American English File
Teacher's Book
2
Clive Oxenden
Christina Latham-Koenig
Paul Seligson
with Lindsay Clandfield
Syllabus checklist 4

Introduction 8

- What do low-intermediate students need?
- Study Link
- Course components
  Student Book Files 1–9
  Back of the Student Book
- For students
  Workbook
  MultiROM
  Student Website
- For teachers
  Teacher’s Book
  Video
  Class Audio CDs
  Test Generator
  Teacher Website

Lesson plans 12

Photocopiable activities 135
Contents
Grammar activity answers
Grammar activity masters
Communicative activity instructions
Communicative activity masters
Song activity instructions
Song activity masters

Workbook answer key 228
<table>
<thead>
<tr>
<th></th>
<th>Syllabus checklist</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Grammar</strong></td>
<td><strong>Vocabulary</strong></td>
</tr>
<tr>
<td>4</td>
<td>A Who's who?</td>
<td>word order in questions</td>
</tr>
<tr>
<td>6</td>
<td>B Who knows you better?</td>
<td>simple present</td>
</tr>
<tr>
<td>8</td>
<td>C At the Moulin Rouge</td>
<td>present continuous</td>
</tr>
<tr>
<td>10</td>
<td>D The Devil’s Dictionary</td>
<td>defining relative clauses (a person who…, a thing that…)</td>
</tr>
<tr>
<td>12</td>
<td>PRACTICAL ENGLISH At the airport</td>
<td>Writing Describing yourself</td>
</tr>
<tr>
<td>16</td>
<td>A Right place, wrong time</td>
<td>simple past: regular and irregular verbs</td>
</tr>
<tr>
<td>18</td>
<td>B A moment in time</td>
<td>past continuous</td>
</tr>
<tr>
<td>20</td>
<td>C Fifty years of pop music</td>
<td>questions with and without auxiliaries</td>
</tr>
<tr>
<td>22</td>
<td>D One October evening</td>
<td>so, because, but, although</td>
</tr>
<tr>
<td>24</td>
<td>PRACTICAL ENGLISH At the conference hotel</td>
<td>Writing The story behind a photo</td>
</tr>
<tr>
<td>28</td>
<td>A Where are you going?</td>
<td>going to, present continuous (future arrangements)</td>
</tr>
<tr>
<td>30</td>
<td>B The pessimist’s phrase book</td>
<td>will / won’t (predictions)</td>
</tr>
<tr>
<td>32</td>
<td>C I’ll always love you</td>
<td>will / won’t (promises, offers, decisions)</td>
</tr>
<tr>
<td>34</td>
<td>D I was only dreaming</td>
<td>review of tenses: present, past, and future</td>
</tr>
<tr>
<td>36</td>
<td>PRACTICAL ENGLISH Restaurant problems</td>
<td>Writing An informal letter</td>
</tr>
<tr>
<td>40</td>
<td>A From rags to riches</td>
<td>present perfect (experience) + ever, never: present perfect or simple past?</td>
</tr>
<tr>
<td>42</td>
<td>B Family conflicts</td>
<td>present perfect + yet and already</td>
</tr>
<tr>
<td>44</td>
<td>C Faster, faster!</td>
<td>comparatives, as … as / less / more than …</td>
</tr>
<tr>
<td>46</td>
<td>D The world’s friendliest city</td>
<td>superlatives (+ ever + present perfect)</td>
</tr>
<tr>
<td>48</td>
<td>PRACTICAL ENGLISH Lost in San Francisco</td>
<td>Writing Describing where you live</td>
</tr>
<tr>
<td>52</td>
<td>A Are you a party animal?</td>
<td>uses of the infinitive</td>
</tr>
<tr>
<td>54</td>
<td>B What makes you feel good?</td>
<td>uses of the -ing form of verbs</td>
</tr>
<tr>
<td>56</td>
<td>C How much can you learn in a month?</td>
<td>have to, don’t have to, must, must not, can’t</td>
</tr>
<tr>
<td>58</td>
<td>D The name of the game</td>
<td>expressing movement</td>
</tr>
<tr>
<td>60</td>
<td>PRACTICAL ENGLISH At a department store</td>
<td>Writing A formal e-mail</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>Speaking</td>
<td>Listening</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>vowel sounds, the alphabet</td>
<td>talking about dates and times</td>
<td>dates and times</td>
</tr>
<tr>
<td>third person and plural -s</td>
<td>describing a person you know well</td>
<td>understanding an anecdote</td>
</tr>
<tr>
<td>vowel sounds</td>
<td>describing a painting</td>
<td>understanding a guide song: Ain't got no - I got life</td>
</tr>
<tr>
<td>pronunciation in a dictionary</td>
<td>giving definitions</td>
<td>TV game show: What's the word?</td>
</tr>
<tr>
<td>-ed endings, irregular verbs</td>
<td>your last vacation</td>
<td>an interview about a disastrous vacation</td>
</tr>
<tr>
<td>/a/ and /ar/</td>
<td>describing famous photos</td>
<td>Lovers at the Bastille</td>
</tr>
<tr>
<td>/w/ and /h/</td>
<td>favorite music, music quiz</td>
<td>song: Imagine</td>
</tr>
<tr>
<td>the letter a</td>
<td>retelling a story</td>
<td>Hannah and Jamie: the end of the story</td>
</tr>
<tr>
<td>sentence stress</td>
<td>talking about plans and arrangements</td>
<td>an interview with Marina</td>
</tr>
<tr>
<td>contractions (will / won’t), /a/ and /oo/</td>
<td>making positive predictions</td>
<td>a radio program about positive thinking</td>
</tr>
<tr>
<td>word stress: two-syllable words</td>
<td>I'll game</td>
<td>song: White Flag</td>
</tr>
<tr>
<td>sentence stress</td>
<td>interpreting dreams</td>
<td>psychoanalyst and patient</td>
</tr>
<tr>
<td>vowel sounds</td>
<td>interviewing a partner about clothes</td>
<td>street interviews: Zara</td>
</tr>
<tr>
<td>/b/, /y/, and /dʃ/</td>
<td>Has he done it yet? (information gap)</td>
<td>song: True Blue</td>
</tr>
<tr>
<td>sentence stress</td>
<td>questionnaire: Are you living faster?</td>
<td>vox pops: living faster</td>
</tr>
<tr>
<td>word stress</td>
<td>talking about experiences</td>
<td>London</td>
</tr>
<tr>
<td>word stress</td>
<td>interview a partner about parties</td>
<td>conversations at a party</td>
</tr>
<tr>
<td>/ej/</td>
<td>discussing personal information</td>
<td>radio program about learning to sing</td>
</tr>
<tr>
<td>sentence stress</td>
<td>talking about language learning</td>
<td>journalist talking about learning Portuguese</td>
</tr>
<tr>
<td>prepositions</td>
<td>telling an anecdote: most exciting sporting event</td>
<td>song: We are the champions</td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>64</td>
<td>If something bad can happen, it will</td>
<td>confusing verbs</td>
</tr>
<tr>
<td></td>
<td>if * present, will + base form</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(first conditional)</td>
<td></td>
</tr>
<tr>
<td>66</td>
<td>Never smile at a crocodile</td>
<td>animals</td>
</tr>
<tr>
<td></td>
<td>if * past, would + base form</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(second conditional)</td>
<td></td>
</tr>
<tr>
<td>68</td>
<td>Decisions, decisions</td>
<td>word building: noun formation</td>
</tr>
<tr>
<td></td>
<td>may / might (possibility)</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>What should I do?</td>
<td>get</td>
</tr>
<tr>
<td></td>
<td>should / shouldn’t</td>
<td></td>
</tr>
<tr>
<td>72</td>
<td><strong>PRACTICAL ENGLISH</strong></td>
<td></td>
</tr>
<tr>
<td>73</td>
<td>At the pharmacy</td>
<td></td>
</tr>
<tr>
<td>74</td>
<td><strong>WRITING</strong></td>
<td>Writing to a friend</td>
</tr>
<tr>
<td>75</td>
<td><strong>REVIEW &amp; CHECK</strong></td>
<td>What do you remember? What can you do?</td>
</tr>
<tr>
<td>76</td>
<td><strong>PRACTICAL ENGLISH</strong></td>
<td></td>
</tr>
<tr>
<td>77</td>
<td>Famous fears and phobias</td>
<td>words related to fear</td>
</tr>
<tr>
<td>78</td>
<td>Born to direct</td>
<td>biographies</td>
</tr>
<tr>
<td></td>
<td>present perfect + for and since</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>I used to be a rebel</td>
<td>school subjects: history, geography, etc.</td>
</tr>
<tr>
<td></td>
<td>used to</td>
<td></td>
</tr>
<tr>
<td>82</td>
<td>The mothers of invention</td>
<td>verbs: invent, discover, etc.</td>
</tr>
<tr>
<td>84</td>
<td><strong>PRACTICAL ENGLISH</strong></td>
<td></td>
</tr>
<tr>
<td>85</td>
<td>A boat trip</td>
<td></td>
</tr>
<tr>
<td>86</td>
<td><strong>WRITING</strong></td>
<td>Describing a building</td>
</tr>
<tr>
<td>87</td>
<td><strong>REVIEW &amp; CHECK</strong></td>
<td>What do you remember? What can you do?</td>
</tr>
<tr>
<td>88</td>
<td>I hate weekends!</td>
<td>adjectives ending in -ed and -ing</td>
</tr>
<tr>
<td></td>
<td>something, anything, nothing, etc.</td>
<td></td>
</tr>
<tr>
<td>90</td>
<td>How old is your body?</td>
<td>quantifiers, too, not enough</td>
</tr>
<tr>
<td></td>
<td>health and lifestyle: use sunscreen, etc.</td>
<td></td>
</tr>
<tr>
<td>92</td>
<td>Waking up is hard to do</td>
<td>phrasal verbs</td>
</tr>
<tr>
<td></td>
<td>word order of phrasal verbs</td>
<td></td>
</tr>
<tr>
<td>94</td>
<td>&quot;I’m Jim.&quot; &quot;So am I.&quot;</td>
<td>similarities</td>
</tr>
<tr>
<td></td>
<td>so / neither + auxiliaries</td>
<td></td>
</tr>
<tr>
<td>96</td>
<td><strong>PRACTICAL ENGLISH</strong></td>
<td></td>
</tr>
<tr>
<td>97</td>
<td>On the phone</td>
<td>Giving your opinion</td>
</tr>
<tr>
<td>98</td>
<td><strong>WRITING</strong></td>
<td>What do you remember? What can you do?</td>
</tr>
<tr>
<td>100</td>
<td><strong>PRACTICAL ENGLISH</strong></td>
<td></td>
</tr>
<tr>
<td>102</td>
<td><strong>REVIEW &amp; CHECK</strong></td>
<td>past perfect</td>
</tr>
<tr>
<td></td>
<td>What a week!</td>
<td>adverbs: suddenly, immediately, etc.</td>
</tr>
<tr>
<td>104</td>
<td><strong>REVIEW &amp; CHECK</strong></td>
<td>reported speech</td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
<td>say, tell, or ask?</td>
</tr>
<tr>
<td></td>
<td>Quick grammar check for each file</td>
<td></td>
</tr>
<tr>
<td>106</td>
<td><strong>Vocabulary and Pronunciation</strong></td>
<td>Quick check of vocabulary, sounds, and word stress</td>
</tr>
</tbody>
</table>

