hope to do in the future.**
In the **triangle**, write **something you want to start doing in the near future.**
In the **square**, write **three things you need to buy next week.**

FOLD



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11C COMMUNICATIVE Speak for 60 seconds

START / FINISH			
	fast-food restaurants	using a GPS	fortune tellers
ghosts	SPEAK FOR 60 SECONDS		laptops
neighbors			waiting at airports
good places in my country for tourists			reality TV shows
social networks			your ideal vacation
Japanese food			salt
quiz shows			fast food
classical music	chocolate	computer or video games	how men and women drive



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12A COMMUNICATIVE Have you done it?

a Complete the sentences in the present perfect, + or -. Make half of them true and half of them not true for you.

Have you done it?

1 I _____ the Harry Potter books. (read)

2 I _____ to a spa. (be)

3 I _____ in a fast-food restaurant. (work)

4 I _____ in a karaoke bar. (sing)

5 I _____ a friend recently. (Skype)

6 I _____ a game online. (play)

7 I _____ in a five-star hotel. (stay)

8 I _____ on TV. (be)

9 I _____ to Hawaii. (be)

10 I _____ asleep in class. (fall)

11 I _____ caviar. (eat)

12 I _____ a famous athlete. (meet)

13 I _____ to a vegetarian restaurant. (be)

14 I _____ on a test. (cheat)

b Now read your sentences to your partner. Can you guess which are true about your partner?

I've read one Harry Potter book.

I think that's true because I don't think you like reading long books.

No, it's not true – I've read all of them and seen all the movies.

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12B COMMUNICATIVE Have you ever...?

Have you ever _____ in a tent? (sleep)

- Where was it?
- When was it?
- Who were you with?

Have you ever _____ with chopsticks? (eat)

- Where was it?
- Did you find it difficult?
- Did the other people you were with use them?

Have you ever _____ your keys? (lose)

- What keys were they?
- Where did you lose them?
- What did you do?
- Did you find them?
- Where were they?

Have you ever _____ a medal or trophy? (win)

- When did you win it?
- What was it for?
- What did you do with it?

Have you ever _____ a love letter? (write)

- When was it?
- How old were you?
- Who was the letter to?
- Did you get a reply?

Have you ever _____ to a celebrity? (speak)

- Who was it?
- When was it?
- What did you say?
- How did you feel?

Have you ever _____ a computer virus? (have)

- What kind of virus was it?
- What did you do?
- Did you lose anything important?

Have you ever _____ late for an important event? (arrive)

- Why were you late?
- What happened?
- What did you do?

Have you ever _____ to an amusement park? (be)

- Where was it?
- When did you go?
- Who did you go with?
- Did you have a good time?

Have you ever _____ anything online? (buy)

- What was it?
- How much did it cost?
- Did you have any problems with it?
- When did it arrive?

Have you ever _____ a bad experience on a plane? (have)

- When was it?
- What was the problem?
- How did you feel?

Have you ever _____ an important birthday? (forget)

- Whose birthday was it?
- When did you remember?
- How did your friend feel?

Have you ever _____ English on the phone? (speak)

- Who did you speak to?
- What was it about?
- Did you understand what the other person said?

Have you ever _____ for more than 10 people? (cook)

- What was the occasion?
- What did you cook?
- How many people were there?
- Was the meal a success?

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12C COMMUNICATIVE Review questions

Personal Information

What / name?
/ like your name?
How / spell your last name?
/ have a big family?
What / email address?
What / do?
Why / need English?

Your apartment / house

/ live in a house or an apartment?
Where / it?
Can you tell me about it?
What / your favorite room?
Can you describe it?
/ there a bus stop or a subway station near your house or apartment?

Preferences

Which do you prefer? Why?
tea / coffee?
summer / winter?
Saturday / Sunday?
Facebook / Twitter?
swimming in the ocean / in a pool?
watching sports / doing sports?

Can you...?

/ draw or paint well?
/ run five miles without stopping?
/ do sudokus and crosswords?
/ play chess?
/ wear jeans at work / school?
/ ride a motorcycle?
/ park easily in your street?

Time and dates

What / the time now?
What time / the class finish?
When / birthday?
When / like getting up on Sunday?
When / your next vacation?
What / favorite month? Why?
What / the date yesterday?

The past (*be*)

Where / born?
When / father born?
Where / you at 4:30 yesterday afternoon?
Who / you with at this time yesterday?
What / your favorite game when you were eight?
/ you at home last night at 10:30?

Everyday activities

What time / usually get up?
Where / usually have breakfast?
What / usually have?
Who / have lunch with?
When / go to bed?
What / do on weekends?

How often...?

/ speak in English outside class?
/ have dinner with friends?
/ eat red meat?
/ sleep badly?
/ get to class late?
/ go to the dentist?

Describe a friend

What / his or her name?
Where / live?
What / do?
Where / meet for the first time?
How often / see him or her?
What / have in common?

Have you ever...?

(be) to Paris?
(send) an email to your teacher?
(break) your arm or leg?
(have) a problem on Facebook?
(fall) in school?
(be) to the movie theater alone?

Free time

How much free time / have?
What sports / play?
What kind / music / like?
How often / go to the movies?
What / like doing on weekends?
What / do when you want to relax?

Future

/ home after this class?
/ use your computer this evening?
When / do your homework?
/ come to the next class?
Where / have lunch next Saturday?

The simple past

What / do last night?
What / have for dinner?
What time / leave home this morning?
How many hours / sleep last night?
Who / lunch with yesterday?
How / come to class today?
When / start studying English here?

Now

Why / study English?
What book / read right now?
/ it rain now?
What / your teacher wear?
What / your best friend do right now?

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Vocabulary activity instructions

1A Days of the week / Numbers 1–20

A pairwork spelling activity

Language
days of the week, numbers 1–20

- Give each student a worksheet and tell them to look at the letter snake. Tell them to find the numbers and days and write them in the correct place in the lists.

  eight, five, twelve, Thursday, thirteen, twenty, Monday, nineteen, fourteen, Saturday

- Sts complete the two lists with the missing numbers and days. Monitor and check.
- Get Sts to decipher the code and write the words.

  1 eleven 2 Tuesday 3 eight

- Each student thinks of three words, days, or numbers and puts them into the code. They dictate the code to a partner and he / she writes the words.

1B The world

Filling in a chart and fill-in-the-blank activity

Language
countries, nationalities, languages

- Give each student a worksheet. Sts look at exercise **a** and fill in the two columns.
- Check answers.

  Country: Poland, Spain, Hungary, Germany, Egypt, China, Turkey
  Language: Polish, Spanish, Hungarian, German, Egyptian, Chinese, Turkish

- Sts look at exercise **b**. Sts identify the countries and nationalities from the pictures and complete the sentences.

  1 Japanese 2 Brazilian 3 Australia 4 African 5 Ireland 6 Russia 7 Swiss 8 the Czech Republic

1C Classroom language

Completing sentences

Language
common classroom expression: *look at the board*

- Give each student a worksheet. Tell Sts to look at the picture and use the words in the list to fill in the blanks. Point out that column 1 is what the teacher says and column 2 is what the students say.

  Teacher: 2 Look 3 Close 4 Open 5 Read 6 Turn off 7 Sit 8 Go
  Student: 9 late 10 don't 11 How 12 Excuse 13 What 14 help 15 Can

2A Common objects

An anagram activity

Language
everyday objects: *key, sunglasses, coin*

- Explain to Sts that they are going to solve the anagrams and match them to the pictures of common objects. If necessary, write a few anagram examples on the board, e.g. *sitsue – tissue*.
- Give Sts a worksheet and get them to order the letters to form words. Then tell them to match them to the pictures.
- Check answers.

  b a coin 1 c a lamp 11 d a watch 5 e a wallet 12
  f a file 10 g scissors 9 h a magazine 6 i a laptop 4
  j sunglasses 8 k a key 2 l a calendar 3 m a ticket 13
  n a stamp 14 o an umbrella 15

- Sts cover the words and look at the pictures to test each other.

2B Opposite adjectives race

A race to find the opposite adjectives

Language
common adjectives: *fast, slow*

- Put Sts in pairs and give each student a worksheet face down.
- Tell Sts they are going to write the opposite of the adjectives as quickly as possible. Everyone starts at the same time. The pair that completes the list correctly first wins the race. Set a time limit of, e.g. 3 minutes and tell Sts to stop. Check answers.

  1 cheap 2 slow 3 clean 4 difficult 5 far 6 thin
  7 low 8 right 9 poor 10 bad 11 ugly 12 strong
  13 full 14 dark 15 short 16 old

- When Sts finish they can test each other by asking *What's the opposite of...?* while the other keeps his / her page turned down.

3A Verb phrases

Matching verbs and phrases

Language
common verb phrases: *listen to music*

- Give each student a worksheet and get them to fill in the verb column from the list. They must use *do* and *play* twice.

  2 have 3 do 4 go 5 drink 6 live 7 read 8 speak
  9 take 10 study 11 work 12 listen 13 say 14 wear
  15 eat 16 do 17 play 18 watch 19 like 20 play

- Sts test themselves or each other by covering the verb column and saying the phrases with *I*.

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3B Jobs

A puzzle matching pictures and jobs

Language
jobs: *waiter, pilot*

- Put Sts in pairs and give each student a worksheet. Tell them they are going to complete the crossword with names of jobs.
- Explain that they have to look at the pictures and decide what job they associate with the objects.
- Explain that *vet* (4) is an abbreviation of *veterinarian*, and construction workers are often called *builders* (11). If Sts are having trouble, you could help them by giving some of the letters.

1 waiter 2 architect 3 musician 4 vet 5 model
6 pilot 7 teacher 8 hairstylist 9 lawyer 10 nurse
12 journalist 13 receptionist 14 soldier

4A The family

Deciding if sentences are true or false

Language
family members: *father, son*

- Put students in two groups, **A** and **B**, and give each student a copy of worksheet **A** or **B**.
- In groups, Sts look at the family tree and statements 1–10. Sts write T (true) or F (false) for each statement. Monitor the groups to make sure their answers are correct.
- Tell Sts they are going to work with a student from the other group. Put Sts into pairs. Explain that they have to read their statements to each other, say if they are true or false, and correct the false statements.
- Sts then test each other by asking questions, e.g. *Who is Sally's aunt?*

4B A day in the life of an aerobics teacher

Telling a story from the pictures

Language
everyday activities: *she gets up at 6:00 a.m.*

- Give each student a worksheet of the picture story and explain that this is the daily routine of an aerobics teacher. With the class, quickly go through the sequence to elicit the verbs from the Sts. Focus on *-s* for the third person.

1 She wakes up at 6:00 a.m.
2 She gets up at 6:15 a.m.
3 She does exercise.
4 She takes a shower.
5 She gets dressed.
6 She has breakfast.
7 She goes 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 home.
13 She cooks dinner.
14 She watches TV.
15 She goes to bed at 10:30 p.m.

- Pair Sts and ask them to describe the aerobics teacher's day together. Encourage them to add information, e.g. *She has cereal and fruit for breakfast.* (picture 6) and link to sentences with *then*.

Extra idea

- You could ask Sts in what way their daily routine is similar.
- Sts could ask you about your day, e.g. *Do you get up at 6:15? How do you go to work?*
- Sts could ask each other questions about the story, e.g. *Where does she have lunch? Does she go to work by bus?*

5A More verb phrases

Matching verbs and phrases

Language
common verb phrases: *buy a ticket*

- Put Sts in pairs and give them a worksheet of the word search. Tell them to look for verbs, first horizontally and then vertically, that match phrases a–o. Get them to write the verbs in the list and to match them to each phrase. Make sure Sts circle *forget* and not *get*.
- Check answers.

3 forget g 4 meet f 5 use i 6 play a 7 wait h
8 take c 9 tell n 10 hear l 11 give b 12 paint j
13 sing k 14 see d 15 find m

5C The weather

A pairwork activity describing the weather

Language
weather words and verbs: *sunny, rain*

- Copy and cut up the worksheets into **A** and **B**.
- Put Sts into pairs **A** and **B** and give out worksheets. Give Sts a few minutes to do exercise **a** individually and then check answers.

1 windy 2 sunny 3 cloudy 4 raining 5 snowing

- Focus on **b**. Remind them of the question *What's the weather like?* Explain that they are going to ask each other questions in pairs to complete the missing information in the **Weather** and **Temperature** columns. Point out the model questions and answers on their worksheet and remind them of the word *degrees*.
- Pair Sts and monitor as they do the activity.
- When they finish, Sts can compare their information to check.

6B Dates

A pairwork activity practicing saying dates

Language
dates and months: *July sixth*

- Write a few examples on the board in a similar small grid. Explain that Sts are going to practice saying dates.

	1	2	3
A	7/6	9/22	5/30
B	8/15	1/3	6/1

- Say a reference, e.g. *What's the date in A2?* and get Sts to tell you the date.

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- Tell Sts they are going to do a similar activity. Put Sts in pairs and give each student a worksheet **A** or **B**. Give them a few minutes to look at their worksheet. Practice pronouncing the letters on the left correctly.
- Explain that they have to complete their grid by asking questions about the empty squares. Point out the example at the top of their worksheet.
- Sts compare their grids when they have finished.

7C *go, have, get*

Matching verbs and phrases

Language
expressions with *go, have, get*

- Copy and cut up the worksheets into **A** and **B**.
- Put Sts into pairs **A** and **B** and give out the worksheets. Give Sts a few minutes to do exercise **a** individually and then check answers.

Student A: 1 go 2 get 3 have 4 get 5 go 6 get 7 go 8 have 9 have 10 go
Student B: 1 have 2 go 3 have 4 have 5 go 6 get 7 go 8 go 9 have 10 get

- Focus on **b** and get Sts to ask and answer their questions. Remind them to "rebound" the questions, e.g. *What about you? | And you?*

8B Race around the house

Naming household objects from definitions

Language
household objects and furniture

- Put Sts in pairs and give each student a worksheet face down. Tell them they have to identify house vocabulary as quickly as possible.
- Start the activity and set a time limit. Any pairs who have all the correct answers wins.

1 an armchair 2 a lamp 3 pictures / paintings 4 a mirror 5 a bedroom 6 a rug 7 a stove 8 air conditioner 9 stairs 10 a cupboard 11 a refrigerator 12 a bathroom 13 a ceiling 14 a washing machine

Extra idea

- When Sts finish, they could cover the definitions and in pairs define the words in the list to each other in their own words.

8C Prepositions of place

A describe and draw activity

Language
prepositions of place: *on, under*

- Review the prepositions quickly by making a quick drawing on the board or using the classroom. Remind Sts of *there is | are*, and *on the right* and *on the left*.
- Tell Sts they each will have a picture of a room that they have to describe to their partner. Their partner will draw the picture exactly as they describe it.
- Put Sts into pairs **A** and **B** and give out worksheets. Give them a few minutes to think and to clarify any doubts with you before they describe their room to their partner.
- When Sts have finished, they look at the originals and compare them with what they have drawn.

9A Food alphabet

Naming food from pictures

Language
Food words: *bread, peas*

- Give each student a worksheet and tell them they have to use the pictures to find one food word for each letter of the alphabet.
- You could do this as a race in pairs. In this case, make sure everyone starts at the same time, and set a time limit.

a	apple	i	ice cream	r	rice
b	bread	j	juice	s	sandwich
c	carrots	l	lettuce	t	tomato
e	egg	m	mushrooms	v	vegetables
f	fish	o	onion	y	yogurt
h	hamburger	p	peas		

9C Numbers dictation

A pairwork activity to practice saying high numbers

Language
high numbers: *one hundred and one*

- Put Sts in two groups **A** and **B**. Give everyone a worksheet **A** or **B**. Tell them to write the numbers in words on their sheet. Monitor for correct spelling.
- In their **A** / **B** groups, get them to practice saying the numbers aloud.
- Pair Sts **A** / **B** and tell them to dictate their numbers to each other. Tell them to write the numbers in the **Your partner's numbers** column.
- When Sts finish, they look at their partner's worksheet to check their answers.

10A Places and buildings puzzle

Solving a puzzle to find a hidden phrase

Language
buildings and places: *post office, drugstore*

- Give each student a worksheet of the puzzle. Explain that they have to write the answers to the clues in the puzzle. If their answers are correct, they will find a phrase in the shaded area down the middle of the puzzle.
- Sts can do this individually or in pairs.

1 post office 2 hospital 3 Square 4 church 5 police station 6 mosque 7 bridge 8 town hall 9 market 10 theaters 11 museum 12 pharmacy 13 river 14 station 15 art gallery

Missing phrase: places in the city

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1A VOCABULARY Days of the week / Numbers 1–20

a Find the numbers and days, and write the words in the right places in the lists.

AXTHREEYKGBEIGHTJQTFRIDAYOFIVEMAZTWELVECO

DTHURSDAYDKLPTHIRTEENINSQTWENTYNBCMONDAYXOTUENINETEENEL

EVFOURTEENVCAAWSATURDAYFPU

Numbers				Days	
1	_____	11	_____	1	_____
2	_____	12	_____	2	_____
3	*three*	13	_____	3	_____
4	_____	14	_____	4	_____
5	_____	15	_____	5	_____
6	_____	16	_____	6	*Friday*
7	_____	17	_____	7	_____
8	_____	18	_____		
9	_____	19	_____		
10	_____	20	_____		

b Complete the lists with numbers and days.

c Look at the code. Use it to write the words below.

1 = H	2 = R	3 = D	4 = N	5 = F	6 = M	7 = W	8 = U	9 = A	10 = T
11 = L	12 = E	13 = Y	14 = I	15 = S	16 = G	17 = V	18 = O	19 = X	

1 12 11 12 17 12 4 = _____

2 10 8 12 15 3 9 13 = _____

3 12 14 16 1 10 = _____

d Think of three words, days, or numbers and put them into the code. Dictate the code numbers to your partner. He / she writes the words.