**Communication**

**Audioscripts**

**Grammar Bank**

**Vocabulary Bank**

**Sound Bank**
<table>
<thead>
<tr>
<th>Pronunciation</th>
<th>Speaking</th>
<th>Listening</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>vowels</td>
<td>inventing some new Murphy's Laws</td>
<td></td>
<td>Murphy's Law</td>
</tr>
<tr>
<td>stress and rhythm</td>
<td>questionnaire: Would you survive?</td>
<td>a survival expert song: Wouldn't it be nice?</td>
<td>Nature's perfect killing machine</td>
</tr>
<tr>
<td>sentence stress, -ion endings</td>
<td>Are you indecisive?</td>
<td></td>
<td>How to make decisions</td>
</tr>
<tr>
<td>/ə/ sentence stress</td>
<td>discussing advice</td>
<td>radio program: What's the problem?</td>
<td>What's the problem?</td>
</tr>
<tr>
<td>/ɪ/ and /æ/ sentence stress</td>
<td>pairwork interview</td>
<td>interview about a phobia</td>
<td>We're all afraid...</td>
</tr>
<tr>
<td>word stress</td>
<td>talking about a member of your family</td>
<td>radio program: Sofia Coppola</td>
<td>biographies: Hitchcock and Tarantino</td>
</tr>
<tr>
<td>sentence stress: used to / didn't use to</td>
<td>talking about school days</td>
<td>listening to Melissa song: It's all over now</td>
<td>A famous rebel – but was he really?</td>
</tr>
<tr>
<td>-ed, sentence stress</td>
<td>passives quiz</td>
<td>things invented by women</td>
<td>surprising facts</td>
</tr>
<tr>
<td>/ɛ/, /ʊɪ/, and /ʌ/</td>
<td>talking about weekends</td>
<td>radio news</td>
<td>The weekend</td>
</tr>
<tr>
<td>/ɛ/, /ʊɪ/, /ʌɪ/, and /ʌ/, linking</td>
<td>What's your body age?</td>
<td></td>
<td>How old is your body?</td>
</tr>
<tr>
<td>/ɜ:/ and /ʌɪ/</td>
<td>Are you a morning or evening person?</td>
<td>Are you a morning or evening person?</td>
<td>Are you allergic to mornings?</td>
</tr>
<tr>
<td>/ɹ/ and /z/</td>
<td>find someone like you</td>
<td>completing a dialogue</td>
<td>Reunited</td>
</tr>
<tr>
<td>vowel and consonant sounds, sentence stress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>review of vowel sounds, sentence stress</td>
<td>retelling stories</td>
<td>Fact is always stranger than fiction.</td>
<td></td>
</tr>
<tr>
<td>rhyming verbs</td>
<td>reporting information</td>
<td>song: Then he kissed me</td>
<td></td>
</tr>
</tbody>
</table>
What do low-intermediate students need?

Low-intermediate students are at a crucial stage in their learning. The novelty of being a beginner may have worn off, but the goal of communicating with ease and fluency can still feel a long way off. More than ever students at this level need material that maintains their enthusiasm and builds their confidence. They need to know how much they are learning and what they can now achieve.

At the same time they need the encouragement to push themselves to use the new language that they are learning.

Grammar, Vocabulary, and Pronunciation

At any level, the tools students need to speak English with confidence are Grammar, Vocabulary, and Pronunciation (G, V, P). In American English File 2 all three elements are given equal importance.

Each lesson has clearly stated grammar, vocabulary, and pronunciation aims. This keeps lessons focused and gives students concrete learning objectives and a sense of progress.

Grammar

Low-intermediate students need
- thorough review of beginner structures.
- clear and memorable presentations of new structures.
- regular and motivating practice.
- student-friendly reference material.

We have tried to provide stimulating recycling of language low-intermediate students should already know, and contexts for new language that will engage them, using real-life stories and situations, humor, and suspense.

The Grammar Banks give students a single, easy-to-access grammar reference section, with clear rules, example sentences, and common errors, plus two practice exercises for each grammar point.

Student Book pages 126-127.

The photocopiable Grammar activities in the Teacher’s Book can be used for practice in class or for self-study.

Teacher’s Book page 139.

Vocabulary

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

Every lesson in American English File 2 focuses on high-frequency vocabulary and common lexical areas, but keeps the load realistic. Many lessons are linked to the Vocabulary Banks, which help present and practice the vocabulary in class and provide a clear reference bank so students can review and test themselves in their own time. The stress on multisyllable words is clearly marked, and where we think the pronunciation of a word may be problematic, we have provided the phonetic script.

Student Book page 144.

Students can practice using all the vocabulary from the Vocabulary Banks in context with the MultiROM and the American English File Student Website.

Pronunciation

Low-intermediate students need
- a solid foundation in the sounds of English.
- systematic pronunciation development.
- to build on their awareness of rules and patterns.

With new language come fresh pronunciation challenges for low-intermediate learners, particularly sound-spelling relationships, silent letters, and weak forms.

Students who studied with American English File 1 will already be familiar with American English File’s unique system of sound pictures, which give clear example words to help students identify and produce the sounds. American English File 2 continues with a pronunciation focus in every lesson, which integrates improving students’ pronunciation into grammar and vocabulary practice.

Student Book page 17.

If you or your students have not used the American English File series before, the Teacher’s Book provides clear guidance on how to introduce them to the sound pictures system.

Teacher’s Book page 14.

The pronunciation focus is often linked to the Sound Bank, a reference section that students can use to check the symbols and to see common sound-spelling patterns.

Student Book page 156.

Throughout the book there is also a regular focus on word and sentence stress, where students are encouraged to copy the rhythm of English. This will help students to pronounce new language with greater confidence.

Speaking

Low-intermediate students need
- topics that will arouse their interest.
- tasks that push them to incorporate new language.
- a sense of progress in their ability to speak.

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

Student Book page 41.

The Communication section of the Student Book provides “information gap” activities to give students a reason to communicate.

Student Book page 108.

Photocopiable Communicative activities can be found in the Teacher’s Book. These include pair and group activities, mingling activities, and games.

Teacher’s Book page 183.
Listening

Low-intermediate students need

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

Even high-level students often say that they find understanding spoken English one of the hardest skills to master. At low-intermediate level students need confidence-building listening tasks that are progressively more challenging in terms of speed, length, and language difficulty, but are always achievable. They also need a variety of listening tasks that practice listening for gist and for specific details. We have chosen material we hope students will want to listen to.

American English File 2 also contains nine songs that we hope students will find enjoyable and motivating. For copyright reasons, these are cover versions.

Reading

Low-intermediate students need

- challenging tasks that help them read better.

Many students need to read in English for their work or studies, or will want to read for pleasure about their hobbies and interests. Reading is also important in helping to build vocabulary and to consolidate grammar. Students need motivating but accessible material and tasks that help them read better, e.g., guessing the meaning of words and phrases from context. In American English File 2 texts have been adapted from a variety of real sources (newspapers, magazines, news websites) and have been chosen for their intrinsic interest.

Student Book page 18.

The Review & Check sections also include a more challenging text that helps students measure their progress.

Student Book page 15.

Writing

Low-intermediate students need

- clear models.
- an awareness of register, structure, and fixed phrases.
- a focus on micro writing skills.

Worldwide, people are writing in English more than ever, largely because of the importance of e-mail and the Internet. American English File 2 has one writing lesson per File, where students study a model before doing a guided writing task themselves. These writing tasks focus on both electronic and "traditional" text types, and review grammar and lexis from the File. There is also always a focus on a writing "micro skill": for example, punctuation, spelling, or connectors.

Student Book page 61.

Practical English

Low-intermediate students need

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

Students will need to use English if they travel to an English-speaking country or if they are using English as a lingua franca. The eight Practical English lessons revisit and review common situations (for example, checking into a hotel) and introduce and practice the language for new challenges (for example, making a phone call). To help make these everyday situations come alive, there is a story line involving two main characters, Mark (American) and Allie (British), which continues from American English File 1. Don't worry if you or your students haven't used Level 1 – there is a summary of the story so far in the first episode.

Student Book page 12.

The You hear / You say feature makes a clear distinction between what students will hear and need to understand (for example, With ice and lemon?) and what they need to say (for example, Just ice.). The lessons also highlight other key "Social English" phrases, such as Bless you!

The Practical English lessons are also on the American English File 2 Video, which teachers can use with the Student Book exercises instead of the Class Audio CD. The video will provide a change of focus and give the lessons a clear visual context. The video will make the lessons more enjoyable and help students role-play the situations.

Extracts from the video (the second dialogue from each lesson) are also on the MultiROM.

Review

Low-intermediate students need

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

Low-intermediate students need to feel that they are moving on, that they are increasing their knowledge, improving their skills, and expanding the number of contexts in which they can use English effectively. At the end of each File there is a Review & Check section. What do you remember? reviews the grammar, vocabulary, and pronunciation of each File.

What can you do? provides a series of skills-based challenges and helps students measure their progress in terms of competence. These pages are designed to be used flexibly according to the needs of your students.

Student Book page 14.

The photocopyable Communicative and Grammar activities also provide many opportunities for recycling.

Teacher's Book pages 139 and 183.