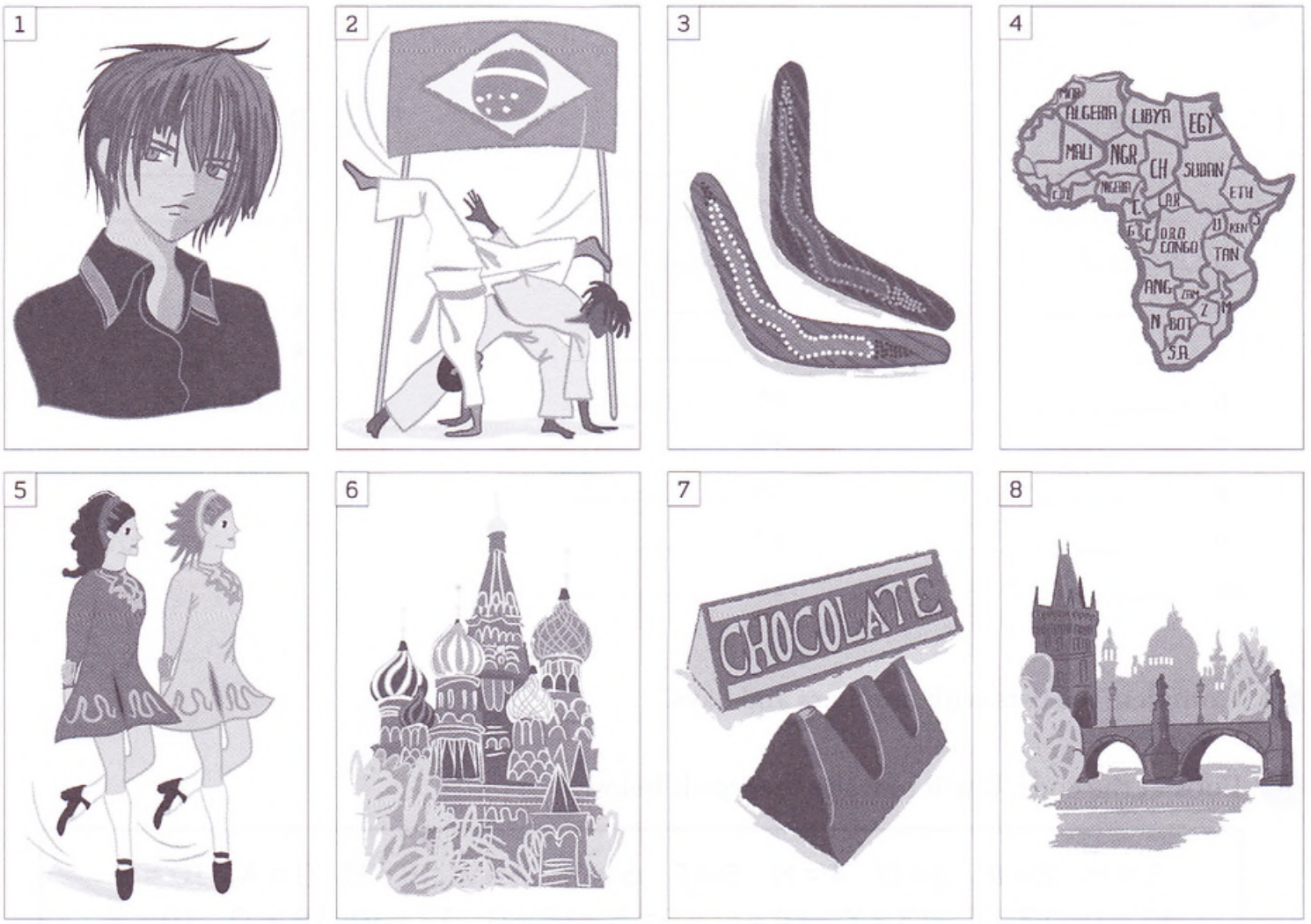
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1B VOCABULARY The world

a Complete the chart with coutries and nationalities. Put one word in each box.

COUNTRY	NATIONALITY / LANGUAGE
Fr*ance*	*French*
Po	
Sp	
Hu	
Ger	
Eg	
Ch	
Tu	

b Look at the pictures. Complete the sentences with a country or nationality.



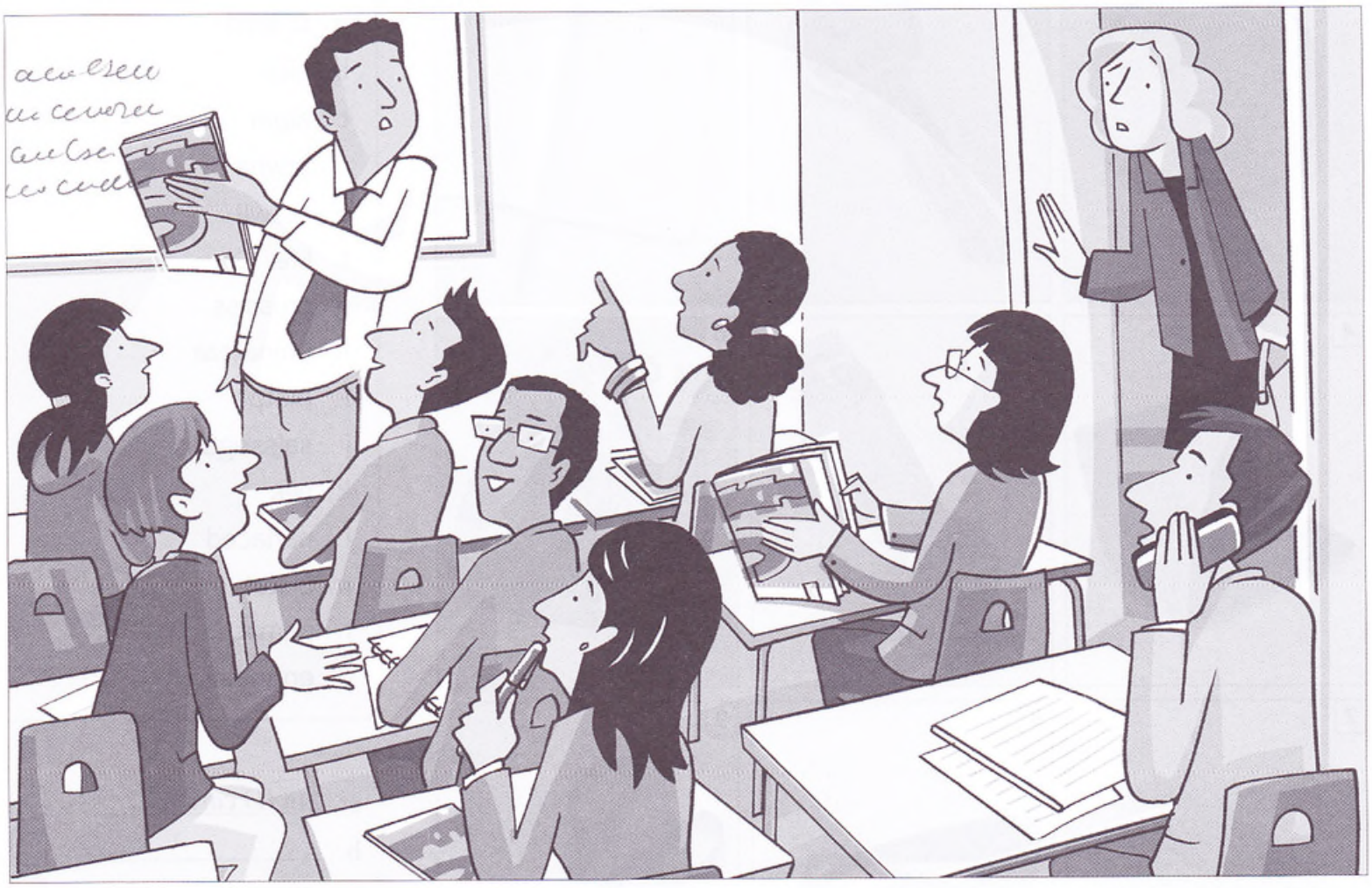
1 Anime is a kind of _____ cartoon.
2 Capoeira is a _____ martial art.
3 Boomerangs are from _____.
4 Senegal, Kenya, and Ethiopia are _____ countries.
5 Step dancing is from _____.
6 Moscow is the capital of _____.
7 Toblerone and Lindt are _____ chocolates.
8 Prague is the capital of _____.

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1C VOCABULARY Classroom language

Complete the phrases with words in the list.

close can ~~do~~ don't excuse help how late
look open read sit go turn off what



The teacher says

1 Please *do* exercise 6 for homework.
2 _____ at the board.
3 _____ the door, please.
4 _____ your books to page 11.
5 _____ the text on page 6.
6 _____ your cell phone!
7 _____ down, please.
8 _____ to page 85.

The students say

9 Sorry I'm _____!
10 Sorry, I _____ understand.
11 _____ do you spell it?
12 _____ me, what's this in English?
13 _____ page is it?
14 Can you _____ me, please?
15 _____ you repeat that, please?

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2A VOCABULARY Common objects

Look at the ANAGRAMS. Order the letters and write the words. Match them to pictures 1–15. Use a / an with the singular nouns.

1 

2 

3 

4 

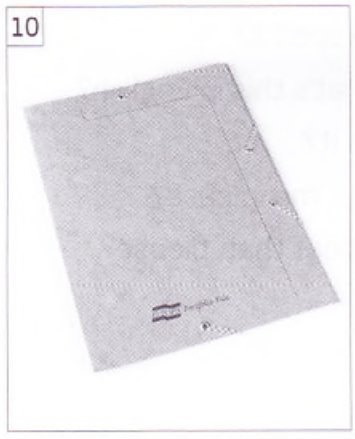
5 

6 

7 

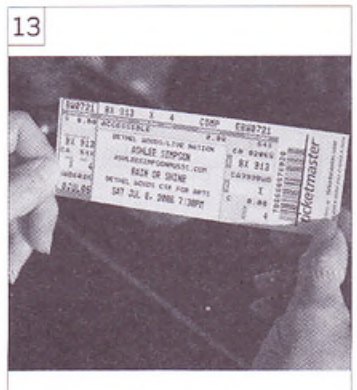
8 

9 

10 

11 

12 

13 

14 

15 

ANAGRAMS

a DI arcd
b oicn
c alpm
d tcwha
e teawll
f life
g crossiss
h emnaigza
i platpo
j salsseguns
k yek
l narlaced
m ckitet
n pamst
o erumball

a	*an ID card*	7
b		
c		
d		
e		
f		
g		
h		
i		
j		
k		
l		
m		
n		
o		

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2B VOCABULARY Opposite adjectives race

a Write the opposite adjectives.

	OPPOSITE
1 expensive	_____
2 fast	_____
3 dirty	_____
4 easy	_____
5 near	_____
6 fat	_____
7 high	_____
8 wrong	_____
9 rich	_____
10 good	_____
11 beautiful	_____
12 weak	_____
13 empty	_____
14 blond	_____
15 tall	_____
16 young	_____

b Test your partner.

What's the opposite of "strong"?

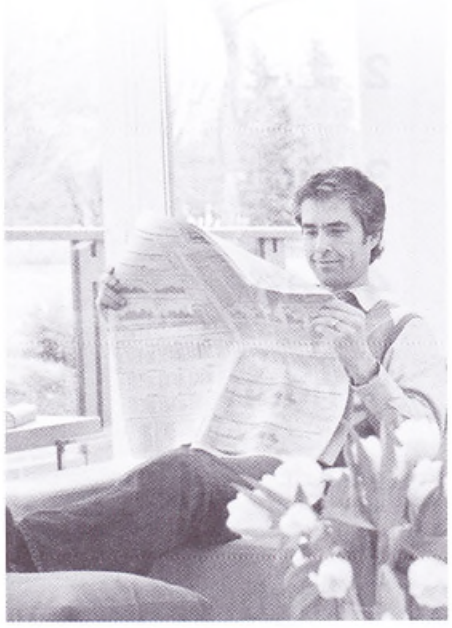
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3A VOCABULARY Verb phrases

a Match the verbs in the list to phrases 1–20. Write them in the **VERB** column.

do (x2) drink eat go have like listen live play (x2) read
say speak study take ~~want~~ watch wear work

		VERB
1	a new car	*want*
2	two children, a dog	
3	exercise, yoga	
4	to the movies, to the gym	
5	tea or coffee	
6	in an apartment, in the city	
7	the newspaper, in bed	
8	a little German, two languages	
9	your book to class, an umbrella	
10	economics, for an exam	
11	in an office	
12	to music, to the radio	
13	sorry, hello	
14	glasses, jeans	
15	fast food	
16	housework, homework	
17	the guitar	
18	TV	
19	animals	
20	tennis, chess	







b **Test your memory**. Cover the **VERB** column. Say phrases 1–20 with *I*.

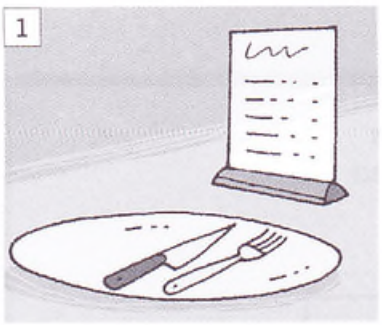
I want a new car.

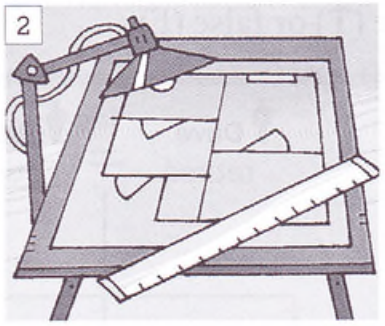
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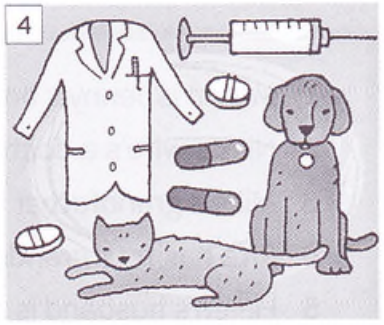
3B VOCABULARY Jobs

Complete the crossword from the picture clues.





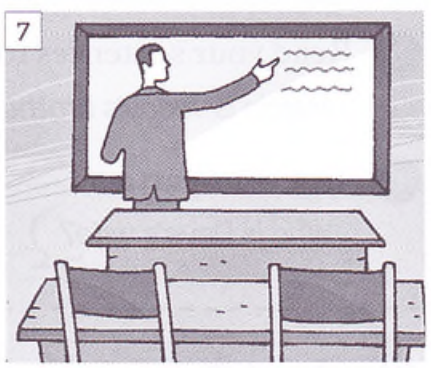


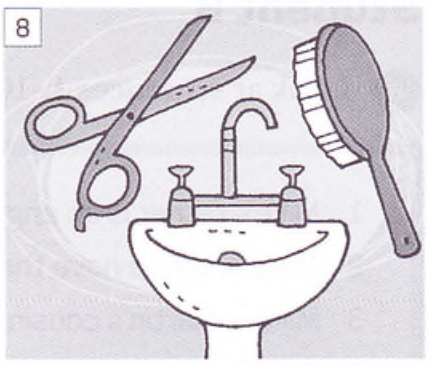


1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11	*b*	*u*	*i*	*l*	*d*	*e*	*r*	
12								
13								
14								

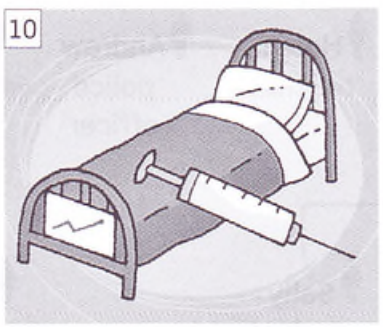


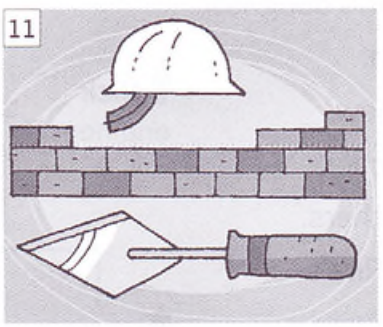


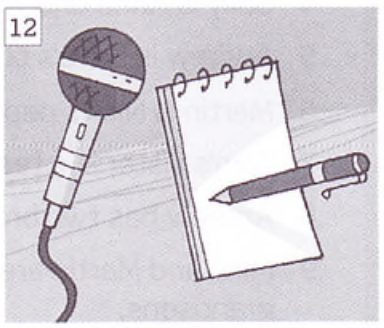




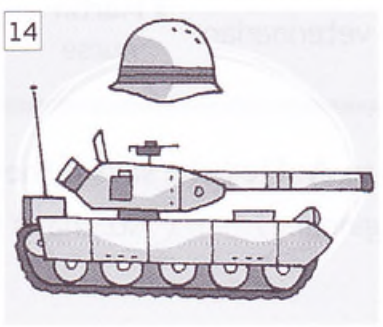












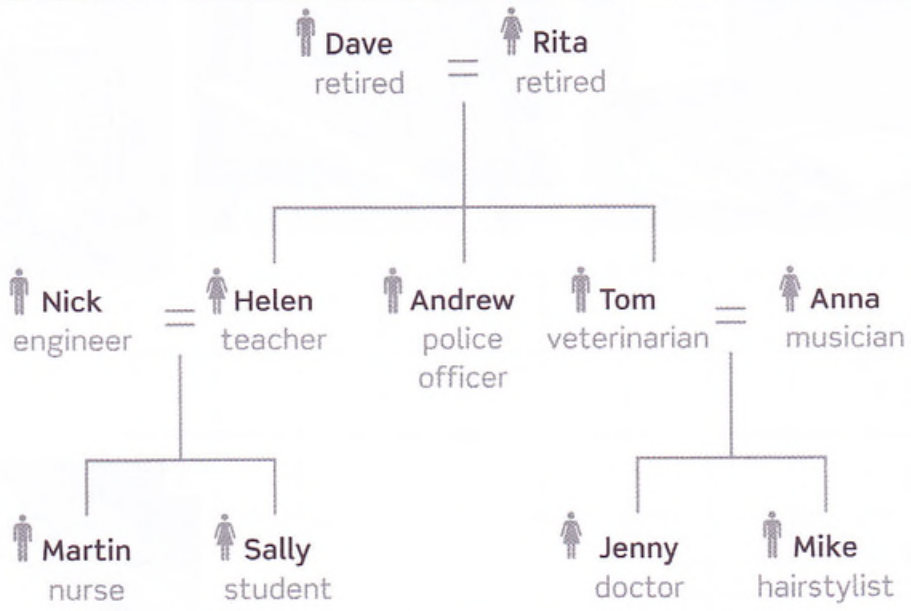
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4A VOCABULARY The family

Student A

a Look at sentences 1–10. Decide if they are true (T) or false (F).

1 Martin is Jenny's brother.
2 Nick's wife's a doctor.
3 Mike's grandfather is Dave.
4 Rita has four grandchildren.
5 Helen's husband is a veterinarian.
6 Tom is Nick's brother.
7 Andrew is Martin's uncle.
8 Nick and Helen have two sons.
9 Sally is Tom's niece.
10 Jenny is Dave and Rita's granddaughter.



b Read your sentences to **B**. He / she says if they are true or false.