Study Link

The Study Link feature in American English File 2 is designed to help you and your students use the course more effectively. It shows what resources are available, where they can be found, and when to use them.

The Student Book has these Study Link references:

- from the Practical English lessons MultiROM.
- from the Grammar Bank MultiROM and Website.
- from the Vocabulary Bank MultiROM and Website.
- from the Sound Bank MultiROM and Website.

These references lead students to extra activities and exercises that link in with what they have just studied.

The Workbook has these Study Link references:

- the Student Book Grammar and Vocabulary Banks.
- the MultiROM.
- the Student Website.

The Teacher's Book has Study Link references to remind you where there is extra material available to your students.
Student Book Files 1–9

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

**A, B, C, and D lessons** Four two-page lessons that form the core material of the book. Each lesson presents and practices Grammar and Vocabulary and has a Pronunciation focus. There is a balance of reading and listening activities, and lots of opportunities for spoken practice. These lessons have clear references to the Grammar Bank, Vocabulary Bank, and Sound Bank at the back of the book.

**Practical English** One-page lessons that teach functional "survival" language and vocabulary (situations like making a phone call, buying medicine) and also social English (useful phrases like What’s the matter?, Never mind). The lessons link with the American English File 2 Video.

**Writing** One-page lessons that focus on different text types (for example, informal letters and formal e-mails) and writing skills like punctuation and spelling.

**Review & Check** A two-page section - the left- and right-hand pages have different functions. The What do you remember? page reviews the Grammar, Vocabulary, and Pronunciation of each File. The What can you do? page provides Reading, Listening, and Speaking "Can you...?" challenges to show students what they can achieve.

File 9 has two main lessons, and then four pages of review of the whole book: a two-page Grammar section and a two-page Vocabulary and Pronunciation section.

The back of the book

In the back of the Student Book you’ll find these three Banks of material:

**Grammar Bank** (pages 126–143)

Two pages for each File, divided into A–D to reflect the four main lessons. The left-hand page has the grammar rules and the right-hand page has two practice exercises for each lesson. Students are referred to the Grammar Bank when they do the grammar in each main A, B, C, and D lesson.

**Vocabulary Bank** (pages 144–153)

An active picture dictionary to help students learn, practice, and review key words. Students are referred to the Vocabulary Bank from the main lessons.

**Sound Bank** (pages 156–159) A four-page section with the American English File sounds chart and typical spellings for all sounds. Students are referred to the Sound Bank from the main lessons.

You’ll also find:

- Communication activities (pages 108–117)
- Information gap activities and role-plays.
- Audioscripts (pages 118–125)
  Scripts of key listenings.
- Verb forms (pages 154–155)
For students

Workbook  Each A–D lesson in the
Student Book has a two-page section in
the Workbook. This provides all the
practice and review students need. Each
section ends with:
• More Words to Learn, which reminds
students of new vocabulary from the
lesson that is not in the Vocabulary
Bank.
• Question time, five questions for
students to answer, which show them
how their communicative competence
is developing. (These questions also
appear on the audio CD portion of
MultiROM.)
For each file there is a Study Skills tip
on how to learn vocabulary.
Each Practical English lesson has a one-
page section in the Workbook, and
includes "Practical English reading".

MultiROM
The MultiROM has two functions:
• It's a CD-ROM, containing review of
Grammar, Vocabulary,
Pronunciation, and Practical English
(with extracts from the Video).
• It's an audio CD for students to use
on a CD player or computer. They can
listen to, repeat, and answer the
questions from the Question time
sections of the Workbook.

Student Website
www.oup.com/elt/americanenglishfile/2
Extra learning resources, including
• grammar activities
• vocabulary puzzles
• pronunciation games
• Practical English activities
• interactive games

For teachers

Teacher's Book  The Teacher's Book has detailed lesson plans for all of the lessons.
These include:
• an optional "books-closed" lead-in for every lesson.
• Extra idea suggestions for optional extra activities.
• Extra challenge suggestions for ways of utilizing the Student Book material in
a more challenging way if you have a stronger class.
• Extra support suggestions for ways of adapting activities to make them more
accessible for weaker students.

All lesson plans include keys and complete audioscripts. Extra activities are
color-coded in blue so you can see where you are at a glance when you're
planning and teaching your classes.
You'll also find over 70 pages of photocopyable materials in the Teacher's Book:

Photocopiable Grammar activities see pages 139–173

There is a photocopiable Grammar activity for each A, B, C, and D lesson. These
provide extra grammar practice, and can be used either in class or for self-study.

Photocopiable Communicative activities see pages 183–217

There is a photocopiable Communicative activity for each A, B, C, and D lesson.
These give students extra speaking practice.

Photocopiable Song activities see pages 220–227

American English File 2 has a song for every file. In file 9 the song is in the
Student Book, and the other eight songs are in the Teacher’s Book.
The Teacher’s Book also includes the Answer Key for the Workbook (see pages
228–239)

Video  This is a unique "teaching video" that links with the Practical English
lessons in the Student Book. The video has a story line that features Mark
(American) and Allie (British). Each video section can be used with the tasks in
the Student Book Practical English lessons as an alternative to using the
Class Audio CD. There's no extra video print material, and you don't
need to find extra time to use it. It
shows students language in clear
contexts and will help them role-play
each scene.
The speed of delivery is slightly faster
than on the recording, as video is
easier for students to understand.
Extracts of the video also appear on
the MultiROM.

The American English File 2 package also includes:

Class Audio CDs  These three CDs contain all the listening materials for the
Student Book.

Test Generator  This CD-ROM includes over a thousand questions organized
both in ready-to-print tests (in PDF format) and in question banks, where they
can be selected and edited into tests customized to your students' needs. The
CD-ROM also includes the audio for the listening sections of the tests.

Teacher Website
www.oup.com/elt/teacher/americanenglishfile
This gives you extra teaching resources, syllabus information, etc.
File 1 overview

Lessons 1A–1D mainly focus on the present. 1A is an introductory lesson, but also reviews word order in questions. The simple present and present continuous are reviewed in lessons 1B and 1C. Relative clauses are introduced in 1D to give SS early exposure to paraphrasing.

Lesson plan

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

There are two activities to help you and SS learn everybody’s names and to exchange personal information. The second exercise provides the context for reviewing an important grammar point: the order of words in questions. The vocabulary focus is classroom language phrases that SS can use in class throughout the course. The alphabet and spelling are reviewed and the listening activity gives you the chance to quickly review other mini-language points like days of the week, dates, numbers, etc.

Optional lead-in (books closed)

• You could do this as a more lively alternative to 1a. Before the class, choose a CD of party music. You could use one of the songs from the book, e.g., True Blue (CD Track 2).

• Introduce yourself to the class. Say Hello, I’m ...

• Tell SS to stand up. Divide the class into two groups, A and B. Ask both groups to make a circle, A inside B. Tell them to imagine that they’re at a party. When you play the music, tell them to walk around in their circle, one clockwise and the other counterclockwise. When you stop the music, tell them to introduce themselves to the person standing opposite them. Explain that they can say Hello or Hi, I’m ... or My name’s ..., and should respond Nice to meet you.

1 INTRODUCING YOURSELF

a • Books open. Set a time limit of two minutes. Have SS stand up and move around the room introducing themselves to as many of the other SS as they can. Tell them to try and remember the names, too. Explain that they can say Hello or Hi (more informal) and should respond Nice to meet you. You could join in to help you learn the SS’ names.

b • Focus on the instructions. Elicit suggestions from the class for each category. Sometimes there may be more than one person for each category. If the class can’t think of anybody for a particular category, SS who fit that category could remind the class of their name.

2 GETTING TO KNOW EACH OTHER

a • Focus on the photos and the questions. Elicit the verbs for the first three questions under Home and Family. Put SS into pairs. Tell them to complete the other questions with the correct verbs.

• Check answers, making sure that SS understand the complete question, not just the missing verb.

1 HOME AND FAMILY are live have
2 JOB / STUDIES do work like go are speak
3 FREE TIME listen play watch play read
4 THE FUTURE go do
5 THE PAST were study do

b 1.1

• Play the recording once for SS to listen to the rhythm. Then play it again, stopping after each question for SS to repeat.

CD1 Track 2

What kind of music do you listen to?
Do you play a musical instrument?
Do you watch TV?
Do you play any sports?
What books or magazines do you read?

c • Focus on the instructions. Demonstrate the activity by getting SS to ask you a few questions first. Use complete answers, giving extra information.

• Point out that in the JOB / STUDIES section there are two possible conversations, depending on whether the person has a job or is a student.

Extra challenge

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

• Put SS into pairs. Give them at least five minutes to ask and answer in pairs. Monitor their conversations, as this will give you an idea of their oral level.

• Elicit answers from several pairs to see what they have in common.

3 GRAMMAR word order in questions

a • Tell SS to cover the questions in 2. Focus on the instructions. Do the first one together. Give SS a minute to do the other four and check answers.

1 Where are you from?
2 Do you watch TV?
3 What kind of music do you listen to?
4 Where did you study English before?
5 What are you going to do this weekend?
b  Tell SS to go to Grammar Bank 1A on page 126. Explain that all the grammar rules and exercises are in this part of the book.
• Go through the rules with the class. Model and drill the example questions.

Grammar notes
• In questions with the auxiliaries do, does, did, SS may leave out the auxiliary or get the word order wrong. Typical mistakes:
  You live with your parents? Why she didn’t like the movie?
• In questions with he, SS sometimes forget to invert the subject and verb. Typical mistakes:
  Ana a student? What they’re doing?
• Give SS or elicit some other examples of questions with a preposition at the end:
  What are you looking at?
  Who are you talking to?
  What are you looking for?

• Focus on the exercises for 1A on page 127. SS do the exercises individually or in pairs. Check answers.

  a 1 Are you going to go out this evening?
  2 Where does your sister work?
  3 What song are you listening to?
  4 Does the class finish at 8:00?
  5 Why didn’t you write to me?
  6 Do you go to the movies a lot?
  7 What does this word mean?
  8 What time did your friends arrive?

  b 1 Do you have a car?
  2 Is your brother older than you?
  3 How often does he write to you?
  4 What time does this class start?
  5 Where did you go last summer?
  6 How many languages do you speak?
  7 Are you going to see her this evening?
  8 Who are you waiting for?

• Tell SS to go back to the main lesson on page 5.

4 LISTENING & SPEAKING

a  12

• Focus on the instructions. Give SS time to read the questions and look at the choices. Play the recording. Stop after each conversation and play it again, having SS compare answers. Monitor SS’ listening ability and check how well SS remember numbers, days of the week and dates, and telling the time.

12 CD1 Track 3 (audiocript in Student Book on page 118)
  1 A When’s the test?
  B Next week.
  A Yeah, I know, but what day? Is it Wednesday or Thursday?
  B Neither one. It’s Tuesday.
  2 A The weekend goes so quickly.
  B I know. I can’t believe that tomorrow is Monday.
  3 A Excuse me! Do you have the time?
  B Yes, it’s twenty-five to nine.
  A Thanks.

4 A We’re going to be late for class.
 B Relax. It doesn’t start until a quarter after ten. It’s only five after.
  5 A When was she born?
  B Let’s see. She was born on August 23rd, 1977.
  A Where?
  B In Colombia.
  6 A Do you have any tickets left for the 5th of June?
  B Let’s see… Yes, we do. How many would you like?
  A Two, please.
  B OK, that’s forty dollars, please.
  7 A Hello?
  B Hi, it’s me. I’m on your street, but I can’t remember the number of your house. Is it 117?
  A No, it’s 170.
  8 A How much are those flowers?
  B Fifty dollars.
  A Fifty? That’s not cheap.

• Check answers. Play the recording again if necessary.

  1a  2a  3a  4b  5b  6a  7b  8b

• Elicit the following points from SS:
  – the difference in pronunciation between Tuesday /'tju:zdi:/ and Thursday /'θɜzdi:/ in 1.
  – the differing stress pattern between seventeen and seventy in 7.

Extra support

Review any or all of the following four areas if you think your SS need it.

Days of the week – have them say the days of the week around the class. Write them on the board as they say them. Practice pronunciation.

Numbers – count to 30 around the class. Write random numbers between 20 and 1,000 on the board for SS to say. Remind SS of the difference between thirteen/thirty, fourteen/fifty, etc.

The date – have SS practice saying the months and ordinal numbers (first, second, etc.) Then write a few dates on the board and practice them.

Telling the time – write times on the board (7:00, 7:15, 7:30, 7:45, etc.). Ask SS What time is it? Have them say each time in two ways, e.g., quarter after seven and seven fifteen.

b  Put SS into pairs. Have them ask and answer the questions. Check the answers with the whole class or individual students.

Study Link  SS can review numbers, dates, and times on the American English File 2 Website.

5 CLASSROOM LANGUAGE

a  • Focus on the cartoon and elicit the missing words in the speech bubbles (turn off, repeat).

b  • Tell SS to go to Vocabulary Bank Classroom Language on page 144. Focus on YOU HEAR and explain that these are typical "teacher instructions."

• In pairs SS do a. Check answers and model and drill pronunciation.

• Focus on b. Have SS cover the phrases and use the pictures to test each other for a minute.
• Focus on YOU SAY and elicit the answer to the first question in a. Have SS do the rest in pairs. Check answers by asking one student to ask a question and another to answer it with the matching answer.

YOU HEAR
1 Work in pairs.
2 Don’t speak (Spanish).
3 Turn off your cell phone.
4 Write down the words.
5 Don’t write.
6 Stand up.
7 Sit down.
8 Look at the board.
9 Go to page 33.
10 Ask and answer the questions.

YOU SAY
1 A sheep. 2 S-H-E-E-P. 3 Yes, S-H-E-E-P.
4 [ʃ] /ʃ/ 5 Very bad. 6 Here you are. 7 84.
8 That’s OK. Sit down. 9 See you. Bye.
10 You too. See you on Monday.

• Focus on b. Have SS review the expressions. From now on encourage SS to use the questions and phrases in column A in class.

• Focus on YOU READ and explain that these are typical exercise instructions. Give SS a minute to match the words and pictures in pairs. Check answers.

YOU READ
1 choose 2 circle 3 complete 4 cover the text
5 check 6 put an x 7 cross out 8 match
9 copy the rhythm 10 underline

If your SS have not used American English File 1, explain that in the Vocabulary Bank the stressed syllable is always underlined in multisyllable words.

• Have SS review the expressions. In their pairs, ask them to cover the instructions, look at the pictures, and try to remember the instructions.

Study Link SS can find more practice of these phrases on the MultiROM and on the American English File 2 Website.

• Tell SS to go back to the main lesson on page 5.

6 PRONUNCIATION vowel sounds, the alphabet

Pronunciation notes

• Emphasize the importance of being able to spell in English, particularly your name. Point out that this is important when speaking in English on the phone. Also point out that it is very useful to be able to recognize and write down letters correctly when people spell words to you.

• If your SS didn’t use American English File 1, this will be the first time that your SS have seen the sound pictures (train, tree, etc.). Explain that the pictures will give SS a clear example of the target sound and that they will help them remember the pronunciation of the phonetic symbol. This is very important if they want to check the pronunciation of a word in the dictionary.

• Focus on the sound pictures and elicit the words and sounds: train /eɪ/, tree /i:/, egg /ɛ/, bike /aɪ/, phone /ou/, boot /u/, car /aː/. Elicit the pronunciation of the letters after each picture, e.g., train, A, H, K.

• Now focus on the letters in the box but don’t elicit their pronunciation yet. In pairs, SS write them in the right place in the chart. Check answers.

train /eɪ/  A H J K phone /ou/ O
tree /i:/ B C D E G P T V Z boot /u/ QU W
egg /ɛ/ F L M N S X car /aː/R
bike /aɪ/ I Y

• Ask SS which sounds are difficult for them. Point out the difference between pairs and groups of letters that are often confused, e.g., a/e/i, g/j, k/l/q, etc.

• Have SS test each other by pointing at individual letters in the chart for their partner to say.

Slowly spell these words to SS, repeating each word twice.

jogging psychiatrist line rhythm knee

• Check answers by having SS spell the words back to you. Encourage them to ask What does it mean? How do you pronounce it?

Extra idea

Have SS spell their last names and street names.

• Put SS into pairs (or groups of three). Tell them they have to choose six words they know how to spell and pronounce, and whose meaning they are sure of.

• Pairs test other pairs to see if they know the meaning and spelling of these words. Focus on the speech bubbles to show SS how the game works, and give another example if necessary. Monitor SS’s lists to check spelling and meaning before they start testing each other. Pairs get 1 point for a correct meaning and 1 point for a correct spelling. Did any pairs get 12 points?

Extra support

In a monolingual class SS can use translation to answer What does it mean? In a multilingual class SS will need to paraphrase, mime, etc.

Extra photocopiable activities

Grammar questions page 139
Communicative Student profile page 183 (instructions page 174)

HOMEWORK

Study Link Workbook pages 4–5
Lesson plan
In this lesson the simple present (all forms) is reviewed in detail through a magazine article Who knows you better? A family member and a friend both try to choose a suitable girlfriend for Richard, a single man who is looking for a girlfriend. Family words (aunt, cousin, etc.) and physical description adjectives (tall, dark) are reviewed from American English File 1, and adjectives of personality are introduced. The lesson ends with SS describing a member of their family in detail. The pronunciation focus is the different pronunciations of the -s ending (third person singular verbs and regular plural nouns).

Optional lead-in (books closed)
Write on the board:
Direct family Other relatives Husband/wife's family
mother grandmother mother-in-law
Put SS into pairs. Give them a minute to add more words to each category. Elicit words from SS and write them on the board.
Remind SS of the pronunciation of difficult words like daughter. Erase the words off the board before SS do 1a.

1 VOCABULARY family and adjectives
a • Books open. Focus on the puzzle and the clues.
   • Remind SS of the possessive (genitive) 's, e.g., your brother's wife = the wife of your brother.
   • SS complete the puzzle in pairs. Check answers and model and drill pronunciation.

<table>
<thead>
<tr>
<th>1 fat</th>
<th>3 niece</th>
<th>5 cousins</th>
<th>7 tall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 sister-in-law</td>
<td>4 uncle</td>
<td>6 dark</td>
<td>8 family</td>
</tr>
</tbody>
</table>

- Elicit the difference between thin and slim (slim = thin and attractive, thin = less positive, can suggest "too thin").

b • Explain that friendly describes personality and means "open and kind," and the opposite is unfriendly.

c • Tell SS to go to Vocabulary Bank Adjectives on page 145 and do Part 1 Personality adjectives. They can work individually or in pairs. Check answers and model and drill pronunciation.

<table>
<thead>
<tr>
<th>talkative</th>
<th>quiet</th>
</tr>
</thead>
<tbody>
<tr>
<td>generous</td>
<td>stingy</td>
</tr>
<tr>
<td>lazy</td>
<td>hardworking</td>
</tr>
<tr>
<td>funny</td>
<td>serious</td>
</tr>
<tr>
<td>friendly</td>
<td>unfriendly</td>
</tr>
<tr>
<td>shy</td>
<td>outgoing</td>
</tr>
</tbody>
</table>

- Allow SS a few minutes to test themselves by covering the adjectives and trying to remember them from the definitions. They can then cover the definitions and try to remember them from looking at the adjectives.

Study Link SS can find more practice of these phrases on the MultiROM and on the American English File 2 Website.
- Tell SS to go back to the main lesson on page 6.

2 READING
a • Do this as a class discussion and elicit SS' opinions. Tell them what you think, too.

b • Tell SS that they're going to read part of a magazine article. Then give them a minute to read the introduction and answer questions 1–4 in pairs.
- Check answers. Remind SS of the 's as in 2 Danny is Richard's best friend.

1 He's a musician. He's 26. He lives in Vancouver, Canada.
2 Danny is Richard's best friend.
3 They try to find him a girlfriend.
4 He goes on a date with the two women to see which one he likes better.

c • Focus on what Richard says. Go through the instructions and set a time limit, e.g., three minutes. Have SS compare answers in pairs before you check.

| 1 T |
| 2 F He's friendly but sometimes kind of shy.
| 3 F He likes music, but he doesn't like parties.
| 4 T |
| 5 F He likes women who are good listeners. |
| 6 T |
| 7 T |

d • Remind SS of the importance of guessing words from context when they are reading. Focus on the highlighted words. Give SS a minute to guess the meanings from context.
- Check answers and model and drill the pronunciation of abroad /ə'broad/ and laugh /ləf/. Remind SS that too has another meaning = more than is good, e.g., too hot.

| 1 in another country |
| 2 have a good relationship |
| 3 also |
| 4 make a sound that shows you are happy |
| 5 the opposite of right |

- Finally ask SS if there were any other words or phrases they had problems with and explain or translate them.