Martin is Jenny's brother. *No, that's false. Martin is Sally's brother.*

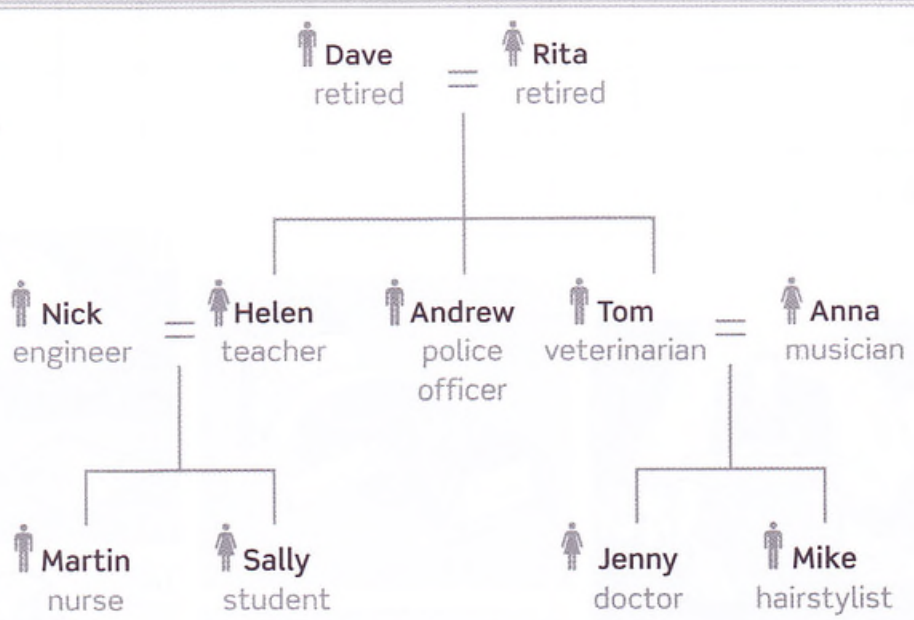
c Test your partner.

Who is Dave'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 Dave and Rita have three children.
3 Mike is Martin's cousin.
4 Sally is Anna and Tom's daughter.
5 Andrew is Dave's son.
6 Martin is Nick's nephew.
7 Tom's sister is a teacher.
8 Andrew has two brothers.
9 Mike and Martin are Rita's grandsons.
10 Helen's husband is a veterinarian.



b Read your sentences to **A**. He / she says if they are true or false.

Mike's father is an engineer. *No, that's false. Mike's father is a veterinarian.*

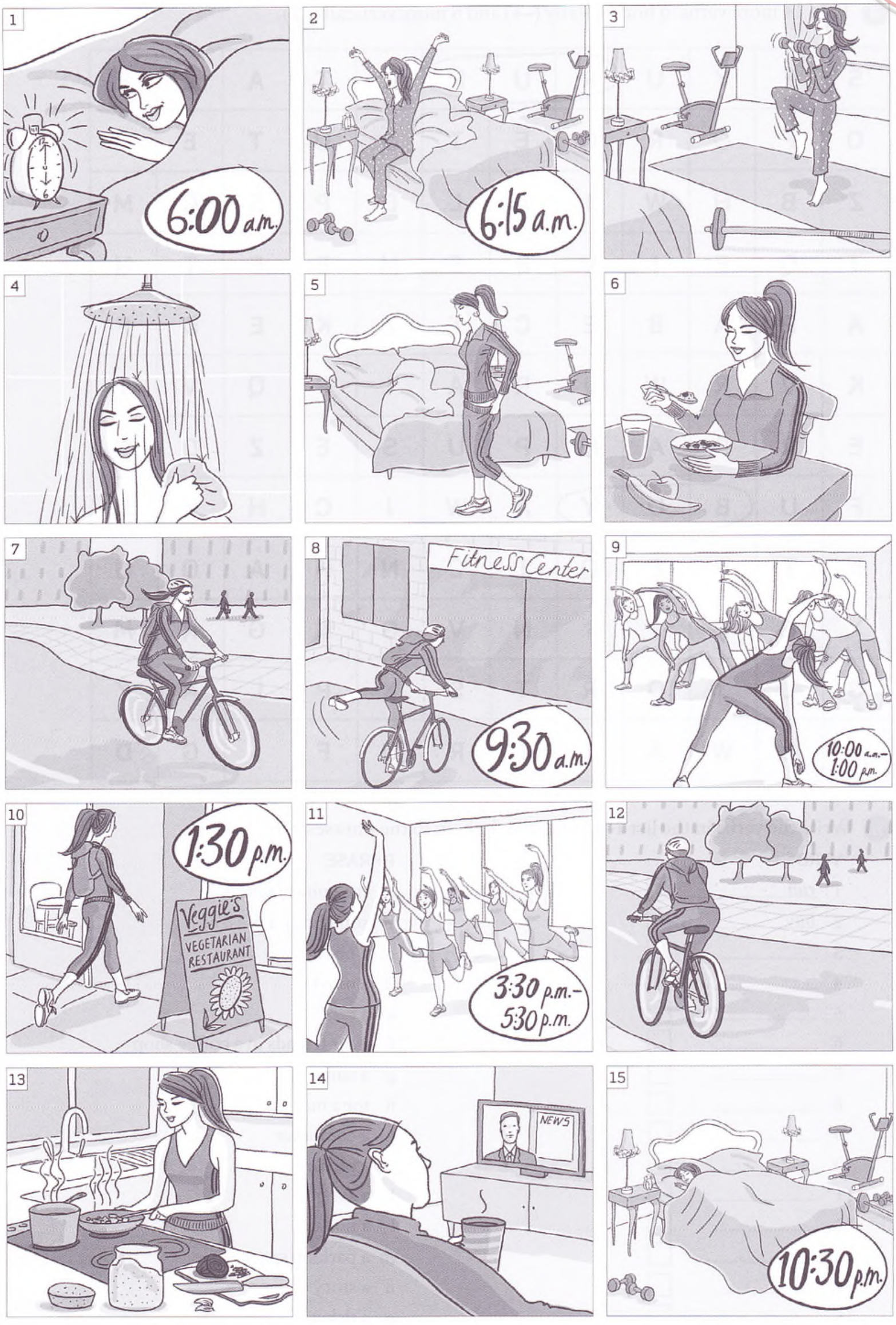
c Test your partner.

Who is Dave's wife? *Rita.*

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4B VOCABULARY A day in the life of an aerobics teacher



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5A VOCABULARY More verb phrases

a Find 14 more verbs, 6 horizontally (→) and 8 more vertically (↓).

S	F	Y	U	R	U	N	L	T	A	Z	E
O	F	O	R	G	E	T	D	U	T	E	H
Z	B	H	W	I	A	L	D	P	S	C	M
T	Q	E	I	V	B	F	M	E	E	T	N
A	R	A	B	E	C	T	Z	K	E	D	F
K	V	R	W	J	R	A	I	P	Q	V	I
E	R	P	A	M	P	U	S	E	Z	O	N
F	U	B	U	Y	A	W	I	C	H	Y	D
K	T	P	E	Q	I	C	N	H	A	O	U
X	E	F	Y	I	N	V	G	N	G	R	M
B	L	J	O	R	T	S	X	P	L	A	Y
L	L	W	A	I	T	R	O	F	I	G	D

b Write the verbs in the list 1–15 and match them to the phrases a–o.

VERB		PHRASE
1 *run*	[e]	a the guitar / tennis
2 *buy*	[o]	b somebody a present
3 _____	[ ]	c a photo
4 _____	[ ]	d a movie
5 _____	[ ]	e a race
6 _____	[ ]	f your friends in a coffee shop
7 _____	[ ]	g a name
8 _____	[ ]	h for a bus
9 _____	[ ]	i a computer
10 _____	[ ]	j a picture
11 _____	[ ]	k a song
12 _____	[ ]	l a noise
13 _____	[ ]	m a parking space
14 _____	[ ]	n a story
15 _____	[ ]	~~o~~ a ticket

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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	_____	_____
Budapest	cloudy and windy	44° F
Istanbul	_____	_____
Moscow	snowing	32° F
Warsaw	_____	_____
Edinburgh	foggy	41° F
Buenos Aires	_____	_____
Santiago	cloudy and hot	79° F

c Answer **B**'s questions.

It's cloudy and windy and it's 44 degrees Fahrenheit in Budapest.

Student B

a Look at the pictures. What's the weather like? Complete sentences 1–5.







1 It's _____. 2 It's _____. 3 It's _____. 4 It's _____. 5 It's _____.

b Answer **A**'s questions.

It's raining and it's 4 degrees Fahrenheit in Berlin.

c Ask **A** questions to complete your information.

What's the weather like in Budapest?

City	Weather	Temperature
Berlin	raining	39° F
Budapest	_____	_____
Istanbul	cloudy and cold	57° F
Moscow	_____	_____
Warsaw	raining	54° F
Edinburgh	_____	_____
Buenos Aires	sunny and hot	84° F
Santiago	_____	_____

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6B VOCABULARY Dates

Student A

Find the missing dates. Ask your partner.

What's the date in A3? *It's November tenth.*

	1	2	3	4	5
A	7/3	10/11			
B	6/20		8/31		9/24
C		3/30		5/12	
D	12/8		1/15		11/1

Student B

Find the missing dates. Ask your partner.

What's the date in A1? *It's July third.*

	1	2	3	4	5
A			11/10	6/9	3/7
B		12/5		5/21	
C	10/12		1/17		8/16
D		2/23		4/2	

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7C VOCABULARY *go, have, get*

Student A

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 on the weekend?
6	How often do you ____ a taxi?
7	When do you usually ____ shopping?
8	Do you usually ____ dinner with your family at Christmas?
9	How many brothers and sisters do you ____?
10	Do you usually ____ home after class?

b Ask your partner the questions. Ask for more information.

Student B

a 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 kind of car does your family ____?
5	What time did you ____ out during the week?
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 on the weekends?

b Ask your partner the questions. Ask for more information.

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8B VOCABULARY Race around the house

Find the objects from the clues. The winner is the first person to have all the household objects.
Circle *a* or *an*.

1 It's usually in a living room. It's for one person to sit on. It's very comfortable. a / (an) *armchair*

2 It's on a table or wall. You turn it on when it's dark. a / an _____

3 You put these on the walls to decorate the rooms. _____

4 You can see yourself in it. a / an _____

5 A room where you sleep. a / an _____

6 This is on the floor. It decorates the room. a / an _____

7 It's in the kitchen. You cook on it. It can be gas or electric. a / an _____

8 In summer you turn it on when it's hot. _____

9 You use these to go from the first floor to the second floor in a house. _____

10 In the kitchen, you put the glasses and plates in this. a / an _____

11 You put milk, eggs, and vegetables in it. It keeps food cool and fresh. a / an _____

12 It's a room where you wash. a / an _____

13 A room has four walls, a floor, and ... a / an _____

14 You clean your dirty clothes in this. a / an _____

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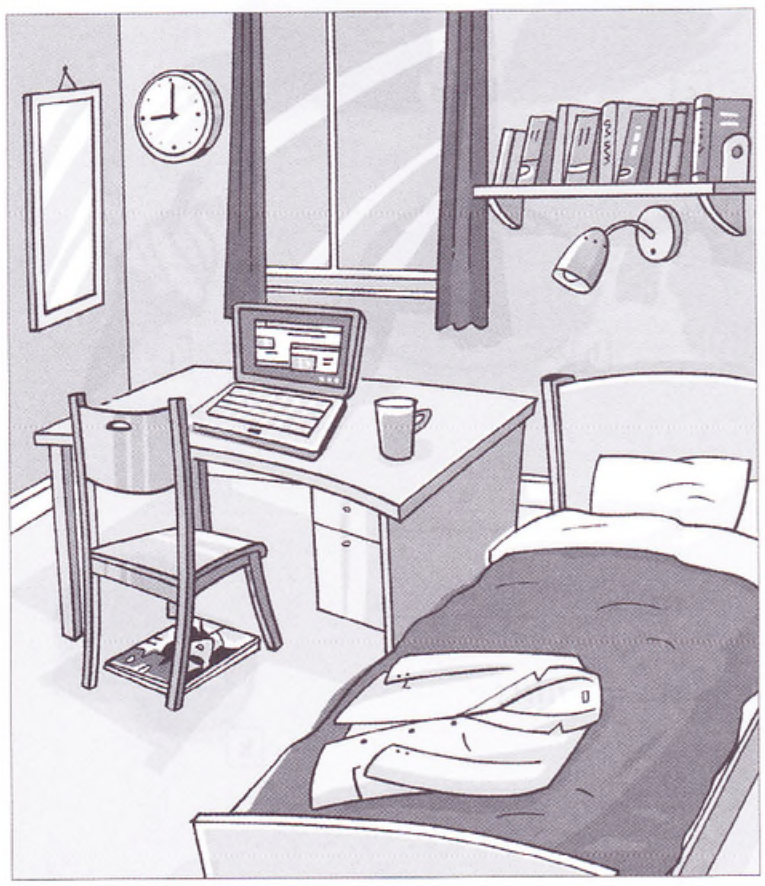
8C VOCABULARY Prepositions of place

Student A

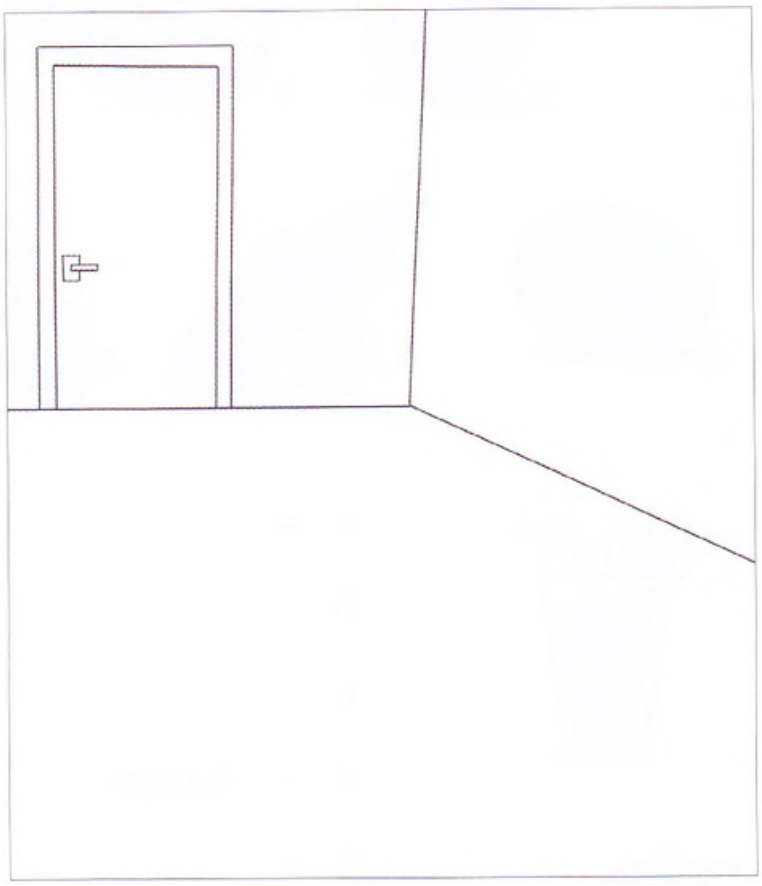
Describe your picture to your partner. Then draw the picture your partner describes.

On the right, there's a bed.

1



2

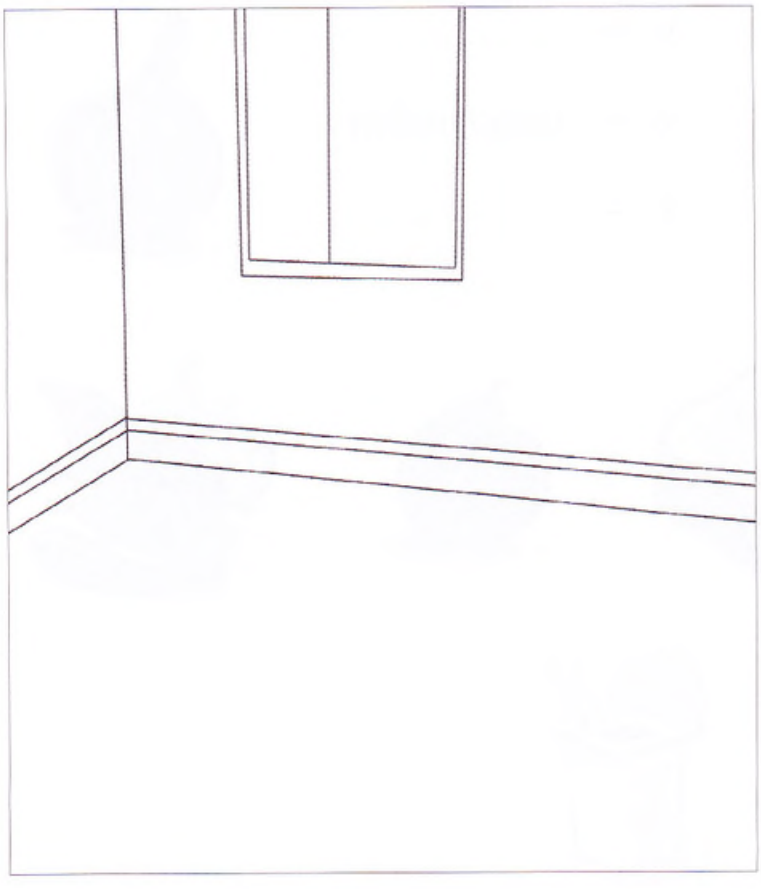


Student B

Draw the picture your partner describes. Then describe your picture to your partner.

On the right, there's a sofa.

1



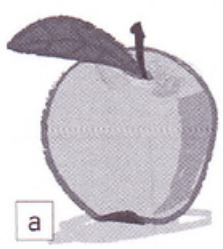
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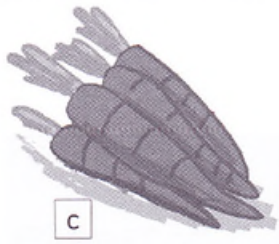
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9A VOCABULARY Food alphabet

Write one word for each letter of the alphabet.


a


b


c


d


e


f


g


h


i


j

a = _____

b = _____

c = _____

d = *desserts*

e = _____

f = _____

g = *grapes*

h = _____

i = _____

j = _____

k = *kiwi*

l = _____

m = _____

n = *nuts*

o = _____

p = _____

r = _____

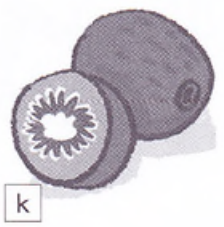
s = _____

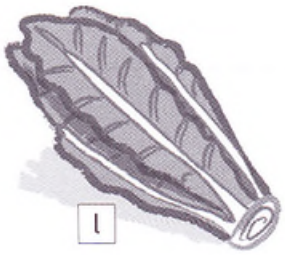
t = _____

v = _____

w = *watermelon*

y = _____

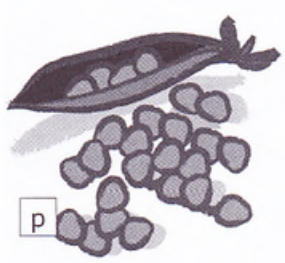

k


l


m


n


o

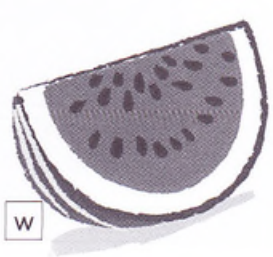

p


r


s


t


v


w


y

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9C VOCABULARY Numbers dictation

STUDENT A

a Write the numbers in words.