3 GRAMMAR simple present
a • Focus on the instructions. Give SS a few minutes to complete the questions. Check answers.
1 does he  
2 does he work  
3 Does he  
4 Does he  
5 does he like  
6 Does he talk

- Ask SS how the questions would change if they were asking you (does changes to do, he changes to you).

b  Tell SS to go to Grammar Bank 1B on page 126. Go through the chart and rules with the class. Model and drill the example sentences.

Grammar notes

Simple present
Remind SS:
- that s/ies/es is only added to third person singular forms.
- of the difference in pronunciation between do /du/, don't/don't/, and does /dəz/.
- the pronunciation of goes /ɡoes/, and has /hæz/.
- that the contracted forms don't and doesn't are always used in conversation.

Adverbs and expressions of frequency

- You may want to point out that usually/normally and sometimes can be used at the beginning of a simple present sentence, e.g., Sometimes I get up late on Saturday.
- Other common every expressions are every week, every month, every year.
- In expressions like once a month, twice a day, remind SS that once and twice are irregular. Times is used with all other numbers, e.g., ten times, thirty times (a year).

Focus on the exercises for 1B on page 127. SS do the exercises individually or in pairs. Check answers.

a 1 Does Anna like music?
2 She has a lot of hobbies.
3 I don't get along well with my sister.
4 My brother doesn't know me very well.
5 Do they have any children?
6 Does the movie finish late?
7 He goes out twice a week.
8 We don't usually talk about politics.

b 1 Do ... open 4 doesn't talk
2 doesn't have 5 Does ... get along
3 listen 6 doesn't work

tell SS to go back to the main lesson on page 7.

c 1 Have SS cover the text on page 6 or close their books. Put them into pairs. Give them a minute to write down five things they remember about Richard. Check answers, then let SS look back at the text.

d 1 Focus on the photos of Rosa and Claire. Tell SS that these are the women Danny and Richard's mother chose for him. Ask Who's Rosa? to elicit His mother's choice and Who's Claire? to elicit His friend's choice.
2 Put SS into pairs, A and B, and have them sit face to face if possible. Tell them to go to Communication 1B Claire and Rosa, A on page 108, B on page 112.

- Go through the instructions and make sure SS clearly understand what they have to do. When they have both completed their charts, ask Who do you think is Richard's type? Which woman is he going to prefer? Why? Elicit some ideas from the class.
- Tell SS to go back to the main lesson on page 7.

4 LISTENING

a 1.3 / 1.4
- Tell SS they are going to listen to Richard talking about when he met Claire and Rosa for the first time. Focus on the two questions. Play the recording.

I was very optimistic when I went to meet Claire. My first impression was that she was very friendly and outgoing. Physically she was my type - she was rather slim and not very tall, with long dark hair - very pretty. And she was very funny, too. She had a great sense of humor. We laughed a lot. But the only problem was that Claire was very talkative. She talked all the time and I just listened. She wasn't very interested in me. At the end of the evening, I knew everything about her, and she knew nothing about me. Claire was the kind of woman I could have as a friend but not as a girlfriend.

b 1.4
- When I first saw Rosa, I couldn't believe it. I thought "Wow! Thanks, Mom." She's very attractive - she has short dark hair and she's fairly tall. She's Mexican, from Guadalajara, but her English was fantastic. At first she was a little shy, but when we started talking, we found we had a lot of things in common - we both like music, good food, and traveling. We got along really well - we didn't stop talking for the whole evening. When it was time to go, I knew I really wanted to see Rosa again, and I asked her to go on another date. But... she just smiled at me and said in her beautiful Mexican accent, "Richard, you're very sweet, but I'm sorry, you're not my type."

Check answers. Play the recording again if necessary.

Claire

He likes her as a friend but not as a girlfriend.
The problem is that she talked a lot about herself (and didn't seem very interested in him).

Rosa

Richard likes her very much and wants to see her again. The problem is that Rosa doesn't think he's her type.

Extra idea

For extra suspense don't play the last two sentences of Rosa's section (from "But she just smiled..."). You could then ask SS to guess what the problem is.

b 1 Play the recording again for SS to write down adjectives or expressions that Richard uses. Have SS compare their answers with a partner's. Check answers.
Possible answers
Claire
- friendly, outgoing, slim, not very tall, long dark hair, pretty, funny, a great sense of humor, talkative
Rosa
- attractive, short dark hair, tall, Mexican, fantastic (English), shy, beautiful Mexican accent

c • Ask Who knows Richard better? (his mother) and find out if SS are surprised. You may like to tell SS that the text and listening were based on a real magazine experiment. Several single people took part in the experiment and in 75% of the cases, the family member chose best.

5 PRONUNCIATION -s

a 1.5 • Explain that the final -s in the third person of the simple present and in plurals can be pronounced in three different ways.
• Focus on the sound pictures. Elicit and drill the words and sounds: snake /neɪkt/ , zebra /ˈziːbrə/, and /ɪz/. SS may have problems distinguishing between the /s/ and /z/ sounds. Tell them that the /s/ is like the sound made by a snake and the /z/ is a bee or fly.
• Play the recording, pausing after each sentence for SS to repeat.

b • Write the three phonetic symbols, /s/ , /z/ , and / ɪz / on the board. Elicit the third person pronunciation of the verbs one by one and ask SS which group they belong to. Write them on the board under the correct heading.

<table>
<thead>
<tr>
<th>/s/</th>
<th>/z/</th>
<th>/ ɪz /</th>
</tr>
</thead>
<tbody>
<tr>
<td>cooks</td>
<td>goes</td>
<td>chooses</td>
</tr>
<tr>
<td>stops</td>
<td>knows</td>
<td>teaches</td>
</tr>
</tbody>
</table>

c • Repeat as in b with the plural form of the nouns.

<table>
<thead>
<tr>
<th>/s/</th>
<th>/z/</th>
<th>/ ɪz /</th>
</tr>
</thead>
<tbody>
<tr>
<td>books</td>
<td>friends</td>
<td>languages</td>
</tr>
<tr>
<td>parents</td>
<td>parties</td>
<td>nieces</td>
</tr>
</tbody>
</table>

Extra challenge
Instead of eliciting the answers from the class for b and c, tell SS to copy the symbols from the board, and in pairs write the verbs and nouns with the correct symbol. Check answers.

d 1.6 • Play the recording, pausing after each word and sound for SS to repeat.

<table>
<thead>
<tr>
<th>1.6</th>
<th>CD1 Track 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>chooses</td>
<td>cooks</td>
</tr>
<tr>
<td>nieces</td>
<td>books</td>
</tr>
</tbody>
</table>

Pronunciation notes
• The pronunciation rules for adding an -s (or -es) to verbs (e.g., smokes) and nouns (e.g., books) are the same.
• The difference between the /s/ and /z/ sounds is very small and only occasionally causes communication problems. The most important thing is for SS to learn the /z/ pronunciation.
• You may want to give SS these rules:
  - the final s is pronounced /z/ in verbs and nouns that end in /ʃ/ (churces), /s/ (dresses), /ʃ/ (washes), and /dz/ (bridges).
  - the s is pronounced /s/ after these unvoiced sounds: /kl/, /pl/, /fr/, and /tr/, e.g., walks, stops, laughs, eats.
  - in all other cases the final s is pronounced /z/, e.g., plays, parties, etc.

Study Link SS can find more practice on the MultiROM and on the American English File 2 Website.

6 SPEAKING

a • Put SS into pairs, A and B. Give SS five minutes to make a few notes about a person they know well. Monitor and help with vocabulary.

b • A describes his/her person and B listens and asks for more information. B should try and think if he/she knows anybody who would be a good girlfriend/boyfriend for A's person and say why. SS change roles and B describes his/her person to A.

Extra photocopiable activities

Grammar
simple present page 140

Communicative
Who's their ideal partner? page 184 (instructions page 174)

HOMEWORK
Study Link Workbook pages 6–7
Lesson plan

Famous paintings provide the context for reviewing the present continuous (for things happening now) and prepositions of place, and to present a new vocabulary group (the body). SS describe what is happening in a famous painting, At the Moulin Rouge by Toulouse-Lautrec, and then hear about the story behind the painting.

Optional lead-in (books closed)

Write the following pairs of words on the board:

an artist—a painter
a painting—a picture
paint (v) — draw (v)

Ask Are they the same or different? about each pair and give SS a few minutes to discuss in pairs.

An artist is someone who paints things, e.g., Van Gogh.

Painter has the same meaning but can also mean someone who paints houses, offices, etc.

A painting is only a work of art, e.g., Mona Lisa.

A picture can be a photo, an illustration, a drawing, or a painting.

To paint we use colors, paints, etc.

To draw we normally use a pencil or pen and ink.

1 VOCABULARY the body

a • Books open. Focus on the painting and ask SS if they like it or not. You could get a show of hands to see what the majority think. Elicit reasons from individuals. Tell SS what you think.

b • Focus on the words in the box. Give SS a few minutes to label the picture. SS can either write the words next to the numbers or number the words in the box. Check answers and model and drill pronunciation.

1 hair 2 ear 3 eyes
4 nose 5 mouth 6 lips
7 neck

• Tell SS to go to Vocabulary Bank The Body on page 146. Focus on a. Put SS into pairs and give them a few minutes to match the words and pictures. Check answers and model and drill pronunciation.

1 mouth 9 nose 17 knee(s)
2 neck 10 head 18 leg(s)
3 hand(s) 11 ear(s) 19 brain
4 stomach 12 shoulder(s) 20 teeth
5 arm(s) 13 face 21 heart
6 eye(s) 14 hair 22 toes
7 finger(s) 15 back 23 tongue
8 lip(s) 16 foot (pl. feet)

• Focus on b. Give SS a few minutes to test themselves or each other.

• Have SS look at the verbs in c and complete the blanks with the parts of the body that we use to do these things. Check answers.

see — eyes hear — ears smell — nose kiss — lips
bite — teeth touch — hands/fingers think — brain
feel — hands/heart/whole body kick — feet
smile — mouth/lips

Extra challenge

Ask SS which verbs are irregular (see, hear, bite, think, feel) and elicit/teach the simple past form (saw, heard, bit, thought, felt).

• Give SS five minutes to test each other using the question in d as a model. Check answers by asking a few SS questions.

• Tell SS to go back to the main lesson on page 8.

• Put SS in pairs and see which pair can write down the most words in the time limit.

Study Link SS can practice this vocabulary on the MultiROM and on the New English File 2 Website.

2 PRONUNCIATION vowel sounds

a • Focus on the sound pictures and elicit/teach the pictures and sounds: phone /ou/, bike /aɪ/, ear /ɜː/, car /ɑːr/, sup /ʌp/, egg /eɪ/

Pronunciation notes

• You may want to point out that /aɪ/ is a diphthong, i.e., two sounds joined together.

b • Put SS into pairs. Give them a few minutes to put the words in the right columns. Play the recording for them to check their answers.

Play the recording again, stopping after each word or column for SS to repeat.
c • Tell SS to go to Sound Bank on page 157. Go through the spellings for these six sounds.

Study Link: SS can find more practice on the MultiROM and on the American English File 2 Website.
• Tell SS to go back to the main lesson on page 8.

3 GRAMMAR present continuous

a • Focus on the painting on page 9 and ask SS if they like it. Ask them what the Moulin Rouge is (a famous nightclub) and where it is (Paris). You could also ask if any SS have seen the movie Moulin Rouge.
• Give SS a few minutes to answer the questions in pairs, either orally or in writing. Have them share their answers with the class.

Suggested answers:
1 Winter clothes, hats, coats, long dresses.
2 They are talking and drinking.
3 The woman on the left is doing her hair/looking at herself in a mirror. The other woman is looking at her.
4 They are going out of the nightclub/leaving the nightclub.
5 She has blond/red hair and her face is white/blue. She has very red lips. Perhaps she’s dancing, or looking at something.
6 Don’t tell SS the answer to this, but accept all suggestions. Tell SS they will find out the answer in the listening.

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

1 are wearing (because we are describing a picture and saying what is happening at that moment)
2 wear (because it’s something that happens frequently)
3 sits (because it’s something that happens frequently, a habit)
4 is sitting (because we are saying what is happening at the moment, now)

• Tell SS to go to Grammar Bank 1C on page 126. Go through the chart and rules with the class. Model and drill the example sentences.

Grammar notes
• Some languages do not have (or always use) an equivalent tense to the present continuous and may use the simple present. Typical mistake:
The man in the picture wears a hat.
• The present continuous is used to describe actions that are in progress now, at this moment (It’s raining, You’re standing on my foot). But this tense is also used to describe what is happening in a painting as if we were looking at a scene through a window.
• The future use of the present continuous (I’m leaving tomorrow) is presented in 3A.

• Focus on the exercises for 1C on page 127. SS do the exercises individually or in pairs. Check answers.

4 LISTENING

a • Tell SS that they are going to find out more about the painting on page 9. Go through questions 1–4. Play the recording once and check answers.

1 Hey! You’re standing on my foot!
2 They aren’t playing very well today.
3 What are you studying right now?
4 We’re thinking of you.
5 Is she wearing makeup?
6 They’re making a big mistake.
7 Is your brother working in Taipei now?
8 She isn’t talking on the phone right now.

b 1 doesn’t bite.
2 are ... wearing, ’s raining
3 ’m not listening
4 need, don’t have
5 ’s putting
6 Do ... cook, eat
7 are ... going, ’m meeting

• Tell SS to go back to the main lesson on page 8.

18

To CDI Track 9
(audioscript in Student Book on page 118)
OK now... the painting we’re looking at now is by the French painter Toulouse-Lautrec. The painting is called At the Moulin Rouge. As you probably know, the Moulin Rouge is a nightclub in Paris. Maybe some of you remember the movie Moulin Rouge. In the 19th century, the nightclub was very famous for its beautiful dancers and singers. Toulouse-Lautrec did a lot of paintings and posters of the Moulin Rouge. He especially loved painting the dancers. And in these paintings he sometimes included his friends, too.

In the middle of the picture there are five people who are sitting at a table having a drink. The woman who’s wearing a black and white hat is a dancer — her name is La Macaron — and the man sitting next to her on the left is a friend of Toulouse-Lautrec’s. He was a photographer. On the right, here, there’s a woman with blond hair, blue eyes, and very red lips. Her face looks very white. That’s another famous dancer called Jane Avril. At the back of the picture, on the right, there are two women who are standing together. One of them is touching her hair. That’s La Goulue, and she was one of the most famous singers at the Moulin Rouge at that time.

Now this is very interesting. If you look carefully to the left of the two women, there are two men walking out of the nightclub. One of them is very tall and the other one is very short. The very tall man is Toulouse-Lautrec’s cousin Gabriel, and the other man is Toulouse-Lautrec himself. Toulouse-Lautrec was only one meter fifty centimeters tall. He had very short legs and couldn’t walk very well. Some people think that this is why he loved painting the dancers of the Moulin Rouge...

1 It was famous for its beautiful dancers and singers.
2 The dancers from the Moulin Rouge and his friends.
3 The very short man at the back, who is walking out of the nightclub.
4 Because they all had beautiful, long legs.
b  Now focus on the people numbered 1–6. Have SS write in the number for Toulouse-Lautrec (4). Then play the recording again for them to number the other people. Play it again if necessary. Check answers.

Toulouse-Lautrec  4
His cousin  Gabriel  3
His friend, a photographer  1
Jane Avril  6
La Macarona  2
La Goulue  5

Extra support
Pause the recording after each person is mentioned to give SS time to take in the information and number the person. You could also have SS listen with the audioscript on page 118.

5 SPEAKING

a  Tell SS that when you are describing a picture, it’s important to use the right prepositions to say where things are. Focus on the prepositions and pictures and give SS a few minutes to match them. Check answers.

on  1 in  2 in front of  3 across from
behind  5 next to  6 between  7 under
on the left  9 on the right  10 in the middle

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

b  Put SS into pairs, A and B and have them sit face to face if possible. Then tell them to go to Communication 1C Describe and draw, A on page 108, B on page 112.

• Go through the instructions with them and make sure SS clearly understand what they have to do. Stress that they just have to sketch the figures, objects, etc. according to their partner’s description.
• Give SS a few minutes to look at their paintings and think about how they are going to describe them. Remind them to use the present continuous to say what the people are doing.
• When SS have finished, they can compare their drawing with their partner’s painting to check they followed the instructions correctly.
• Tell SS to go back to the main lesson on page 9.

Extra idea
You could do this activity using reproductions of paintings from magazines, catalogs, etc.

c  Put SS into groups of four to ask and answer the questions. You could first answer the questions yourself to give SS more listening practice and to model how they might answer. Get feedback from a few groups.

d  Do this as a whole class activity. Write the painters and names of the paintings on the board: Dora Maar by Picasso (page 8); At the Moulin Rouge by Toulouse Lautrec (page 9); Pareja Bailando by Botero (page 108); Concierto Campestre by Botero (page 112).
• Put SS into pairs. Give them a few minutes to look at the paintings again and decide which one they like best, or would like to have at home. Get a show of hands for each picture to find out which is the most/least popular. Ask pairs why they chose their painting. What do they like about it?

6 SONG  Ain’t got no – I got life

1 9
• This song reviews all the body vocabulary that SS have learned.
• If you want to do this song in class, use the photocopiable activity on page 220.

Extra photocopiable activities

Grammar
simple present or present continuous? page 141

Communicative
At an art gallery page 185 (instructions page 174)

Song
Ain’t got no – I got life page 220 (instructions page 218)

HOMEWORK

Study Link  Workbook pages 8–9
Lesson plan

In this lesson SS are introduced to simple, defining relative clauses through the context of humorous definitions and a TV game show. The Devil’s Dictionary, written by Ambrose Bierce in the 19th century, gave amusing and cynical definitions of common words. Bierce’s dictionary has inspired numerous Devil’s Dictionary websites on the Internet, which give more up-to-date definitions. The definitions in 1e are taken from these websites, but the definition of a dentist in 1a is from Bierce’s dictionary. SS learn how relative clauses can help them paraphrase. They also learn some other useful phrases that will help them keep going in a conversation when they don’t know the exact word for something. Finally, SS see how a dictionary can help them pronounce new words correctly.

Optional lead-in (books closed)
Play Hangman with the word DICTIONARY. Then do 1a.
If you don’t know how to play Hangman, see American English File 1 Teacher’s Book page 20.

1 READING

a • Books open. Focus on the dictionary definition and tell SS to work in pairs and guess what the missing word is. Tell SS not to call out the answer. Then check.

dentist

- SS will probably realize at this point that the definition is not the kind you would get in a normal dictionary.

b • Tell SS that they are going to read to find out where the dentist definition came from. Give SS a minute to read the text and answer the question.

From the Devil’s Dictionary

c • Give SS two minutes to read the text again and answer the three questions. SS can compare their answers with a partner’s. Check answers.

1 He was an American author and journalist.
2 A kind of doctor who looks after people’s teeth.
3 On the Internet.

- Tell SS to underline any new words in the text and try and guess their meaning from context. Get feedback on any vocabulary problems and deal with them. Drill the pronunciation of any difficult words.

Extra support
If SS have dictionaries with them, they could use them to check meaning and pronunciation of unknown words.

d • Demonstrate the activity by eliciting the first answer from the class (a place where people can keep their money). Put SS into pairs and give them two minutes to think of the remaining definitions. Check answers. Accept any suggestions that define the words well and don’t worry if SS make mistakes with relative pronouns at this point.

Possible answers
a bank – a place where you keep your money
a boring person – someone who is not interesting
the brain – the organ inside your head that you use to think and feel
a movie star – a famous person in movies
a friend – someone you know well and like
a secret – something that only a few people know about and don’t want others to know about

e • Put SS into pairs. Tell them to match the words in d to the definitions. Check answers.

1 a movie star 3 a boring person 5 a bank
2 a secret 4 a friend 6 the brain

2 GRAMMAR defining relative clauses

a • Have SS focus on the definitions in 1e again and look at when the words who, that, and where are used. Check answers.

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

b • Tell SS to go to Grammar Bank 1D on page 126. Go through the rules with the class. Model and drill the example sentences.