		Your partner's numbers
1	150 = *one hundred and fifty*	1 *384*
2	280 = _____	2 _____
3	609 = _____	3 _____
4	1,200 = _____	4 _____
5	4,526 = _____	5 _____
6	12,374 = _____	6 _____
7	180,000 = _____	7 _____
8	5,200,000 = _____	8 _____

b Dictate the numbers to your partner.

c Write down your partner's numbers.

STUDENT B

a Write the numbers in words.

		Your partner's numbers
1	384 = *three hundred and eighty four*	1 *150*
2	717 = _____	2 _____
3	892 = _____	3 _____
4	2,600 = _____	4 _____
5	5,415 = _____	5 _____
6	10,263 = _____	6 _____
7	379,000 = _____	7 _____
8	2,500,000 = _____	8 _____

b Write down your partner's numbers.

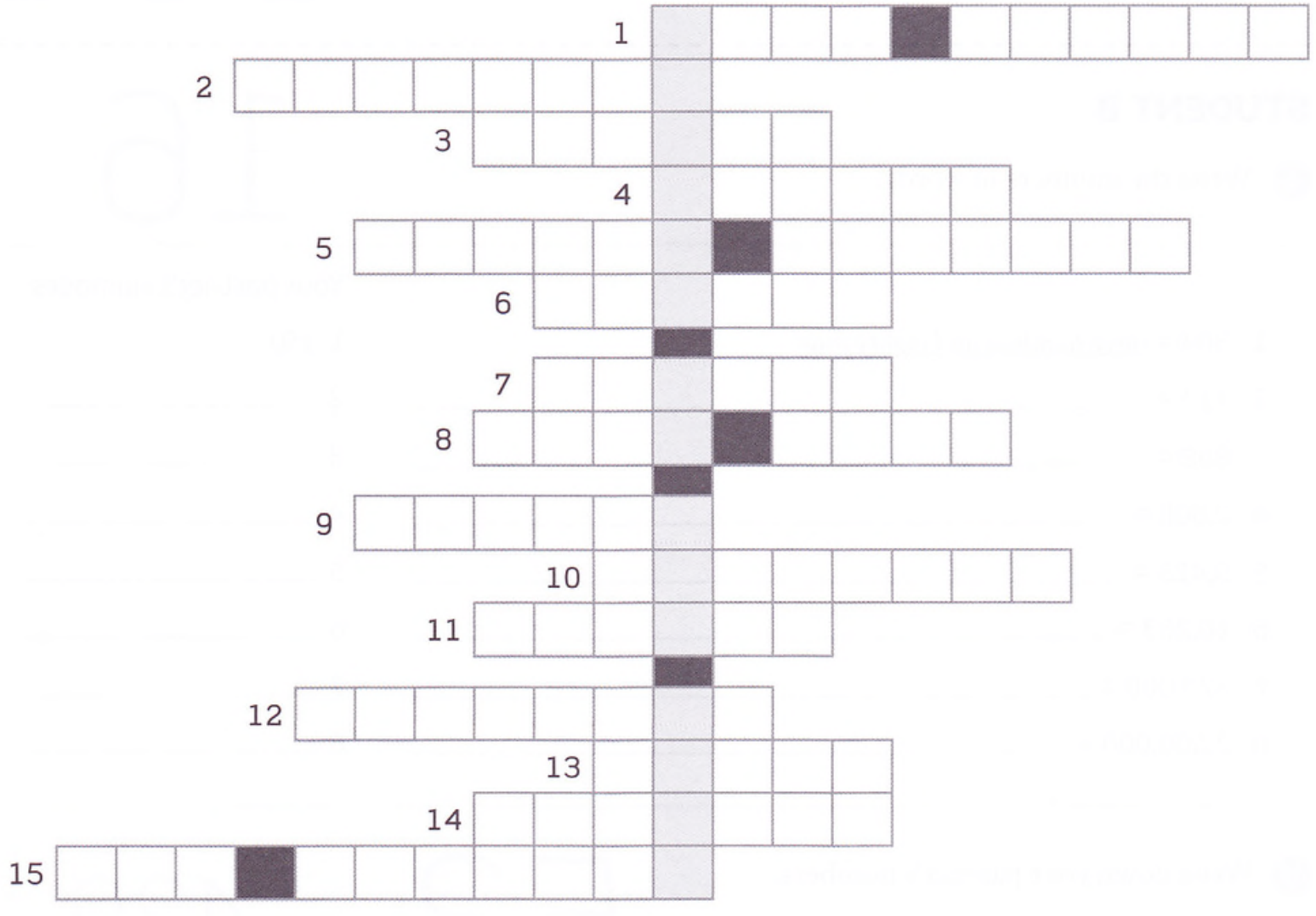
c Dictate the numbers to your partner.

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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, and Times _____ is in New York.
4 A religious building where Christians go.
5 A place you go to report a crime or pay a parking ticket.
6 Similar to clue 4 but for Muslims.
7 To walk or drive across a river, you usually go over a _____.
8 A building where the local government offices are.
9 An open area of small stalls where you can buy fresh fruit, vegetables, and sometimes clothes.
10 Broadway in New York is a street with a lot of _____.
11 A building where you can see a collection of valuable or rare objects, e.g. the Louvre in Paris, or the Hermitage in St. Petersburg.
12 You can buy aspirin or medicine here.
13 The Amazon is the _____ that crosses Brazil, Colombia, and Peru.
14 You go here when you want to get a bus or a train.
15 You can see paintings, sculptures, and pieces of art here.



b There is a phrase under the arrow. Find the missing phrase, which is the title of the puzzle.

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Song activity instructions

1B All Over the World

Choosing the correct word 1 30

Language
Places vocabulary

- Give every student a worksheet.
- Explain the activity. Sts have to listen and choose between two words in the box on the right.
- Go through the pairs of words from the song and check the meaning and pronunciation of each one.
- Play the song once. Let Sts compare their answers with a partner. Repeat if necessary. Play the song again to check answers, going through the song line by line. Sts then write the correct words in the song.

2 radio 3 street 4 the USA 5 sea 6 Paris
7 Hamburg 8 New York 9 place 10 time

- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.
- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

For copyright reasons, this song is a cover version.

2C Please Don't Go

Listening for specific words 1 73

Language
Feelings

- Give every student a worksheet. Ask Sts to tell you what they think is happening in the picture.
- Go through the words in **bold** in the song and check the meaning and pronunciation of each one.
- Tell Sts that some of the words are right and some words are wrong. The first time they listen, they should just decide if they are right or wrong. Play the song once. Check answers.

3 ✗ 4 ✓ 5 ✗ 6 ✗ 7 ✓ 8 ✗ 9 ✓ 10 ✗ 11 ✗ 12 ✗

- Now tell the Sts they are going to try to correct the wrong words with a word from the list. Play the song again. Let Sts compare their answers with a partner. Repeat if necessary.
- Check answers, going through the song line by line.

3 walk 5 go 6 stay 8 wonderful 10 down 11 baby
12 now

- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.
- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

For copyright reasons, this song is a cover version.

3C Something Stupid

Rhyming words 2 23

Language
Rhyming words

- Check that Sts remember the sounds in the **Language** box either by using the **Sound Bank** on *page 166* in the Student's Book or the *American English File* pronunciation wall chart if you have it. Elicit example words for each sound.
- Give each student a worksheet and put Sts in pairs. Explain that they should match a word from circle **A** with one from circle **B**, according to the sounds.
- Check answers.

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

- Write the sounds from the **Language** box on the board. Elicit the words from the circles with these sounds and feedback answers onto the board.

/æ/ chance, dance
/u/ two, you, you, blue
/aɪ/ lies, eyes, night, right
/eɪ/ day, say, late, wait
/ɛ/ red, head

- Tell Sts that they are now going to listen to the song and that they have to put the words from **A** and **B** into the correct place in the song. Explain that, as with the majority of pop songs in English, the words at the end of each line rhyme. Play the song once for Sts to fill in the blanks. Repeat if necessary. Check answers, going through the song line by line.

1 dance 2 chance 3 two 4 you 5 eyes 6 lies
7 night 8 right 9 day 10 say 11 wait 12 late
13 head 14 red 15 blue 16 you

- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.
- Ask the class why the singer thinks it's stupid to say "*I love you*" in the song.

Because it might be too serious too soon.

- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

For copyright reasons, this song is a cover version.

4C Who Wants to Live Forever?

Listening for extra words 2 52

Language
Time expressions

- Give each student a worksheet and focus on **A**. Tell Sts that some of the numbered lines in **bold** have extra words.

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- Play the song once for Sts to check the **bold** lines that are correct.
- Play the song again for Sts to cross out the extra words. Repeat if necessary. Then check answers.

3 ✗ here 6 ✓ 9 ✗ always
4 ✗ real 7 ✗ never 10 ✓
5 ✗ always 8 ✗ sweet

- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.
- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

For copyright reasons, this song is a cover version.

5A Famous

Predicting and listening for missing words 2 62

Language
Verb phrases: *turn down, be famous*

- Give each student a worksheet and focus on **A**. Give Sts two minutes to fill in the blanks with the words from the box.

2 see 3 want 4 read 5 be 6 Forget 7 forget
8 want 9 dance 10 sing 11 need

- Focus on **B**. Play the song. Ask Sts to check their answers from **a** and to complete the song. Pause and replay as necessary.
- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.
- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

For copyright reasons, this song is a cover version.

6C Lemon Tree

Listening for the correct word 3 41

Language
Phrases describing feelings and activites

- Give each student a worksheet. Go through the pairs of words in the column at the end of the lines and check the meaning and pronunciation of each one. Play the song once.
- Ask Sts to circle the word they hear. Play the song again for Sts to check their answers.
- Check answers with the whole class, going through the song line by line.

2 rainy 3 waiting 4 fast 5 happens 6 why
7 Yesterday 8 head 9 sitting 10 tired 11 good
12 how 13 sky

- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.
- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

For copyright reasons, this song is a cover version.

7C Summer Nights

Listening for missing words 3 63

Language
Regular and irregular past forms

- Give each student a worksheet. Get Sts to look at the pictures and tell you what the couple is doing in each picture.
- Ask Sts to focus on **a**. Ask Sts to write the simple past positive form of the verbs. Check answers.
- Focus on **b**. Play the song and get Sts to fill in the blanks with a simple past positive or question form of the verbs from **a**. Pause and replay as necessary. Check answers.

2 met 3 Did...get 4 swam 5 ran 6 Was 7 Took
8 went 9 stayed 10 did...spend 11 told 12 made

- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.
- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

For copyright reasons, this song is a cover version.

8B House of the Rising Sun

Listening and matching halves of lines 4 20

Language
Regular and irregular past forms

- Give each student a worksheet and ask Sts what they can see in the picture.
- Explain that the first halves of the lines from the song are on the left, and the second halves are on the right. Give Sts a few moments to read sentence halves 1–12 and a–l. Go through the words and check the meaning and pronunciation if necessary.
- Play the song for Sts to match the halves. Pause and replay as necessary. Check answers.

a 2c 3e 4a 5f 6b 7h 8k 9l 10i 11g 12j

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- Go through the song, helping Sts to understand the meaning.
- Focus on **b**. Ask Sts to choose the correct words to complete the summary. Check answers.

b 1 bad 2 much money 3 father 4 drank 5 left 6 leave

- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.
- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

  For copyright reasons, this song is a cover version.

9B Sugar Sugar

Rhyming words 4 41

Language
Vowel sounds

- Check that Sts remember the sounds above either by using the **Sound Bank** on *page 166*. of the Student's Book or the *American English File* pronunciation wall chart if you have it. Elicit example words for each sound.
- Give each student a worksheet. Focus on **a**. Tell Sts that they are now going to listen to the song and that they have to decide if the pairs of words and the words with the same number in **bold** have the same vowel sounds. Play the song once for Sts to decide which sounds are the same and which are different. Repeat if necessary. Check answers, going through the song line by line.

3✓ 4✓ 5✗ 6✓ 7✗ 8✓ 9✓ 10✗

- Write the sounds from the **Language** box on the board. Elicit the words in **bold** and the words with part of the word in bold with these sounds and feedback answers onto the board.

/ɑ/ got, want	/u/ you, true, knew
/ʌ/ honey, just	/ɪ/ little
/ʊ/ sugar	/aɪ/ life
/æ/ candy	/eɪ/ make, baby
/ɔ/ pour, your	/oʊ/ over

- Focus on **b**. Ask Sts to match the words with the pictures and decide on the names for someone you love. Check answers.

b candy 6 honey 4 kiss 2 sunshine 3 pour 5 sugar 1
Someone you love = honey, sugar, sunshine

- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.
- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

  For copyright reasons, this song is a cover version.

10C Fortune Teller

Listening and ordering events 5 23

Language
Past forms and time expressions

- Give each student a worksheet. Get Sts to look at the pictures and tell you what they think is happening.
- Focus on **a**. Ask them to match the events and the pictures. Check answers.

a A3 B8 C2 D5 E7 F1 G6 H4

- Focus on **b**. Ask Sts to choose the correct words. Pause and replay as necessary. Check answers.

b 2 head 3 Son 4 next 5 eyes 6 day 7 lie 8 looking at 9 happy 10 married

- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.
- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

  For copyright reasons, this song is a cover version.

11B Don't Tell Me That It's Over

Listening for rhyming words 5 34

Language
Rhyming words

- Check that Sts remember the sounds above the words on the worksheet either by using the **Sound Bank** on *page 166*. of the Student's Book or the *American English File* pronunciation wall chart if you have it. Elicit example words for each sound.
- Give each student a worksheet and put Sts in pairs. Explain that they should write a word from the circle in one of the columns, according to the vowel sound. Feedback answers onto the board. Go through the pairs of words from the song and check the meaning and pronunciation of each one, if necessary.

/oʊ/ home, alone	/ɛ/ best, mess
/i/ me, see	/eɪ/ day, away
/aɪ/ right, night	/u/ too, do

- Focus on **b**. Tell Sts that they are now going to listen to the song and that they have to put the words from **a** into the correct place in the song. Explain that, as with the majority of pop songs in English, the words at the end of each line rhyme. Play the song once for Sts to fill in the blanks. Pause and replay as necessary. Check answers, going through the song line by line.

2 best 3 do 4 too 5 alone 6 home 7 see
8 me 9 right 10 day 11 away 12 night

- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.
- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

  For copyright reasons, this song is a cover version.

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12A Flashdance

Listening for information 5 50

Language

Verb phrases: *made of stone, hear the music*

- Give each student a worksheet. Get Sts to look at the picture and tell you what they think is happening.
- Focus on **a**. Explain that Sts should match a word in column **A** with a word or words in column **B** to form a phrase.

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

- Focus on **b**. Play the song for students to answer the question. Pause and replay as necessary. Check the answer.

answer = b

- Give Sts a few minutes to read through the song with the glossary and go through the Song facts.
- If you think your students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

For copyright reasons, this song is a cover version.

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1B SONG All Over the World

a 1 30 Listen and circle the right words in each pair.

b Listen again and check. Write the correct words in the song.



All Over the World

Everybody all around the world
Gotta tell you what I just heard
There's gonna be a [1]_____ all over the world

I got a message on the [2]_____
But where it came from I don't really know
And I heard these voices calling all over the world

Chorus
All over the world
Everybody got the word
Everybody everywhere is gonna feel it tonight

Everybody walkin' down the [3]_____
Everybody movin' to the beat
They're gonna get hot down in [4]_____
(New York, Detroit, L.A.)

We're gonna take a trip across the [5]_____
Everybody come along with me
We're gonna hit the night down in *gay* [6]_____
(C'est la vie)

Chorus

All over the world
London, [7]_____, Paris, Rome, Rio, Hong Kong, Tokyo
L.A., [8]_____, Amsterdam, Monte Carlo, Shard End and...

Chorus

Everybody all around the world
Gotta tell you what I just heard
Everybody walkin' down the street
I know a [9]_____ where we all can meet
Everybody gonna have a good [10]_____
Everybody will shine till the daylight

Chorus

1 (party) / celebration
2 phone / radio
3 street / road
4 the US / the USA
5 sea / city
6 *Paris / Madrid*
7 Berlin / Hamburg
8 New York / New Orleans
9 place / cafe
10 day / time



SONG FACTS

All Over the World was a hit song in many countries for the British band Electric Light Orchestra (ELO) in 1980. The song was on the soundtracks of the movies *Xanadu* in 1980 and the science fiction comedy *Paul* in 2011.

GLOSSARY

everybody = all people
gotta tell you = want to say
gonna = going to (future)
got = simple past of *get*
came = simple past of *come*
heard = simple past of *hear*
voices calling = people speaking
everywhere = all places
movin' to the beat = dancing
c'est la vie = French for "That's life!"
Shard End = part of Birmingham, UK*
shine til the daylight = have fun all night

*Jeff Lynne, singer with ELO, comes from Shard End.

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2C SONG Please Don't Go

a 1 73 Listen to the song. Are the words in **bold** right or wrong? Put a check mark (✓) or an X (✗) next to the lines.

Please Don't Go

Verse 1

Babe, I **love** you so
I want you to **understand**
That I'm gonna miss your love
The minute you **run** out that door

Chorus

So please **don't** go, don't go
Don't go away
Please don't go, don't **worry**
I'm begging you to **come**

If you live, at least in my lifetime
I had one **dream** come true
I was blessed to be loved
By someone as **beautiful** as you

Chorus

Hey hey hey

Verse 1

So please don't go, don't go
Don't go away
Hey hey hey
I **need** your love
I'm **up** on my knees
Beggin' please, please, please don't go
Don't you hear me **girl**?
Don't leave me **here**
Oh no, no, don't go, please don't go
I want you to know that
I love you so

Answers

1 ✓ _____
2 ✗ *know*
3 ☐ _____
4 ☐ _____
5 ☐ _____
6 ☐ _____
7 ☐ _____
8 ☐ _____
9 ☐ _____
10 ☐ _____
11 ☐ _____
12 ☐ _____

b Listen again. Correct the wrong words with a word from the list.

baby stay down go know
now walk wonderful

GLOSSARY

babe = baby (a name for a person you love)
gonna = going to (future)
miss = feel sad after a person goes
the minute = at the same time
dream come true = very happy moment
blessed = lucky
wonderful = very good

SONG FACTS

Please Don't Go was a number 1 hit in the US in 1979 for American group KC and the Sunshine Band. The song was also a hit for three other bands between 1992 and 2008.



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3C SONG Something Stupid

a Match the words in circles **A** and **B** that have the same sound.

A

1 too [b] 2 dance [ ]
3 lies [ ] 4 night [ ] 5 day [ ]
6 wait [ ] 7 head [ ]
8 blue [ ]

B

a eyes b you
c you d chance e right
f say g late
h red

b 2 23 Listen and complete the song with the rhyming words from circles **A** and **B**.

Something Stupid



I know I stand in line, until you think you have the time
To spend an evening with me
And if we find someplace to [1]_____
I know that there's a [2]_____
You won't be leaving with me
And afterwards we drop into a quiet little place
And have a drink or [3]_____
And then I go and spoil it all by saying
Something stupid like "I love [4]_____".

I can see it in your [5]_____ you still despise
The same old [6]_____ you heard the [7]_____ before
And though it's just a line to you, for me it's true
It never seemed so [8]_____ before

I practice every [9]_____ to find some clever lines to [10]_____
To make the meaning come through
But then I think I'll [11]_____ until the evening gets [12]_____
And I'm alone with you.
The time is right, your perfume fills my [13]_____
The stars get [14]_____
And oh the night's so [15]_____
And then I go and spoil it all by saying
Something stupid like "I love [16]_____".

c Why do the singers think it's stupid to say "I love you"?

SONG FACTS

Something Stupid was originally a hit for father and daughter duo Frank and Nancy Sinatra in 1967. Nicole Kidman sang the song in the 2001 movie *Moulin Rouge*, and later made a new recording of it with Robbie Williams.

GLOSSARY

spend an evening = pass an evening
chance = possibility
won't = will not (future)
drop into = go into
spoil = ruin, make something bad
like = for example
despise = hate
lies = things that are not true
heard = simple past of *hear*
clever = intelligent
come through = be clear

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4C SONG Who Wants to Live Forever?

a 2 52 Listen to the song. Some of the lines in **bold** have one extra word. Put a check mark (✓) next to the right lines and an X (✗) next to the wrong lines.

b Cross out the extra word in the wrong **bold** lines.

Who Wants to Live Forever?

[1]**There's no time for us** 1 ✓
There's no place for us
[2]**What is this ~~good~~ thing that builds our dreams** 2 ✗
Yet slips away from us?
[3]**Who wants to live here forever?** 3 ☐
Who wants to live forever?

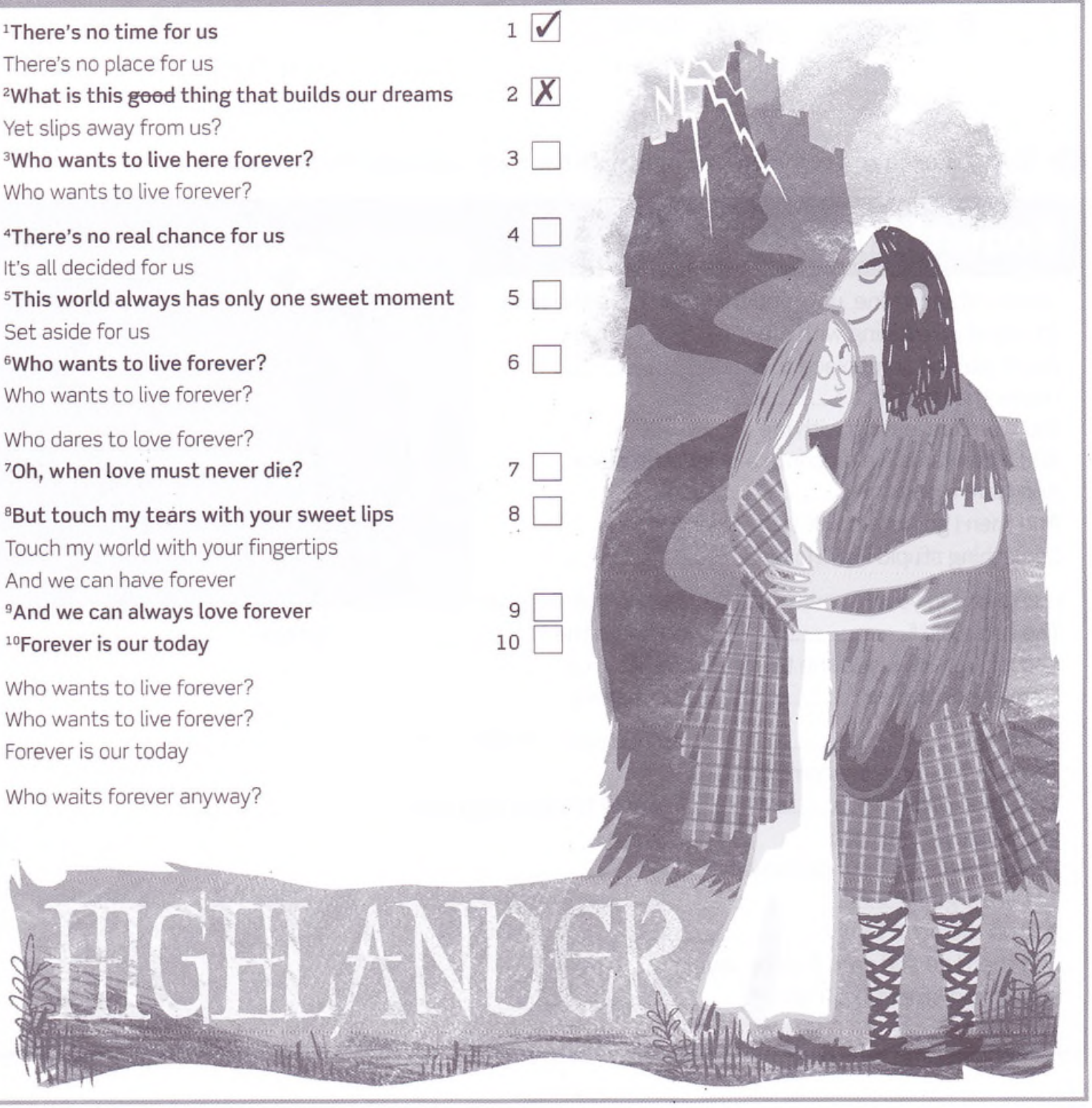
[4]**There's no real chance for us** 4 ☐
It's all decided for us
[5]**This world always has only one sweet moment** 5 ☐
Set aside for us
[6]**Who wants to live forever?** 6 ☐
Who wants to live forever?

Who dares to love forever?
[7]**Oh, when love must never die?** 7 ☐

[8]**But touch my tears with your sweet lips** 8 ☐
Touch my world with your fingertips
And we can have forever
[9]**And we can always love forever** 9 ☐
[10]**Forever is our today** 10 ☐

Who wants to live forever?
Who wants to live forever?
Forever is our today

Who waits forever anyway?



GLOSSARY

builds our dreams = makes us hope for good things
slips away = goes away
it's all decided = other people control our lives
sweet = very nice
set aside for us = especially for us
dares = is brave enough


tears


lips


fingertips

SONG FACTS

Who Wants to Live Forever? was a hit for British rock group Queen in 1986. The song was also on the soundtrack of the movie *Highlander* and later the TV series.

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5A SONG Famous

a Read the song lyrics. In two minutes, try to fill in some of the blanks with words in the list.

be dance forget (x2) need read see sing turn want (x3)

b 2 62 Listen, check your answers from **a**, and complete the song with the correct verbs.

Famous

Staying in again on a Saturday night
I'm going to settle on the sofa and [1]*turn* down the light.
I got 900 channels but there's nothing to [2]_____,
No wonder everybody thinks they should be on TV.

Chorus

Oh, we all [3]_____ to be famous.
Oh, be a face on the screen.
Oh, [4]_____ our name in the papers.
Oh, everybody wants to [5]_____ on TV.
Everybody wants to be on TV.



[6]_____ Audrey Hepburn, [7]_____ Bette Davis.
I [8]_____ to be known, just for being famous.
I can't act, I can't [9]_____, I can't [10]_____, can't you see?
But I'm young and I'm pretty and that's all that you [11]_____.

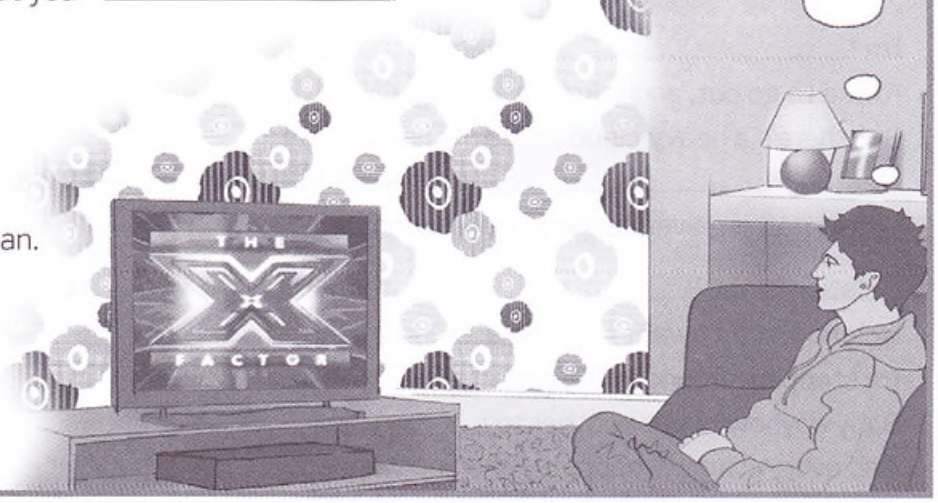
Chorus

Everybody wants to be like James Dean.

Chorus

Oh, everybody wants to be like James Dean.

Oh, we all want. We want to be famous.
Oh, we all want to be like James Dean.
Oh, we all want. We want to be famous.
We all want to be on TV.



SONG FACTS

Famous was a hit for British group Scouting For Girls in 2010. The video for the song appeared on the YouTube website two months before the song went on sale.

GLOSSARY

staying in = passing time at home
settle = sit comfortably
I got = I have
no wonder = it's not surprising
should be on TV = are good enough to be on TV
face = front part of your head
the screen = the part of the TV, or the movie theater, where you see the movie
the papers = newspapers
Audrey Hepburn, Bette Davis, James Dean = movie stars of the 1950s and 1960s
known = famous
like = similar to

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6C SONG Lemon Tree

3 41 Listen and circle the right words in the pair.

Lemon Tree

I'm sitting here in a [1]_____ room
It's just another [2]_____ Sunday afternoon
I'm wasting my time, I got nothing to do
I'm hanging around, I'm [3]_____ for you
But nothing ever happens – and I wonder.

I'm driving around in my car,
I'm driving too [4]_____, I'm driving too far.
I'd like to change my point of view
I feel so lonely, I'm waiting for you
But nothing ever [5]_____ – and I wonder.

Chorus

I wonder how, I wonder [6]_____
[7]_____ you told me about the
blue blue sky
And all that I can see is just a yellow lemon tree
I'm turning my [8]_____ up and down
I'm turning, turning, turning, turning, turning around
And all that I can see is just another lemon tree.

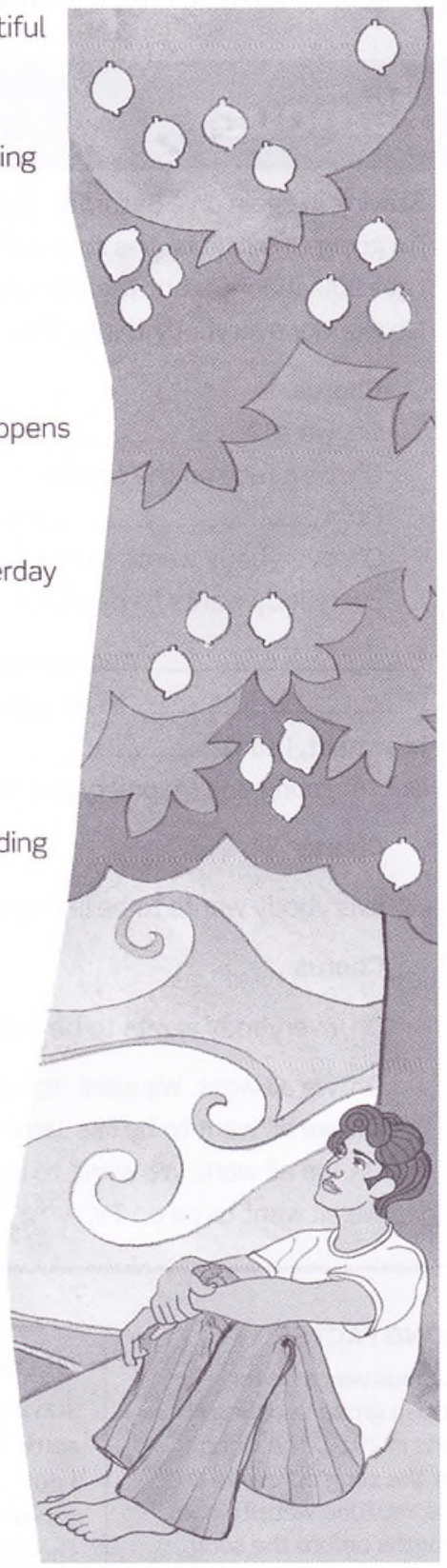
I'm [9]_____ here, I miss the power
I'd like to go out, and take in a shower
But there's a heavy cloud inside my head
I feel so [10]_____, put myself into bed
Where nothing ever happens – and I wonder.

Isolation is not [11]_____ for me
Isolation, I don't want to sit on a lemon tree
I'm stepping around in the desert of joy
Baby anyhow I'll get another toy
And everything will happen – and you wonder.

Chorus

I wonder [12]_____, I wonder why
Yesterday you told me about
the blue blue [13]_____
And all that I can see, and all that I can see
And all that I can see is just a yellow lemon tree.

1 boring / beautiful
2 sunny / rainy
3 looking / waiting
4 fast / slowly
5 changes / happens
6 where / why
7 Today / Yesterday
8 head / eyes
9 sitting / standing
10 sad / tired
11 good / easy
12 how / who
13 sea / sky



SONG FACTS

Lemon Tree was a 1996 hit in many European countries for the German band Fool's Garden. Groups in South Korea have also recorded the song.

GLOSSARY

wasting my time = not doing anything interesting
hanging around = waiting
wonder *verb* = ask myself questions
point of view = the way I think
lonely = sad because you are not with people
I miss the power = I don't feel in control
there's a heavy cloud inside my head = I can't think because I'm sad
isolation = not being with people
desert of joy = unhappy place

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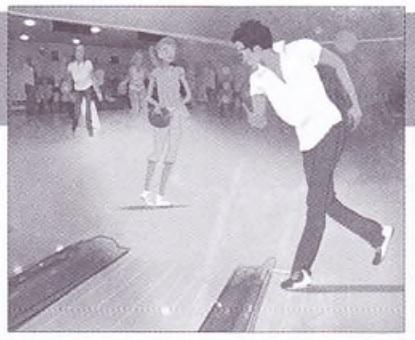
7C SONG Summer Nights

a Write the simple past [+] form of the verbs in the list.

swim be make get tell have
meet spend take go stay run

b 3 63 Listen and complete the song with a simple past verb ([+] or [?]) from a.






Summer Nights

Summer loving, [1]*had* me a blast
Summer loving, happened so fast
I [2]_____ a girl crazy for me
Met a boy cute as can be
Summer days drifting away
Oh the summer nights

Tell me more, tell me more
[3]_____ you _____
very far?
Tell me more, tell me more
Like, does he have a car?

She [4]_____ by me, she got a cramp
He [5]_____ by me, got my suit damp
I saved her life, she nearly drowned
He showed off, splashing around
Summer sun, something's begun
But, uh, oh the summer nights

Tell me more, tell me more
[6]_____ it love at first sight?
Tell me more, tell me more
Did she put up a fight?

[7]_____ her bowling in the Arcade
We [8]_____ strolling, drank lemonade
We made out under the dock
We [9]_____ up till ten o'clock
Summer fling, don't mean a thing
But, uh, oh the summer nights!

Tell me more, tell me more
But you don't gotta brag
Tell me more, tell me more
'Cause he sounds like a drag

He got friendly, holding my hand
She got friendly down in the sand
He was sweet, just turned eighteen
Well, she was good, you know what I mean
Summer heat, boy and girl meet
But, uh, oh the summer nights

Tell me more, tell me more
How much dough [10]_____ he
_____?
Tell me more, tell me more
Could she get me a friend?

It turned colder, that's where it ends
So I [11]_____ her we'd still be friends
Then we [12]_____ our true love vow
Wonder what she's doing now?

Summer dreams ripped at the seams
But, oh, those summer nights
Tell me more, tell me more

SONG FACTS

Summer Nights was a popular song from the 1978 movie *Grease*, starring John Travolta and Olivia Newton-John. The song tells the story of a summer relationship between two teenagers and was a very big hit internationally.

GLOSSARY

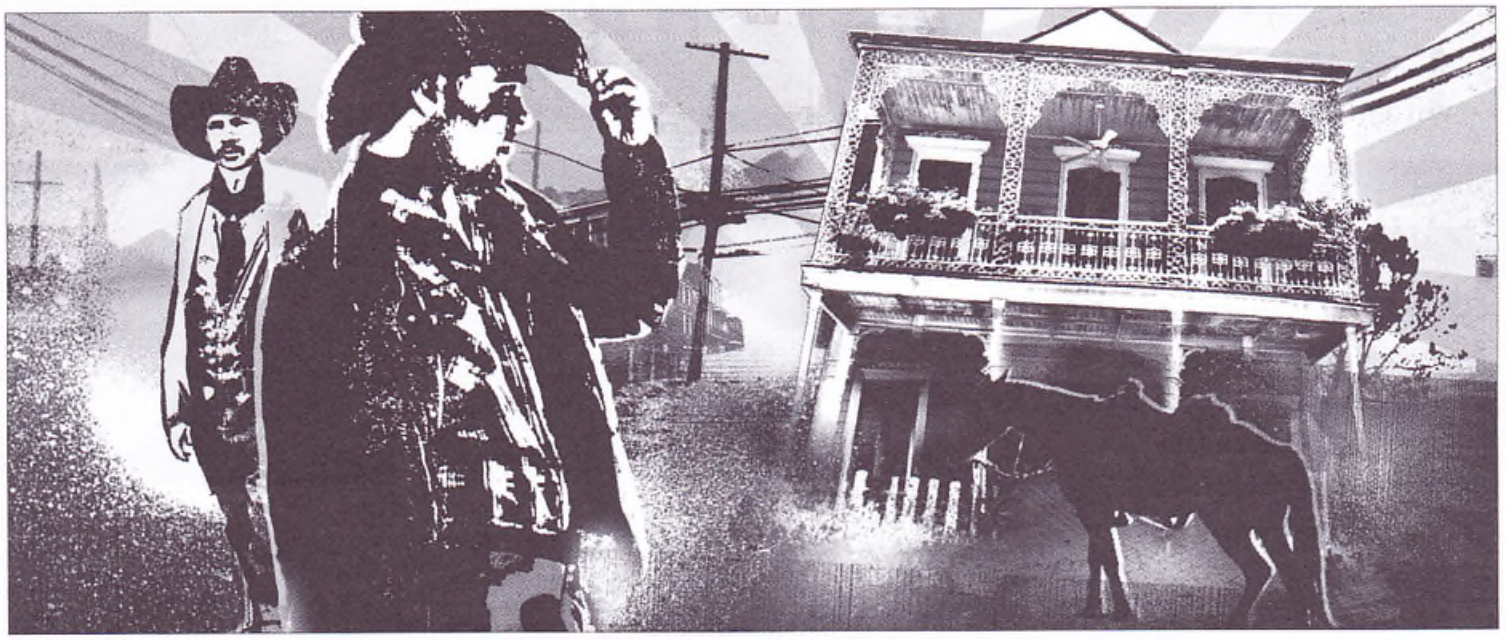
had me a blast = I had a good time
cute = good-looking
drifting away = passing quickly
like = for example
saved her life = rescued her
drowned = died in the water
at first sight = the first time you see someone
arcade = a large room with games and machines to play on
strolling = walking
the dock = where the ships come in
made out = kissed
fling *noun* = short relationship
but you don't got to brag = slang for "you don't need to boast"
a drag = something boring
dough = money
wonder = ask myself questions
ripped at the seams = broken

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8B SONG House of the Rising Sun

a 4 20 Listen to the song. Match the halves of sentences. Match 1–6 with a–f and 7–12 with g–l.