Grammar notes
- In conversation, native speakers often use that instead of who, e.g., A waiter is somebody that works in a restaurant.
- The omission of relative pronouns in sentences like This is the book I told you about is presented in American English File 3.

- Focus on the exercises for 1D on page 127. SS do the exercises individually or in pairs. Check answers.
a 1 who / that  3 that  5 who / that
2 that  4 where  6 that
b 1 C  3 A  5 D
2 E  4 F  6 B

c 1 She’s the woman who / that lives next door to me.
   2 That’s the store where I bought my dress.
   3 He’s the actor who / that was in *Friends*.
   4 They’re the children who / that broke my window.
   5 This is the restaurant where they have great pasta.
   6 That’s the switch that controls the air-conditioning.
   7 He’s the teacher who / that teaches my sister.
   8 That’s the room where we have our meetings.

- Tell SS to go back to the main lesson on page 10.
- Give SS a few minutes to decide which three things they are going to talk about and what they are going to say.
- In pairs SS take turns talking about the things they have chosen. Encourage the SS who are listening to ask follow-up questions to get more information.

3 LISTENING

a 1.10

- Focus on the question. Play the recording. SS listen for the rules of the game.

b 1.11

- SS now listen to the rest of the show. Tell them that they have to listen to the presenter’s definitions. They will not hear Adam’s answers, so they have to guess the six words on the card.
- Tell SS you are going to play the recording twice. Explain that the first time you are going to play all the show and SS should try to write down some of the words. Tell SS not to call out the answers. Tell SS that the second time you are going to pause the recording to give SS time to write down each word.
- Play the recording. Play again any definitions that are causing a problem. Don’t check answers yet.

1.11  1.12

(audioscript in Student Book on page 118)

P = *presenter*, A = *Adam*

P OK. You have two minutes to guess what’s on the six cards, starting now! OK, Adam. Card number 1. It’s a person. It’s somebody who works in a restaurant.

A A cook.

P No, no. It’s the person who takes the food from the kitchen to the tables.

A Oh, a (bleep)/(waiter).

P That’s right. Card number 2. It’s a place. It’s a place where you go when you want to buy something.

A A store.

P Yes, but it’s a very big store where you can buy almost anything.

A Is it a (bleep)/(department store)?

P Yes, very good. OK, card number 3. It’s a thing... uh. It’s a thing that you use to talk to people.

A Your mouth?

P No, no. It’s a kind of machine. It’s very small. Nearly everyone has one nowadays.

A (bleep)/(A cell phone!)

P That’s it! Card number 4. It’s an adjective. It’s the opposite of fat.

A Thin?

P It’s like thin, but it means “thin and attractive.”

A (bleep)/(Slim).

P Yes! Number 5. It’s an adjective again. Uh... It’s how you feel when you have a lot of work.

A Worried?

P No, but it’s similar to worried. It’s how you feel when you have a lot of things to do, but you don’t have time to do them.

A Busy?

P No!

A (bleep)/(Stressed)?

P Yes, excellent! And card number 6, the last one. OK. It’s a verb. For example, you do this with the TV.

A Watch?

P No... It’s the thing that you do when you finish watching the TV.

A Uh... go to bed?

P No, you do it to the TV before you go to bed.

A Is it (bleep)/(turn off)?

P Yes!

- SS listen to short extracts from the show, (bold in audioscripts above) and listen to Adam’s answers (in parentheses above). Check answers.
4 VOCABULARY paraphrasing

a • Focus on the question and go through the possible answers a-c, making sure SS understand them.
• Elicit answers and try to get some discussion going about the relative merits of each one.

  a This is clearly the worst option.
  b This can be useful sometimes, e.g., miming an action like throw or bend.
  c This is the best option.

b • Tell SS that they are going to learn some useful expressions to help them explain words they don’t know.
• In pairs, SS try to complete the ten expressions using the words in the box.
• Play the recording for them to listen and check their answers.

  1 It’s somebody who works in a restaurant.
  2 It’s the person who takes the food from the kitchen to the tables.
  3 It’s a place where you go when you want to buy something.
  4 It’s a thing that you use to talk.
  5 It’s a kind of machine.
  6 It’s the opposite of fat.
  7 It’s like thin, but it means “thin and attractive.”
  8 It’s similar to worried.
  9 It’s how you feel when you have a lot of things to do.
  10 For example, you do this with the TV.

  Possible answers
  1 It’s somebody who visits another place on vacation.
  2 It’s a place where you can exercise.
  3 It’s a thing that you use to open or close a door.
  4 It’s how you feel when you have a problem.
  5 You do this when somebody says something that is funny.

Extra challenge

Play What’s the word? Have SS sit in pairs, A facing the board and B with his/her back to the board. Then write the following six words on the board in a circle:

umbrella cousin park
art gallery nurse banana

Tell the A they have one minute to try to define the words to B using It’s a person who, A thing that, etc. B should either say the word quietly or write it down for A to check. The first A to communicate all six words to B is the winner.

Then they change roles. Use these words for B.

policeman bus stop doctor
stamp hotel newspaper

5 SPEAKING

a 1.14

• Focus on the crossword and demonstrate the activity SS are going to do in b. Elicit the meaning of down and across. Teach SS to say What’s 1 across?, What’s 2 down? and play them the definitions of the two missing words in the crossword puzzle.

  1 across: It’s a kind of machine that you have in your house. You can watch the news or movies on it. (television)
  2 down: It’s a job. It’s a person who designs roads and bridges. (engineer)

b • Put SS into pairs, A and B, and have them sit face to face. Tell them to go to Communication 1D Crossword, A on page 108, B on page 112.
• Go through the instructions with SS and make sure they understand what they have to do. If necessary, demonstrate with the first missing word for A.
• When SS have finished, they compare their completed crosswords to make sure they have the same answers.
• Tell SS to go back to the main lesson on page 11.

6 PRONUNCIATION using a dictionary

a • Focus on the dictionary extracts and on the phonetic transcription of busy and guitar. Focus on how the stress mark (‘) shows which syllable is stressed.
• Elicit the pronunciation of the two words and show the correct stress by writing the words on the board with the stressed syllable underlined (busy, guitar).

b • Again, focus attention on the phonetic transcription. Put SS into pairs and give them a couple of minutes to decide how the words are pronounced, using the Sound Bank on page 156 to help them with phonetic symbols. Elicit answers.

Pronunciation notes

• You should make sure that SS have a good dictionary and can use it. Having a good bilingual dictionary is still very important at this level, although you may prefer SS to use a monolingual dictionary.
• It is worth you and SS investing time to learn the example words and symbols in the Sound Bank. This will help SS figure out the pronunciation of words in their dictionary.
• Encourage SS to use their dictionaries to check pronunciation of new words.

Extra photocopiable activities

Grammar
relative clauses page 142
Communicative
What’s the word? page 186 (instructions page 175)

HOMEWORK

Study Link Workbook pages 10–11
Practical English at the Airport

Function
Answering questions at immigration

Language
I'm here for a conference, etc.

Lesson plan
This is the first in a series of eight Practical English lessons that teach SS language to help them survive in travel and social situations. There is a story line, which is a continuation of the story in the Practical English lessons in American English File 1. However, the story line in this book is completely self-standing, and so it is not a problem if your SS did not use American English File 1. These lessons feature two characters, Mark Ryder, an American who works for a music company called MTC, and Allie Gray, his British counterpart. In the first part of the lesson SS meet Mark, who gives a quick summary of how he met Allie and what has happened up to now. He then explains that Allie is about to arrive in San Francisco for a conference, and the other seven episodes all take place there.

Study Link
These lessons are on the American English File 2 Video, which can be used instead of the Class Audio CD for these lessons (see Introduction page 9). The main functional section of each episode (the second section) is also on the MultiROM, with additional activities.

Optional lead-in (books closed)
- Introduce this lesson by giving SS the information above (in L1 if you prefer). If your SS used American English File 1, ask them if they can remember Mark and Allie and elicit as much information about them as you can.

The Story So Far

SS listen to Mark introducing himself and explaining how he and Allie met. Focus on the photos and elicit/explain that they are Mark and Allie, the two main characters in the story. Explain that they met in American English File 1, and that here Mark is going to introduce himself and tell them what has happened up to now.

Focus on the questions. Play the recording once all the way through and tell SS just to listen. Then play it again, pausing if necessary to give SS time to write their answers. Have them compare answers before checking.

Extra challenge
If your SS used American English File 1, tell them to answer questions 1–5 from memory before they listen, and to guess the answer to question 6. SS work in pairs.

1. Mark is American, from California, and Allie is British.
2. They work for MTC, a music company.
3. They met when Mark went to London.
4. They went out for coffee, shopping, and dinner.
5. Yes, very well.
6. He's at the airport in San Francisco waiting for Allie to arrive.

Extra support
If you have time, you could have SS listen to the recording with the audioscript on page 118 so they can see exactly what they understood. Translate/explain any new words or phrases.

At Immigration

Tell SS to cover the conversation with their hands or a piece of paper. Focus on the picture. Ask Who's the woman with blond hair? (Allie.) Where is she? (At immigration.) Does the immigration officer look friendly?

If you think that SS won't cover their books properly, you could get them to close their books at this stage and write the first task on the board.

Extra challenge
Ask SS to predict what questions they think the immigration officer might ask Allie.

- Play the recording once for SS to listen for the answer to the question. Check answers.

She's going to stay for a week.

Now tell SS to uncover the conversation (or open their books). Explain that the YOU HEAR part is what they need to understand, and the YOU SAY part contains the phrases they need to be able to say.
• Give SS a minute to read through the conversation and guess the missing words. Then play the recording again, for them to complete the conversation.
• Go through the conversation line by line with SS and check answers. Point out that purpose = reason but is more formal and often used by officials.