House of the Rising Sun



1	There is a house in New Orleans	d	a down in New Orleans
2	And it's been the ruin of many		b is when he's on a drunk
3	My mother was a tailor		c a poor boy, and God, I know I'm one
4	My father was a gambling man		d they call the Rising Sun
5	Now the only thing a gambler needs		e she sewed my new blue jeans
6	And the only time he's satisfied		f is a suitcase and a trunk
7	Oh mother tell your children		g they call the Rising Sun
8	To spend your lives in sin and misery		h not to do what I have done
9	Well I got one foot on the platform		i to wear that ball and chain
10	I'm going back to New Orleans		j a poor boy, and God, I know I'm one
11	Well, there is a house in New Orleans		k in the House of the Rising Sun
12	And it's been the ruin of many		l the other foot on the train

b Choose the best alternatives to make a summary of the song.

House of the Rising Sun is a song about a person's [1]**good / bad** life in New Orleans, Louisiana, US. The man in the song doesn't have [2]**much money / many friends**. His [3]**mother / father** lost everything, [4]**drank / ate** too much, and [5] **loved / left** the town. The man wants to [6]**live in / leave** the House of the Rising Sun, but he can't.

SONG FACTS

House of the Rising Sun is an old folk song from America. Nobody is sure who wrote the song. It tells the story of a man whose life went wrong in New Orleans. It was an international number 1 hit for the British group The Animals in 1964.

GLOSSARY

ruin *noun* = something that makes everything bad
poor = without money
tailor = a person who makes clothes
gambler = a person who tries to win money betting on games or sports
suitcase / trunk = a bag / large box to carry your things when traveling
satisfied = happy
on a drunk = drinking alcohol
sin and misery = doing bad things and feeling unhappy
platform = the place at a station where the train arrives
wear that ball and chain = to do something you don't want to do / go to prison

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9B SONG Sugar Sugar

a 4 41 Listen to the sounds of the pairs of words or parts of the pairs of words in **bold** in the song. Put a check mark (✓) next to the ones with the same sound and an X (✗) next to the ones with different sounds.

Sugar Sugar

Chorus
Sugar, oh honey honey
You are my candy girl and you [1]**got** me [1]**want**ing you — 1 ✓
[2]**Hon**ey, oh sugar [2]**sug**ar — 2 ✗
You are my candy girl and you got me wanting you

I just can't believe the loveliness of loving [3]**you** — 3 ____
(I just can't believe it's [3]**true**)
I just can't believe the wonder of this feeling, too
(I [4]**just** can't believe it's [4]**true**) — 4 ____

Chorus
Ah sugar, oh honey honey
You are my [5]**can**dy girl and you got me [5]**want**ing you — 5 ____
Oh honey, oh sugar sugar
You are my candy girl and you got me wanting you

When I kissed [6]**you**, girl, I [6]**knew** how sweet a kiss could be — 6 ____
(I know how sweet a kiss can be)
Like the summer sunshine, [7]**pour** your sweetness [7]**o**ver me — 7 ____
([8]**Pour** [8]**your** sweetness over me) — 8 ____

Pour a little sugar on it honey
Pour a little sugar on it [9]**ba**by
I'm gonna [9]**make** your life so sweet, yeah yeah yeah — 9 ____
Pour a little sugar on it oh yeah
Pour a little sugar on it honey
Pour a little sugar on it baby
I'm gonna make your [10]**life** so sweet, yeah yeah yeah
Pour a [10]**lit**tle sugar on it honey — 10 ____

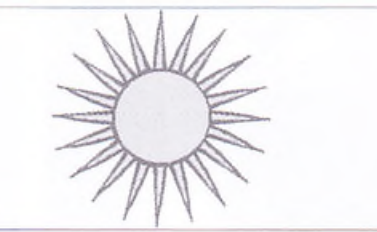
Chorus
Ah sugar, oh honey honey
You are my candy girl and you've got me wanting you
Oh honey, honey, sugar sugar
You are my candy girl and you got me wanting you

b Match these words from the song with the pictures. Which three words can you use as names for someone you love?

candy	☐	sunshine	☐
honey	☐	pour	☐
kiss	☐	sugar	☐

1


2


3


4


5


6


SONG FACTS

Sugar Sugar was a number 1 hit song in the US and UK for the cartoon group The Archies in 1969. It was also used in the 1995 film *Now and Then*. This type of music, called Bubblegum Pop, is made especially for teenagers and younger children.

GLOSSARY

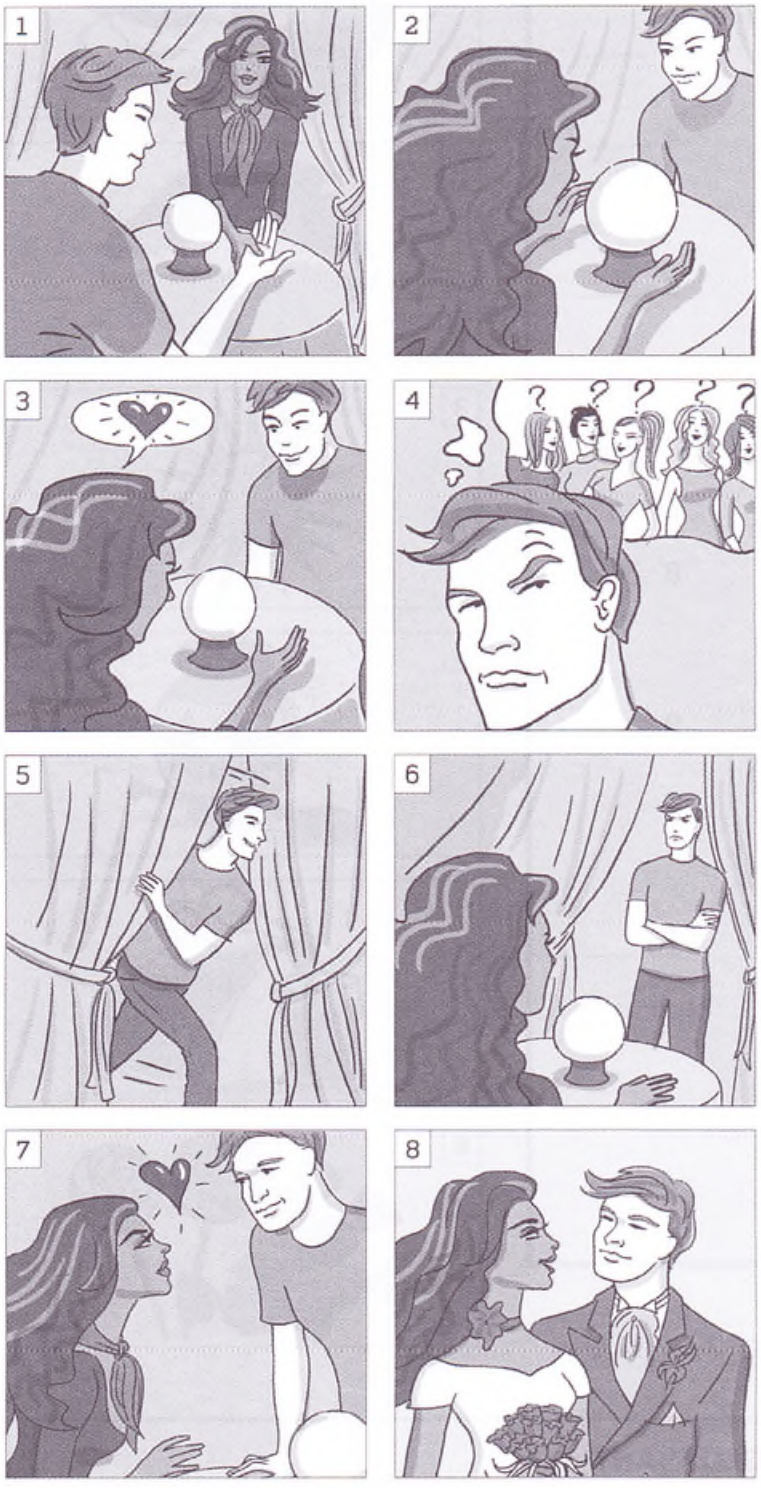
I can't believe = I'm surprised
wonder *noun* = feeling of happiness and surprise
sweetness = *noun* from sweet
summer = the hot part of the year
pour a little sugar on it = be nice to me

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10C SONG Fortune Teller

a Match the events of the song with the pictures.

A She said, "You're in love." ☐
B The man and the fortune-teller got married. ☐
C She looked into her crystal ball. ☐
D He left the fortune-teller in a hurry. ☐
E He fell in love with the fortune teller. ☐
F A fortune-teller looked at the palm of a man's hand. 1
G The man got very angry. ☐
H The man thought of all the girls he knew. ☐



b 5 23 Listen to the song and circle the right words in the pair.

Fortune Teller

Went to the fortune-teller
Had my fortune read
I didn't know what to [1]**tell** / **give** her
I had a dizzy feeling in my [2]**feet** / **head**
Took a look at my palm
She said, "[3]**Son** / **Boy**, you feel kind of warm"
She looked into a crystal ball
She said, "You're in love"
How could that be so?
I thought of all the girls I know
She said "When the [4]**next** / **last** one arrives
You'll be looking into her [5]**face** / **eyes**"
Oh yeah, oh yeah

Left there in a hurry
Looking forward to my big surprise
The next [6]**day** / **time** I discovered
That the fortune-teller told me a [7]**lie** / **story**
I hurried back down to that woman
As mad as I could be
I said I didn't see nobody
Why had she made a fool out of me?
Then something struck me
As if it came from up above
While [8]**talking to** / **looking at** the fortune-teller
I fell in love
Now I'm a [9]**rich** / **happy** feller
cause I'm [10]**married** / **going** to the fortune-teller
And I'm as happy as we can be
And now I get my fortune told for free.

GLOSSARY

dizzy = not able to think / walk
palm = inside part of your hand
kind of = a little
you'll be looking = you will be looking (future)
in a hurry = quickly
looking forward to = happily wait for
discover = find
mad = angry
nobody = anybody
made a fool out of me = made me look stupid
something struck me… from up above = I had a new, surprising thought
feller = man
for free = without paying

SONG FACTS

Fortune Teller was originally written in 1962. Many bands, including The Rolling Stones and The Who, made versions of the song. Most recently, Robert Plant and Alison Krauss included the song on their *Raising Sand* album in 2007.

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11B SONG Don't Tell Me That It's Over

a Which words have the same vowel sound? Write them in the correct column.

away mess right home best alone see too day night me do

/oʊ/ phone	/i/ tree	/aɪ/ bike	/ɛ/ egg	/eɪ/ train	/u/ boot
home					

b 5.34 Listen and complete the song with the words from the chart in **a**.

Don't Tell Me That It's Over

Tell me why this world is a [1]*mess*
I thought you always tried your [2]_____
Tell me, what am I to [3]_____?
Maybe you should do it [4]_____
Tell me why they're sleeping [5]_____
No house, nowhere to call a [6]_____
Tell me what I'm meant to [7]_____
Won't you stop preaching at [8]_____?

Chorus
And I wanna see what it's all about
And I wanna live, wanna give something back
Don't tell me that it's over; it's only just begun
Don't tell me that it's over, or that this song is sung
This song is sung

All the money in the world would never
Set all the wrongs to [9]_____
All the fire in the world could never
Set my heart alight
I dream of a [10]_____ when it's all gone [11]_____
And the sun is shining bright
I dream of a day when it's all gone away
But dreams are for [12]_____

Chorus

Don't tell me that it's over, please, I'm on my knees
I'm begging you to stop
It's over, please, I'm on my knees
I'm begging you to stop

Chorus



SONG FACTS

Don't Tell me That's It's Over was a hit song for Scottish singer Amy Macdonald in 2010. She says the song is about wanting to do something to make the world a better place.

GLOSSARY

a mess = with many things going wrong
try your best = work hard
what am I to do? = what can I do?
alone = without other people
I'm meant to = I need to
preaching = telling me how to live
wanna = want to
give something back = help people
it's over = it's finished
alight = on fire
shining bright = giving out a lot of light
I'm on my knees, begging… = I'm asking

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12A SONG Flashdance

Flashdance

First, when there's nothing but a slow **glowing** dream
That your **fear** seems to hide deep inside your mind
All **alone** I have cried **silent** tears full of **pride**
In a world made of steel, made of stone.

Well I hear the music, close my eyes, feel the **rhythm**
Wrap around, take a hold of my heart.

Chorus
What a feeling, being's believing
I can have it all, now I'm dancing for my life.
Take your **passion**, and **make it happen**
Pictures come alive, you can dance right through your life.

Now I hear the music, close my eyes, I am rhythm
In a flash it takes hold of my heart.

Chorus
What a feeling!

What a feeling (I am music now)
Being's believing (I am rhythm now)
Pictures come alive, you can dance right through your life.
What a feeling (I can really have it all)
What a feeling (pictures come alive when I call)
I can have it all (I can really have it all)
Have it all (pictures come alive when I call)
(What a feeling) I can have it all
(Being's believing) Being's believing
(Take your passion) Make it happen
What a feeling



a Match words from **A** and **B** to make phrases.

A		B
1 close	[d]	a stone
2 cry	[ ]	b it all
3 feel	[ ]	c the music
4 have	[ ]	~~d~~ your eyes
5 hear	[ ]	e happen
6 made of	[ ]	f feeling
7 make it	[ ]	g the rhythm
8 what a	[ ]	h silent tears

b 5 50 Listen to the song and read the lyrics, using the glossary to help you. What do you think the message of the song is? Choose a, b, or c.

a It's very difficult to become a professional dancer.
b If you really want something, you can get it.
c Music can help you if you are feeling alone.

GLOSSARY

glowing *adj* = burning
dream *noun* = something you want very much, thoughts you have when you are asleep
fear = *noun* from afraid
hide deep inside your mind = not easy to find, in your head
alone *adj* = without anybody
pride = *noun* from proud = pleased with something you have done
a world made of steel, made of stone = a modern and unfriendly city
wrap around = covers me
take hold of my heart = become the most important thing for me
pictures come alive = things in my imagination become true
right through your life = always
in a flash = suddenly

SONG FACTS

Flashdance – What a Feeling was the title track for the 1983 hit movie *Flashdance*. Singer and co-writer Irene Cara also had a big hit with the song *Fame*, from the 1980s TV series of the same name. Both dramas tell the story of young people who want to become famous musical performers.

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Answer key

1A

1 GRAMMAR

a 2 are 3 you're 4 is 5 he's 6 she 7 she's 8 is 9 it's 10 are 11 we're 12 are 13 you're 14 they 15 they're

b 2 They're 3 You're 4 It's 5 She's 6 They're 7 We're 8 You're

2 VOCABULARY

a 2 Sunday 3 Thursday 4 Monday 5 Friday 6 Wednesday 7 Tuesday

b 2 twelve, fourteen, sixteen
3 eighteen, seventeen, sixteen
4 eleven, thirteen, fifteen

c 1 Nice, meet 2 What, name, Sorry 3 How, you 4 number

d 2 See you on Friday.
3 No, not Friday. Saturday!
4 Sorry. See you on Saturday.
5 Bye.
6 Goodbye.

3 PRONUNCIATION

a /ɪ/ six, in /i/ meet, three /æ/ am, thanks /ɛ/ ten, twelve, very /eɪ/ eight, day /aɪ/ fine, nice

c 1 sandwich 2 tennis 3 eighteen 4 thirteen 5 basketball 6 goodbye 7 email 8 Internet 9 computer 10 hotel

4 LISTENING

1b 2c 3a

1B

1 GRAMMAR

a 2 She isn't British. She's
3 He isn't Mexican. He's
4 They aren't in Greece. They're in
5 You aren't in room 219. You're in
6 It isn't from France. It's from
7 I'm not Brazilian. I'm
8 He isn't American. He's

b 2 Where's she from?
3 Are they from South America?
4 Are we in room five?
5 Are you on vacation?
6 Is he from Vietnam?

c a 6 b 5 c 2 d 4 e 3

2 VOCABULARY

a 3 Japanese 4 Iran 5 Mexican 6 South Korea 7 Spanish 8 Thailand 9 American 10 Brazil

b 1 Europe 2 Asia 3 South America 4 North America

c



d 2 thirty-three 3 forty 4 forty-eight 5 fifty-six 6 sixty-two 7 seventy-four 8 eighty-five 9 ninety-nine 10 one hundred

3 PRONUNCIATION

a 1 Africa 2 China 3 Germany 4 Ireland 5 Europe 6 Brazil 7 Italy 8 Japan

c 1 English 2 Vietnamese 3 Spanish

4 READING

2 F 3 T 4 F 5 T 6 F 7 F 8 F

5 LISTENING

1 Russian 2 American, California
3 Spanish, from Mexico 4 French, Italian

1C

1 GRAMMAR

a Subject pronouns: 2 you 4 she 5 it 8 they
Possessive adjectives: 1 my 3 his 6 our 7 your

b 2 His 3 Our 4 My 5 Its 6 your 7 Their

c Where's your teacher from?
Is he a student?
How old are you?
How do you spell your last name?

2 INSTRUCTIONS IN YOUR BOOK

b 2 c 1 d 4 e 10 f 8 g 7 h 6 i 9 j 5

3 VOCABULARY

a 2 Listen 3 Open 4 Work 5 Answer 6 Turn 7 Look 8 Go

b 2 How do you spell it?
3 I don't understand.
4 Sorry, can you repeat that please?
5 Excuse me, what's "vacaciones" in English?
6 I can't remember.

4 PRONUNCIATION

a /oʊ/ north /u/ south /ɑr/ vocabulary /oʊ/ do

c /eɪ/ G /i/ S /u/ O /ɛ/ A /aɪ/ E

5 LISTENING

2 Taylor 3 the United States 5 15 6 33156 7 eriktaylor@mail.com 8 305-555-5692 9 305-555-5701

Practical English Arriving in London

1 VOCABULARY

2 single 3 double 4 reception 5 first floor

2 CHECKING IN

2 That's right 3 Just a second...
4 Can you sign here, please? 5 Thank you

3 SOCIAL ENGLISH

2 about 3 problem 4 that 5 business 6 perfect 7 time

4 READING

Sheraton 2, Boston Harbor Hotel 1, Hotel Marlow 3

2A

1 VOCABULARY

Across: 3 laptop 7 newspaper 9 photo 10 scissors 11 glasses

Down: 1 magazine 4 ticket 5 pen 6 headphones 8 coin

2 GRAMMAR

a 3 It's a 4 It's an 5 They're 6 They're 7 It's an 8 It's a

b *-s*: pencils, tickets, windows
-es: classes, watches, sandwiches
-ies: nationalities, countries, dictionaries

c 2 This 3 Those 4 That 5 These

d Singular: woman, child
Plural: men, people

e 2 man 3 children, child 4 people 5 women, men

3 PRONUNCIATION

a 2 classes 3 addresses 4 watches 5 sandwiches 6 glasses

c 1 thanks 2 these 3 three 4 those

4 READING

1 pens 3 receipt 4 tissues 5 keys

5 LISTENING

1 Speaker 3 2 Speaker 2 3 Speaker 4 4 Speaker 1

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2B

1 GRAMMAR

a 1 blue jeans 2 nice day 3 very tall
4 fast car 5 good photos 6 really cheap
7 big house 8 very old

b 2 That's an expensive watch.
3 My hair is very long.
4 That woman is very rich.
5 Your boots are really dirty.
6 This is a dangerous city.
7 That isn't a very good book.
8 His house is very big.

2 VOCABULARY

a 2 gray 3 orange 4 pink 5 brown

b **Across:** 4 expensive 8 poor 11 good
12 hot 13 strong 14 dirty

Down: 1 safe 3 difficult 5 near 6 empty
7 big 9 old 10 wrong 13 short

c 2 D 3 A 4 C 5 F 6 E

d 3 is very old /isn't very young
4 is very tall/isn't very short
5 is very short/isn't very tall 6 is tall
7 is very fat/isn't very thin 8 is fat
9 is very thin/isn't very fat

3 PRONUNCIATION

2 clean jeans 3 a stop watch
4 a long song 5 a good book
6 blue shoes

4 READING

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

5 LISTENING

A 2 B 3 C 1 D 5 E 4

2C

1 GRAMMAR

a 2 close 3 don't worry 4 don't speak
5 slow 6 Come 7 don't park
8 Don't drink 9 turn

b 2 E 3 F 4 D 5 C 6 A

2 VOCABULARY

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

3 PRONUNCIATION

c /æ/ fat, happy, have, matter, sad
/ʌ/ does, hungry, Monday, one, ugly, young

4 READING

a B Is your car ready?
C Make sure everything is in the car.
D Keep awake!
E Have fun!

5 LISTENING

1 b 2 a 3 c 4 a 5 b

3A

1 VOCABULARY

2 economics 3 German 4 a newspaper
5 sorry 6 glasses 7 homework
8 animals 9 a new car 10 an umbrella

2 GRAMMAR

a 2 doesn't rain 3 live 4 shines
5 doesn't cook 6 doesn't wear 7 don't eat
8 need 9 makes 10 don't do

b 2 doesn't wear 3 drink 4 doesn't do
5 don't play 6 doesn't eat 7 wears 8 does

c 2 don't go 3 has 4 doesn't work 5 rains
6 live 7 doesn't speak 8 study 9 don't do

3 PRONUNCIATION

a 3 S 4 D 5 D 6 S 7 S 8 D 9 D 10 S

c 2 watches 3 finishes 4 uses 5 kisses
6 changes

4 READING

a 1 D 2 A 3 B 4 C

5 LISTENING

1 H 2 J 3 L 4 H 5 L 6 J

3B

1 VOCABULARY

a **Across:** 4 architect 6 waiter
8 administrative assistant 10 dentist

Down: 1 flight attendant 3 factory worker
5 chef 7 nurse 9 soldier

b 2 drive 3 earn 4 wear 5 speak
6 travel 7 work 8 have 9 earn 10 work

a journalist 2 a nurse 3 a police officer 1

c 2 -er 3 -er 4 -er 5 -or 6 -er

d 2 an 3 for 4 unemployed 5 a
6 retired 7 in

e 2 shirt 3 tie 4 skirt 5 top 6 pants

2 GRAMMAR

a 2 Do 3 Does 4 Do 5 Does 6 Does
7 Does 8 Do 9 Does 10 Do

b 2 do 3 Is 4 do 5 Are 6 does 7 Is 8 does

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

3 PRONUNCIATION

a 1 architect 2 dentist 3 engineer
4 teacher 5 journalist 6 model
7 musician 8 pilot 9 receptionist
10 soldier

c nurse, journalist, service, thirsty, worker

4 LISTENING

a veterinarian

b 2 Do you have
3 Do you speak
4 Do you wear
5 Do you travel
6 Do you earn
7 Do you work

3C

1 GRAMMAR

a 2 What do you do on the weekend?
3 What kind of books do you read?
4 Do you want another drink?
5 Are you a flight attendant?
6 Where do you live in Seattle?
7 Who is your favorite writer?
8 How old are you?
9 Do you have an iPad?
10 Is your salad good?

b 2 Do you live 3 Do you have 4 Is she
5 Where do you 6 Do you like

2 VOCABULARY

2 What 3 Where 4 When 5 Which
6 What kind 7 How many 8 Who 9 Why

3 PRONUNCIATION

a 1 d 2 f 3 a 4 b 5 g 6 e 7 c

c A What do you do?
B I'm a doctor.
A Where do you work?
B I work in a hospital.

4 READING

a no

b 2 D 3 A 4 B

5 LISTENING

a yes

b 2 F 3 F 4 T 5 T 6 F

Practical English At a coffee shop

1 VOCABULARY

2 It's five after ten.
3 It's five o'clock.
4 It's twenty to three.
5 It's quarter after six.
6 It's twenty to twelve.
7 It's twenty-five after eight.
8 It's ten to one.

2 BUYING A COFFEE

3 **A** Regular or large?
4 **B** Large, please.
5 **A** To have here or to go?
6 **B** To take away.
7 **A** Anything else?
8 **B** No, thanks. How much is that?
9 **A** That's $3.65, please.
10 **B** Sorry, how much?
11 **A** $3.65. Thank you. And your change.
12 **B** Thanks.

3 SOCIAL ENGLISH

2 first time 3 to drink 4 to you 5 a seat

4 READING

a 1 D 2 B 3 E 4 A 5 C

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4A

1 VOCABULARY

a 2 father 3 aunt 4 husband 5 sister 6 son 7 niece 8 cousin

b 2 niece 3 aunt 4 grandmother 5 cousin 6 nephew

2 GRAMMAR

a 2 My husband's car is Japanese.
3 His girlfriend's mother is Argentinian.
4 Do you know Sandra's brother?
5 We live with my wife's parents.
6 Their son's friend earns a lot of money.
7 Is Adam's job dangerous?
8 Rosa's uniform is very ugly.

b 2 That is my parents' car.
3 I think this is that woman's pen.
4 They drink coffee in the teachers' room.
5 Do you know Barbara's sister?
6 My grandparents' house is in Canada.
7 James' wife is Brazilian.

c 3 A 4 B 5 B 6 A 7 A 8 B

d 3 Whose 4 Who's 5 Who's 6 Whose 7 Who's 8 Whose

3 PRONUNCIATION

a 1 b 2 d 3 a 4 c

4 READING

a nephew

b 1 Robert 2 Kourtney 3 Rob 4 Bruce 5 Brody 6 Kendall 7 Kris 8 Penelope

5 LISTENING

She shows four photos.

2 F 3 T 4 F 5 F 6 T 7 F 8 T

4B

1 GRAMMAR

a *in*: the winter, the afternoon, 1984
on: Monday, Saturday evening, August 21st
at: night, noon, breakfast

b 2 in 3 in 4 at 5 at 6 on 7 at 8 on 9 to 10 in

c 1 in 2 at 3 to 4 on 5 in 6 at 7 at 8 In 9 on 10 in

2 VOCABULARY

a 2 take a shower 3 have breakfast 4 go to work 5 go home 6 go shopping

b 2 get 3 have 4 have 5 go 6 go 7 get 8 go 9 go 10 have 11 get 12 go 13 go 14 go 15 have 16 go

c 1 e 2 d 3 b 4 a 5 c

3 PRONUNCIATION

a You get up late.
I take a shower.
We check emails.
He has a coffee.
She goes home early.
They have lunch at work.

c I wake up at six.
I take a bath.
I go to work by bus.
I do the housework.
I have a pizza for dinner.
I go to bed at midnight.

4 LISTENING

a 1 He's a taxi driver.
2 Yes.
3 From 7 p.m. to about 6 a.m.

b 2 He has a hamburger or a pizza.
3 He finishes work.
4 He goes home.
5 He goes to bed.
6 He sleeps for eight hours.
7 He gets up.
8 He has breakfast.
9 He goes to the gym.
10 He takes a shower.
11 He watches TV or check his emails.
12 He has dinner.

4C

1 GRAMMAR

a 2 is always 3 sometimes plays 4 often eats 5 is never 6 sometimes sleeps 7 is often 8 never plays 9 hardly ever eats 10 is always

b 3 Mike sometimes rides his motorcycle to work.
4 My sister is never late.
5 I see my grandparents every weekend.
6 Ellis drinks coffee three times a day.
7 I'm always hungry.
8 We study English twice a week.

2 VOCABULARY

a 1 60 2 12 3 7 4 60 5 4 6 24 7 31 8 52

b 2 twice 3 once 4 never 5 three times 6 every 7 hardly ever 8 every

3 PRONUNCIATION

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

4 READING

a She is a 94-year-old accountant.

b 2 F 3 T 4 F 5 T 6 F 7 F 8 T

5 LISTENING

a Marge

b 2 F 3 T 4 T 5 F 6 F 7 F 8 T

5A

1 GRAMMAR

a 2 She can paint. 3 He can't swim. 4 He can cook. 5 She can't take photos.

b 2 Can, paint 3 Can, swim 4 Can, cook 5 Can, take photos

c 2 b 3 d 4 e 5 a 6 f

d 2 can't talk / speak 3 can see 4 can't turn right

2 VOCABULARY

a **Across:** 4 remember 6 wait 8 paint 9 use 12 dance 14 take

Down: 2 meet 3 see 5 swim 7 give 10 sing 11 tell 12 drive 13 draw

b 2 play 3 help 4 buy 5 run 6 hear 7 talk 8 look for

3 PRONUNCIATION

b /æ/: bad, can, fat, have, stamp
/ɑr/: are, card, far, park, start

4 LISTENING

1 b 2 a 3 c 4 b 5 c

5B

1 VOCABULARY

2 barks 3 cries 4 have 5 talk 6 argue 7 play 8 have 9 play

2 GRAMMAR

a 2 Sarah's friends are staying with her this week.
3 We aren't having a party tonight.
4 I'm drinking a cup of coffee in the kitchen.
5 Why is Marco looking for a job?
6 They aren't jogging because it's too cold today. / They aren't jogging today because it's too cold.
7 Are you using the computer?
8 Is Adam playing soccer in the park?

b 2 I'm making 3 Are they arguing 4 they're not shouting 5 they're watching 6 He's not having 7 He's listening 8 I'm looking for

c 2 's arguing 3 are playing soccer 4 's listening to music 5 's crying 6 's barking 7 's playing the guitar 8 's singing

3 PRONUNCIATION

b 2 pink 3 long 4 uncle 5 drink 6 England 7 young 8 think

4 LISTENING

Speaker 1 B, Speaker 2 C, Speaker 3 F, Speaker 4 E

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5C

1 GRAMMAR

a 2 I'm having dinner 3 do they usually go 4 He travels 5 does your friend do 6 Are you working 7 It closes 8 Is it raining

b 2 're arguing 3 'm learning, 's teaching 4 do, go 5 goes out 6 isn't shining 7 Are, using, want 8 loves, doesn't do

2 VOCABULARY

a spring, summer, fall

b 2 windy 3 cloudy 4 raining 5 foggy 6 sunny 7 cold 8 snowing

3 PRONUNCIATION

a 1 Rockefeller Center
2 Yankee Stadium
3 Ellis Island
4 St. Patrick's Cathedral
5 Grand Central Terminal
6 the Brooklyn Bridge
7 the Statue of Liberty
8 Washington Square Park

4 READING

2 F 3 T 4 F 5 T 6 F 7 F 8 T 9 F

5 LISTENING

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

Practical English In a clothing store

1 VOCABULARY

2 a shirt 3 a skirt 4 shoes 5 a sweater 6 jeans 7 a T-shirt 8 pants

2 BUYING CLOTHES

1 help 2 size 3 large 4 are 5 fitting 6 Thank 7 much

3 SOCIAL ENGLISH

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

4 READING

a B 4 C 2 D 3

6A

1 GRAMMAR

a Subject pronouns: 2 you, 5 it, 7 you
Object pronouns: 3 him, 4 her, 6 us, 8 them

b 2 me 3 it 4 her 5 you 6 them 7 us 8 it 9 them 10 him

c 2 her 3 he 4 him 5 them 6 they 7 her 8 she

2 VOCABULARY

2 It's 3 answer 4 this 5 Press 6 wrong 7 message

3 PRONUNCIATION

b 1 nice 2 this 3 me 4 these 5 it 6 niece

4 READING

1 Katherine is Paul's sister.
2 Louise suggests that Sally puts on her red skirt, goes to the party, and forgets Andrew.
3 Paul doesn't know his phone number because he never calls it.
4 His mom tells him what his number is.

5 LISTENING

1 b 2 b 3 a 4 a 5 b 6 b 7 a 8 b

6B

1 GRAMMAR

a verb + *-ing*: drawing, finding, waiting
~~e~~ + *-ing*: coming, having, giving, taking
double consonant + *-ing*: getting, running, stopping, swimming

b 1 loves dancing
2 doesn't mind doing, hates doing
3 likes driving, doesn't like driving
4 doesn't mind sitting, likes sitting
5 loves swimming, doesn't like swimming
6 doesn't like watching, loves watching

2 VOCABULARY

a 2 July, August 3 March, April 4 fall, winter 5 third, fourth 6 eighth, ninth 7 twentieth, twenty-first

b Halloween: 10/31, October thirty-first
New Year's Day: 1/1, January first
US Independence Day: 7/4, July fourth
Valentine's Day: 2/14, February fourteenth

3 PRONUNCIATION

a 2 February 4 April 7 July 8 August 9 September 10 October 11 November 12 December

4 READING

2 C 3 B 4 A, B 5 A 6 C

5 LISTENING

a Speaker 1 winter, Speaker 2 summer, Speaker 3 fall, Speaker 4 spring

b Speaker 1 B, Speaker 2 D, Speaker 3 A, Speaker 4 C

6C

1 GRAMMAR

a 2 do 3 isn't 4 don't 5 're not / aren't 6 Does 7 is 8 doesn't 9 don't 10 Are

b 2 Does Bai sing karaoke?
3 Is she singing in the shower?
4 Is that guitar expensive?
5 Do they go to a lot of musicals?
6 Am I waiting in the right place?
7 Does Kathy like reggae?
8 Do you go dancing on the weekend?
9 Does he listen to classical music when he's stressed?
10 Are they in an orchestra?

2 VOCABULARY

a 2 rock 3 hip hop 4 heavy metal 5 blues 6 classical music 7 Latin 8 reggae 9 jazz

b 2 fan club 3 download 4 music channels 5 online 6 lyrics 7 karaoke 8 concert

3 PRONUNCIATION

a 1 umbrella 2 journalist 3 nurse 4 lunch 5 summer

4 LISTENING

1 b 2 c 3 a 4 a 5 b

7A

1 GRAMMAR

a 2 was 3 Was 4 wasn't 5 was 6 was 7 was 8 was

b 3 Was Jorge Luis Borges a novelist?
Yes, he was.
4 Were The Beatles from the US?
No, they weren't.
5 Was Robert Frost a politician?
No, he wasn't.
6 Was I.M. Pei a composer?
No, he wasn't.
7 Was Sofia Vergara born in Colombia?
Yes, she was.
8 Was Frank Sinatra a singer?
Yes, he was.
9 Were J.R.R. Tolkien and C.S. Lewis painters?
No, they weren't.
10 Was Michael Jackson born in Britain?
No, he wasn't.

c 2 Is, isn't, was, 's 3 are, were 4 is, was, were 5 was, was

2 VOCABULARY

a & b 2 a writer 3 a dancer 4 a composer 5 a musician 6 a painter 7 a businessman / businesswoman 8 an actor / actress 9 a scientist 10 a sailor

d 3 was an actor 4 was a scientist 5 was a musician 6 were inventors 7 was a writer 8 was a businessman 9 were artists

4 LISTENING

a Martin Luther King, Jr. 3
George Washington 4
Ben Franklin 5
Abraham Lincoln 2
Ronald Reagan 1

b 2 F 3 F 4 T 5 T 6 F 7 T 8 F

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7B

1 GRAMMAR

a 2 listened, didn't listen
3 studied, didn't study
4 watched, didn't watch
5 booked, didn't book
6 downloaded, didn't download
7 worked, didn't work
8 played, didn't play

b 2 What time did the game end?
3 Did you like your birthday presents?
4 What did your brother study in college?
5 Did your parents arrive late?
6 Where did your friends live in Brazil?
7 Did you cry at the end of the movie?
8 What time did Luisa arrive at work yesterday?

c 2 When did Michael Jackson die? 2009
3 When did Facebook start? 2004
4 When did Princess Diana die? 1997
5 When did the first tourist travel into space? 2001
6 When did iPhones first appear? 2007
7 When did Tim Berners-Lee create the World Wide Web? 1990

2 VOCABULARY

1 I chatted with my friends for an hour last night.
2 My girlfriend finished college two years ago.
3 They traveled abroad last month.
4 Did you call me yesterday morning?
5 It stopped raining two hours ago.
6 My brother worked in the city last July.
7 We watched that movie two weeks ago.
8 David booked the tickets yesterday afternoon.
9 Steve was born in 1990.
10 I played golf the day before yesterday.

3 PRONUNCIATION

a 1 wanted 2 painted 3 waited 4 chatted 5 started 6 decided

4 READING

a 2

b 1 19 2 Carlsbad, California 3 by plane 4 Carlsbad, New Mexico 5 30 minutes before her match 6 Roberta Vinci 7 No

5 LISTENING

a 1 by plane 2 by car (and taxi) 3 by train and car 4 by bus and taxi

b 1 C 2 D 3 B 4 A

7C

1 GRAMMAR

a 2 Mateo saw his friends after work last night.
3 Emily lost her keys yesterday.
4 We didn't have dinner at home last night.
5 They left work at 5:30 yesterday.
6 Alex didn't get up early yesterday morning.
7 My friend felt sick yesterday.
8 Junko didn't go out during the week last week.
9 I didn't wear glasses yesterday.
10 Luciana couldn't come to my party last year.

b 2 Was it 3 did you go 4 did you wear 5 did you get 6 Did you get 7 you have 8 Was

2 VOCABULARY

a 2 for a walk 3 a good time 4 a car 5 18 years 6 shopping

b 2 got 3 had 4 went 5 got 6 had 7 went 8 went 9 had 10 went 11 had

3 PRONUNCIATION

a 2 D 3 D 4 D 5 S 6 D 7 D 8 S

4 LISTENING

a She went to a concert by her favorite band.

b 1 February 14th
2 two friends
3 Miami
4 the night before, February 13th
5 In an interesting coffee shop near the beach.
6 Yes. Drake sang all their favorite songs, and they danced and sang for about two hours.
7 a hamburger
8 2 o'clock in the morning

Practical English Getting lost

1 VOCABULARY

2 straight ahead 3 right 4 past 5 corner 6 from 7 bridge 8 traffic lights

2 ASKING FOR DIRECTIONS

2 Where's 3 Sorry 4 near 5 exactly 6 tell 7 way 8 say 9 miss

3 SOCIAL ENGLISH

2 would 3 there 4 could 5 meet 6 nice 7 Maybe 8 course

4 READING

b 2 T 3 F 4 F 5 T

c 1 scenic 2 convenient 3 economical 4 flexible 5 frequent

8A

1 GRAMMAR

a 2 parked 3 was 4 were 5 looked 6 saw 7 couldn't 8 opened 9 didn't run 10 went 11 found 12 didn't want 13 took

b 2 did you see 3 did you go 4 Did she like 5 did, end 6 did you do 7 did you leave 8 Did you go 9 Did you get 10 did you go

2 VOCABULARY

a 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 (up), woke (up) 11 win, won 12 write, wrote

b 2 thought 3 found 4 met 5 bought 6 lost 7 broke 8 took 9 could 10 made

3 PRONUNCIATION

a 2 said 3 had 4 bought 5 drove 6 could 7 learned

4 LISTENING

a Solving a murder

b 1 a 2 b 3 c 4 a 5 b

8B

1 GRAMMAR

a 2 there's a 3 Is there a 4 there isn't 5 there's a 6 are there 7 There are 8 Is there a 9 there is 10 Are there any 11 there are some

b 2 Are there any rugs downstairs?
3 There are some CDs on the shelf.
4 Are there any glasses in the cupboard?
5 There aren't any lights in the study.

c 2 it isn't 3 There are 4 they aren't 5 There's 6 There isn't 7 there's 8 there's 9 there's 10 They are

2 VOCABULARY

a Across: 2 rug, 3 bathtub, 4 mirror, 8 shelf, 10 fridge, 11 stairs
Down: 1 cupboard, 4 armchair, 6 bed, 7 fireplace, 8 shower, 9 light

b 2 bathroom 3 dining room 4 study 5 garage 6 kitchen 7 living room 8 bedroom 9 yard

3 PRONUNCIATION

a 1 dear 2 stairs 3 we're 4 hair

c 1 office 2 mirror 3 cupboard 4 balcony 5 bathtub 6 sofa 7 armchair 8 garage 9 ceiling

4 LISTENING

a 1, 6, 7

b 2 F 3 F 4 T 5 T 6 T 7 F 8 T

8C

1 GRAMMAR

a 2 were 3 wasn't 4 was 5 were 6 was 7 was 8 weren't 9 were

b 2 there wasn't 3 there weren't 4 Was there 5 there wasn't 6 there wasn't 7 Was there 8 there weren't 9 Were there 10 there were

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2 VOCABULARY

2 next to 3 across from 4 behind
5 under 6 out of 7 in front of
8 from, to 9 over 10 up

3 PRONUNCIATION

a 2 cupboard 3 white 4 know
5 hour 6 walk 7 builder 8 wrong

c 1 There was a lamp on the table.
2 There wasn't a bathtub in the bathroom.
3 Was there a mirror in the bedroom?
4 There were some books on the shelf.
5 There weren't any cupboards in the kitchen.
6 Were there any plants in the study?

4 READING

2 T 3 F 4 T 5 F

5 LISTENING

a Costa Rica, Sweden, Germany, Fiji

b 1 D 2 C 3 B 4 A

9A

1 GRAMMAR

a 2 a 3 some 4 some 5 some 6 an
7 a 8 some 9 some 10 some

b 2 aren't any strawberries in our garden
3 had an egg for breakfast.
4 's some sugar in my tea
5 ate some snacks yesterday
6 were some sandwiches in the kitchen
7 didn't buy a pineapple at the supermarket
8 wasn't any bread in the cupboard

c 2 some 3 some 4 any 5 an 6 any
7 any 8 some 9 a 10 a 11 any
12 some

2 VOCABULARY

a **Across:** 4 toast, 6 chicken, 8 cake, 9 jam, 11 cereal

Down: 2 steak, 3 rice, 5 cheese, 7 coffee, 10 milk

b Vegetables: carrots, mushrooms, onions, peas, potatoes

Snacks: candy, chocolate, cookies, potato chips, sandwiches

Fruit: bananas, oranges, pineapple, strawberries

3 PRONUNCIATION

a 1 breakfast 2 ice cream 3 eat

4 READING

a 1 Roast camel 2 Ice pops 3 Coconut water

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

5 LISTENING

a Speaker 1 beef Speaker 2 chicken
Speaker 3 fish Speaker 4 pork

b 1 D 2 C 3 A 4 B

9B

1 GRAMMAR

a 2 How much, puts a lot of sugar in his tea
3 How many, doesn't eat many cookies
4 How much, buys a lot of candy
5 How much, doesn't do much exercise
6 How many, doesn't drink any (cups of) coffee

b 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?

2 VOCABULARY

a 2 box 3 carton 4 bag 5 package 6 can
7 bottle

b 2 carton 3 jar 4 bag 5 bottle
6 package 7 box

3 PRONUNCIATION

a 1 sugar 2 salt 3 shopping 4 center

4 LISTENING

a 1 rice 2 peas 3 eggs 4 cheese 5 biscuits

b 1 energy 2 vitamins 3 grow 4 teeth
5 once, twice

9C

1 GRAMMAR

a 1 cheaper, colder, higher
2 sadder, wetter, thinner
3 drier, dirtier, hungrier
4 more beautiful, more difficult, more comfortable
5 further, better

b 2 are bigger than lions
3 is drier than Brazil
4 is shorter than January
5 is cheaper than a laptop
6 are worse than Fridays
7 is colder than a stove
8 is harder than Spanish

2 VOCABULARY

a 1 104 2 596 3 2,660 4 8,905
5 12,750 6 543, 830 7 1,315,000
8 35,460,000

b 1 one hundred and twenty-five
2 eight hundred and ninety-five
3 four thousand, five hundred
4 twelve thousand, four hundred and seventy
5 thirty-three thousand, nine hundred and thirty
6 five hundred and seventy-five thousand, six hundred
7 six million, two hundred and fifty thousand
8 thirty-four million, eight hundred thousand, two hundred and sixty-five

3 PRONUNCIATION

a /i/ cheaper, easier /ɪ/ bigger, thinner
/ər/ dirtier, worse /ɛ/ healthier
/oo/ colder, slower /aɪ/ drier, higher

c 1 A pencil is cheaper than a pen.
2 China is bigger than Japan.
3 The kitchen is dirtier than the living room.
4 An apple is healthier than a cookie.
5 Canada is colder than Mexico.
6 Everest is higher than Kilimanjaro.

4 READING

a 1 F 2 T 3 F 4 T

5 LISTENING

2 F 3 T 4 F 5 T 6 T

Practical English At a restaurant

1 VOCABULARY AND READING

a 1 Grilled vegetables with low-fat cheese
2 Mushroom risotto with Parmesan cheese
3 yes
4 two
5 no

2 ORDERING A MEAL

2 table 3 way 4 order 5 I'd 6 like
7 Some 8 Tap

3 SOCIAL ENGLISH

2 a 3 e 4 f 5 b 6 d

10A

1 GRAMMAR

a Comparatives: higher, more expensive, drier, more dangerous, hotter, more beautiful, more interesting, better, worse

Superlatives: the highest, the most expensive, the driest, the most dangerous, the hottest, the most beautiful, the most interesting, the best, the worst

b 2 What's the biggest ocean in the world?
3 What's the largest country in the world?
4 What's the most populated city in the world?
5 What's the wettest place in the world?
6 What's the driest desert in the world?
7 What's the most common native language in the world?
8 What's the coldest place in the world?

c 2 b 3 c 4 b 5 a 6 c 7 a 8 c

2 VOCABULARY

a 2 art gallery 3 train station 4 post office
5 police station 6 department store
7 parking lot 8 town hall

b 1 mosque 2 museum 3 hospital
4 theatre 5 bridge 6 pharmacy
7 square 8 church 9 market
10 temple 11 castle
The hidden words is *supermarket*.

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4 LISTENING

a *Superlative Sights*

b 1 largest 2 12,000 3 Venezuela
4 2,717 5 600 6 Moscow 7 1,300

5 READING

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

10B

1 GRAMMAR

a 2 He isn't going to stay in a hotel.
3 They're going to show me the city.
4 We're going to have a good time.
5 When is she going to go home?
6 I'm not going to see the sights.

b 2 're going to show
3 're going to have
4 Are you going to stay
5 're not going to visit
6 Are they going to see
7 's going to meet
8 's not going to go

c 2 'm going to travel
3 are you going to stay
4 'm not going to sleep
5 Are you going to travel
6 's going to drive
7 're going to spend
8 're going to dance
9 'm going to meet
10 are you going to visit
11 are going to show
12 'm going to have

2 VOCABULARY

a GO: by train, for a week, on vacation
HAVE: a good time, nice meals
SEE: the sights, somebody
SHOW: somebody around your town
STAY: for a week in a hotel, with a friend

b 2 stay 3 show 4 see 5 have 6 go
7 stay 8 stay 9 have 10 go

3 PRONUNCIATION

1 How, going, get 2 where, going, stay
3 going, stay, week 4 going, sights
5 aren't, go, car 6 not, stay, hotel

4 LISTENING

a one

b Speaker 1 C, Speaker 2 D, Speaker 3 B, Speaker 4 A

5 READING

1 S 2 S 3 J 4 T 5 A

10C

1 GRAMMAR

a 2 She's going to change 3 He's going to buy
4 She's going to have 5 He's going to listen
6 She's going to read 7 She's going to take
8 He's going to lose

b 2 B 3 A 4 B 5 B 6 B 7 A 8 A

2 VOCABULARY

2 meet 3 travel 4 get 5 get 6 fall
7 become 8 get 9 have 10 move

3 PRONUNCIATION

a 3 ✓ 4 ✓ 5 ✗ 6 ✗

4 READING

a A 3 B 4 C 2 D 1

b 1 F 2 T 3 T 4 F

5 LISTENING

a no

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

11A

1 GRAMMAR

a 2 carefully 3 politely 4 well 5 hard
6 healthily 7 beautifully

b 2 really 3 easy 4 quickly 5 quiet
6 incredible 7 bad 8 slowly 9 well
10 unhealthily 11 really

2 VOCABULARY

2 hard 3 healthily 4 perfectly 5 easily
6 quietly 7 well 8 incredibly

3 PRONUNCIATION

a 1 beautifully 2 carefully 3 casually
4 dangerously 5 fashionably 6 incredibly
7 perfectly 8 politely 9 unhealthily

Adverbs 6, 8, and 9 are not stressed on the first syllable.

4 READING

a 1 C 2 D 3 A 4 B

b 1 culture 2 expect 3 architecture
4 atmosphere 5 hospitality 6 socializing
7 fascinating

5 LISTENING

1 Outside of Toronto – there's nothing to do.
2 In suits and business clothes.
3 A lot of TV and movie companies film their shows there.
4 Before work, on the weekend, or sometimes to have business meetings
5 trees
6 a) fewer than 250,000
6 b) 15,000
7 Music, paintings, drawings, books, and their own clothes.

11B

1 GRAMMAR

a 2 to ride 3 to spend 4 to stop 5 to visit
6 to download 7 to cook 8 to become

b 2 Would you like to climb a mountain?
3 We'd like to get up earlier.
4 I'd like to learn to fly a plane.
5 She wouldn't like to make a short movie.
6 Would they like to get married?

2 VOCABULARY

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

3 PRONUNCIATION

a 1 Would, like, drive, sports, Yes, love, why love, cars, love, driving
2 Would, like, ride, horse, No, wouldn't, not, don't, horses.
3 want, learn, cook, Yes, need, why, want, live, own.

4 LISTENING

a 1 buy a motorcycle 2 go to Australia
3 go to a concert

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

6 READING

1 Y 2 J 3 G 4 K

11C

1 GRAMMAR

a 2 I'm an engineer. 3 In the refrigerator.
4 An ID card. 5 Twice a week.
6 I like dogs. 7 By train. 8 On the Internet.

b 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 the
10 – 11 the 12 an 13 a 14 A 15 –

2 VOCABULARY

2 Skype 3 online 4 log in 5 download
6 attachment 7 search for 8 google
9 upload

3 PRONUNCIATION

a 1 email, network, website
2 address, online, results
3 document, Internet, username
4 attachment, computer, directions

4 READING

a 1991

b 2 Americans opened an agency to develop new technology.
3 The agency developed a network to connect computers.
4 The network changed its name to the Internet.
5 Tim Berners-Lee developed a new computer language.
6 Berners-Lee and a colleague used the new language to write a new program.
7 They put the new language on the Internet.
8 The World Wide Web made the Internet available to all computer users.

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5 LISTENING

a 4 uses a social network, 1 plays games, 3 does a job, 2 talks to family and friends

b Speaker 1 C, Speaker 2 D, Speaker 3 B, Speaker 4 A

Practical English Going home

1 VOCABULARY

2 stand 3 tip 4 check 5 departure 6 gate 7 station 8 ticket 9 platform 10 bus 11 driver

2 GETTING TO THE AIRPORT

2 To Union Station.
3 Now, please.
4 How much is it?
5 And could I have a receipt?
6 Could I have a ticket to O'Hare Airport, please?
7 One-way, please.
8 Coach, please.
9 Can I pay by credit card?

3 SOCIAL ENGLISH

2 d 3 a 4 f 5 b 6 c

4 READING

b 2 bus 3 train 4 car 5 bike

12A

1 GRAMMAR

a 2 James hasn't seen this movie before.
3 They've gone to the movie theater tonight.
4 She's cried in a lot of movies.
5 I've bought all the Harry Potter movies.
6 They haven't taken any photos.
7 He's interviewed a famous actor.
8 We haven't appeared in a movie.

b 3 My parents have fallen asleep.
4 Adam's appeared in a movie.
5 I haven't spoken to an actor.
6 You've broken the camera.
7 Dawn hasn't cried at a movie.
8 We haven't forgotten the tickets.

c 2 've read 3 have you read 4 've read 5 Have you seen 6 's seen 7 Has he read 8 's seen

2 VOCABULARY

a Simple past: broke, did, ate, fell, forgot, went, left, sang, spoke, took, wore

Past participle: broken, done, eaten, fallen, forgotten, gone, left, sung, spoken, taken, worn

b 2 left 3 eaten 4 forgotten 5 worn 6 broken 7 done

3 PRONUNCIATION

a read, Millennium, Trilogy, No, haven't, seen, movies? Yes, have, all

4 READING

a Fans preferred the ending in the book.

b 1 b 2 b 3 a 4 b 5 c

5 LISTENING

a Charles Dickens, Michael Ondaatje

b 2 T 3 T 4 F 5 T 6 F 7 T 8 F 9 F 10 T

12B

1 GRAMMAR

a 1 went 2 did your brother buy, paid
3 Have you met, met 4 Have you been, went
5 Have your parents ever given, got
6 did he send, 'd forgotten

b 2 been 3 gone 4 gone 5 been 6 gone 7 been 8 been 9 been 10 gone

2 PRONUNCIATION

a /ɪ/ seen, /ɔ/ last, /ɛ/ heard, /ʌ/ got, /eɪ/ read, /oʊ/ lost

3 VOCABULARY

a Simple past: 1 drank, 2 found, 3 gave, 4 had, 5 heard, 6 knew, 7 lost, 8 made, 9 met, 10 paid, 11 sent, 12 spent, 13 thought, 14 won

Past participle: 1 drunk, 2 found, 3 given, 4 had, 5 heard, 6 known, 7 lost, 8 made, 9 met, 10 paid, 11 sent, 12 spent, 13 thought, 14 won

b 2 had 3 bought 4 spent 5 heard 6 made 7 found 8 drunk

4 READING

a Arizona, California, Colorado, New Mexico

b 1 Nevada 2 Arizona 3 New Mexico 4 California 5 Colorado

5 LISTENING

a Speaker 1: Kenya, 2010
Speaker 2: Brazil, 2006
Speaker 3: New Zealand, 2011
Speaker 4: Thailand, 2006

b 1 Speaker 3 2 Speaker 1 3 Speaker 4 4 Speaker 2

12C

1 GRAMMAR

a 2 His apartment is big.
3 I bought a new shirt.
4 She's Ryan's sister.
5 We go on vacation in August.
6 She's / She is always late.
7 I can't sing.
8 I'm waiting for him.
9 We don't mind cleaning.
10 There aren't many plants.
11 There were a lot of guests.
12 They don't eat much sugar.
13 I'm older than you.
14 They're the most dangerous animals.
15 She speaks Chinese well.
16 She's an engineer.

b 2 takes 3 Did, see 4 're not coming 5 Have, been 6 Is, going to learn 7 don't eat 8 're going to see 9 Have, met 10 cooked 11 's going to rain 12 do, go 13 playing 14 didn't walk 15 is, doing 16 've, read

2 VOCABULARY

a 2 Asia 3 expensive 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 hear 8 get 9 have 10 use

3 PRONUNCIATION

a 1 dirty 2 bread 3 safe 4 day 5 money 6 found 7 food 8 go 9 tired 10 eat 11 said 12 ring

c 1 hospital 2 expensive 3 magazine 4 headphones 5 administrator 6 engineer 7 Italian 8 August 9 difficult 10 musician 11 garage 12 bananas

4 READING

1 Peter Jackson
2 New Zealand
3 Because he knew that the variety of different landscapes made New Zealand the best place to shoot the movies.
4 The volcanic region of Mount Ruapehu.
5 150
6 Some of the locations were national parks or conservation sites, so Peter Jackson needed to get special permission to movie there.
7 A special team dug up the protected plants and took them to special nurseries, where they lived until filming finished.
8 A range of different locations, including Hobbiton, Mount Doom, and Edoras.

5 LISTENING

2 6 p.m. 3 Land Rover 4 Sunday 5 picnic 6 $135 7 $94

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