> **CD1 Tracks 17+18**

<table>
<thead>
<tr>
<th>1.16</th>
<th>1.17</th>
</tr>
</thead>
<tbody>
<tr>
<td>I=immigration officer, A=Allie</td>
<td></td>
</tr>
<tr>
<td>I Good evening, ma'am.</td>
<td></td>
</tr>
<tr>
<td>A Good evening. (repeat)</td>
<td></td>
</tr>
<tr>
<td>I Where are you arriving from?</td>
<td></td>
</tr>
<tr>
<td>A From London. (repeat)</td>
<td></td>
</tr>
<tr>
<td>I What's the purpose of your visit?</td>
<td></td>
</tr>
<tr>
<td>A Business. I'm here for a conference. (repeat)</td>
<td></td>
</tr>
<tr>
<td>I How long are you staying in the US?</td>
<td></td>
</tr>
<tr>
<td>A A week. (repeat)</td>
<td></td>
</tr>
<tr>
<td>I Where are you staying?</td>
<td></td>
</tr>
<tr>
<td>A In San Francisco. At the Pacific View Hotel. (repeat)</td>
<td></td>
</tr>
<tr>
<td>I Do you know anybody here?</td>
<td></td>
</tr>
<tr>
<td>A Yes, Mark Ryder. (repeat)</td>
<td></td>
</tr>
<tr>
<td>I Is he family or a friend?</td>
<td></td>
</tr>
<tr>
<td>A He's a colleague -- and a friend. (repeat)</td>
<td></td>
</tr>
<tr>
<td>I Do you have his phone number?</td>
<td></td>
</tr>
<tr>
<td>A Yes, his mobile is 405-655-7182. (repeat)</td>
<td></td>
</tr>
<tr>
<td>I Is this your first visit to the US?</td>
<td></td>
</tr>
<tr>
<td>A Yes, it is. (repeat)</td>
<td></td>
</tr>
<tr>
<td>I Enjoy your stay in San Francisco.</td>
<td></td>
</tr>
<tr>
<td>A Thank you. (repeat)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.18</th>
<th>1.19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extra support</strong></td>
<td></td>
</tr>
<tr>
<td>If there's time, you could have SS listen again with the audioscript on page 119 so they can see exactly what Mark and Allie said, and see how much they understood. Translate/explain any new words/phrases.</td>
<td></td>
</tr>
<tr>
<td><strong>Focus on the USEFUL PHRASES.</strong> Have SS see if they can remember any of the missing words. Play the recording again and check answers.</td>
<td></td>
</tr>
<tr>
<td><strong>Play the recording, pausing after each phrase for SS to repeat. Encourage them to copy the rhythm.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>In a monolingual class have SS decide together what the equivalent phrase would be in their language.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Extra challenge</strong></td>
<td></td>
</tr>
<tr>
<td>Have SS role-play the second conversation in pairs using the audioscript on page 119. Let SS read their parts first and then try to act it from memory.</td>
<td></td>
</tr>
</tbody>
</table>

**SOCIAL ENGLISH** Allie arrives

<table>
<thead>
<tr>
<th>1.18</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Focus on the picture. Ask SS <em>Where is it?</em> (The Arrivals hall.)</td>
</tr>
<tr>
<td>• Focus on the instructions and have SS read the questions. Play the recording at least twice.</td>
</tr>
<tr>
<td>• Check answers.</td>
</tr>
</tbody>
</table>

1 Eleven hours.
2 Because the people next to her had a baby.
3 a 7 p.m. b 3 a.m.
4 To her hotel.
5 In the parking lot.
Lesson plan
This is the first of eight Writing lessons, one at the end of each File, except for File 9. In today's world of e-mail communication, being able to write in English is an important skill for many SS. We suggest that you go through the exercises in class, but assign the actual writing (the last activity) for homework.
In this first lesson SS consolidate the language they have learned in File 1 by writing an informal e-mail about themselves.

- Focus on the e-mail. Ask SS 'Who's it to? Who's it from? Do they know each other and elicit that Daniel and Alessandra are probably Internet penpals.
- Focus on the instructions. Point out that the ten mistakes are underlined. Give SS, in pairs, five minutes to decide whether each mistake is grammar, punctuation, or spelling and correct them.

Extra idea
Tell SS to mark the mistakes G, P, or Sp (= Grammar, Punctuation, Spelling).

- Check answers.

<table>
<thead>
<tr>
<th>italian</th>
<th>P</th>
<th>Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td>have 19 years old</td>
<td>G</td>
<td>am 19 years old</td>
</tr>
<tr>
<td>studing</td>
<td>Sp</td>
<td>studying</td>
</tr>
<tr>
<td>foto</td>
<td>Sp</td>
<td>photo</td>
</tr>
<tr>
<td>greens</td>
<td>G</td>
<td>green</td>
</tr>
<tr>
<td>frienldy</td>
<td>Sp</td>
<td>friendly</td>
</tr>
<tr>
<td>mean</td>
<td>G</td>
<td>means</td>
</tr>
<tr>
<td>dont</td>
<td>P</td>
<td>don't</td>
</tr>
<tr>
<td>becuase</td>
<td>Sp</td>
<td>because</td>
</tr>
<tr>
<td>friday</td>
<td>P</td>
<td>Friday</td>
</tr>
</tbody>
</table>

- Remind SS that countries, nationalities, languages, days of the week, and months all begin with a capital letter in English.

- Focus on the instructions. Set a time limit for SS to read the e-mail again. Then either have SS cover the text and answer the questions in writing, or have them close their books and ask the questions around the class. Check answers.

Extra idea
SS could also ask and answer orally in pairs.

1 From Argentina.
2 Because her grandmother was Italian.
3 In Mendoza.
4 Her parents and two brothers.
5 She's a student. She's studying computer science.
6 Green.
7 No, she's pretty outgoing.
8 Reading and going to the movies.
9 On Friday afternoon.
The File finishes with two pages of review. The first page, What do you remember?, reviews the grammar, vocabulary, and pronunciation. These exercises can be done individually or in pairs, in class or at home, depending on the needs of your SS and the class time available. If SS do them in class, check which SS are still having problems, or any areas which need further review. The second page, What can you do?, presents SS with a series of skills-based challenges. First, there is a reading text (which is of a slightly higher level than those in the File) and two listening exercises. Finally, there is a speaking activity that measures SS’ 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.

Grammar

1 b  1 c  3 a  4 c  5 b  6 a  7 c  8 a  9 c  10 b

Vocabulary

a 1 How  3 mean  4 to  5 Have
b 1 niece (female family member)
  2 shy (personality, not appearance)
  3 generous (positive adjective)
  4 fingers (normally ten, not two)
  5 blond (not a part of the body)
c 1 hardworking  2 post office  3 musician  4 drink
  5 pasta

Pronunciation

a 1 j  2 don’t  3 heart  4 hear  5 give
b relax  university  exercise  stomach  example

Can you understand this text?

a Space invaders D Small children A
  Conversation makers B Nervous fliers C
b 1, 3

c 1 a  2 b  3 b  4 b  5 a

Can you understand these people?

1

A When are you having your party?
B Well, my birthday’s on the 6th. But it’s a Wednesday, so I’m having my party on the 9th.
A Is that Friday?
B No, it’s Saturday.

Can you say this in English?

b 1 do  2 is  3 do  4 Does  5 are
Right place, wrong time

File 2 overview
File 2 focuses on using past tenses. The simple past is reviewed in 2A and the past continuous is presented in 2B. 2C focuses on question formation with or without auxiliaries. 2D consolidates the two main past tenses and presents the conjunctions: so, because, but, and although.

Lesson plan
The simple past (regular and irregular verbs) is reviewed in detail in this lesson through the context of vacations. SS learn new vacation vocabulary, and the pronunciation focus is on -ed endings and irregular verbs.

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

1 VOCABULARY vacations

a • Books open. Focus on the instructions. Give SS a minute to write five things. They compare their list with a partner’s.
   • Elicit some of the verbs SS have used and write them on the board, e.g., swim, sunbathe, go sightseeing.

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

b • Tell SS to go to Vocabulary Bank Vacation on page 147. Focus on the pictures. Give SS two minutes to do 1a in pairs. Check answers and model and drill pronunciation. Make sure SS are clear about the difference between go out (leave the house) and go away (leave your town).

   a 1 go swimming/sailing  6 go for a walk
   2 go abroad  7 go sightseeing
   3 go by car, etc.  8 go out at night
   4 go to the beach  9 go camping
   5 go away for the weekend

• Focus on 1b. Have SS cover the verbs and use the pictures to test themselves or a partner.
• Focus on 2a. SS complete the phrases in pairs. Check answers.

   stay at a hotel/campsite   spend money/time
   take photos  walk in the mountains/
   buy souvenirs  around the town
   sunbathe on the beach  meet friends
   have a good time  rent a car/apartment

• Focus on 2b. Have SS test themselves by covering the verbs and remembering the phrases.

Focus on 3a. Give SS a minute to match the words and pictures. Check answers and model and drill pronunciation. Point out that the words are all adjectives except rain and snow, which are verbs or nouns. Also, remind SS that if we are talking about the weather now, we use the present continuous, e.g., It’s raining/snowing.

   a 1 rain  2 boiling  3 foggy  4 freezing  5 windy
   6 cloudy  7 snow  8 hot  9 sunny  10 cold

• Focus on 3b. Read the example question and answer. Drill the question What was the weather like? Ask SS What was the weather like yesterday?
• Have SS test each other in pairs by pointing at the pictures and asking and answering about the weather in the simple past.

StudyLink SS can find more practice of these phrases on the MultiROM and on the American English File 2 Website.

• Tell SS to go back to the main lesson on page 16.

2 READING

a • Focus on the title of the text and ask SS why they think people might go on vacation to “the right place” (i.e., a beautiful place) but at the wrong time. Elicit ideas, e.g., there was bad weather, a political crisis.
• Focus on the photos. Ask SS what they can see.
• Give SS five minutes to read the three letters and match each one with a photo. Tell them to try to guess new words from the context as they read. Have SS compare ideas and then check answers.

   1 A  2 C  3 B

Extra challenge
Have SS cover the texts and, in pairs, say why the people were in the right place but at the wrong time.

b • Focus on the task and give SS a couple of minutes to complete the sentences. Have SS compare their answers with a partner’s and then check answers.

   1 Kelly  3 Tim  5 Gabriela
   2 Gabriela  4 Kelly  6 Tim

c • Have SS read the three letters again and find the five remaining words. They should write them down and underline the stressed syllable.
• Check answers and model and drill pronunciation. They should be said with strong sentence stress. Point out that as these adjectives already mean very good or very bad, you can’t use them with very, e.g., NOT very fabulous.
Finally ask SS if they’ve ever been on vacation “in the right place but at the wrong time.”

3 GRAMMAR simple past: regular and irregular

- Focus on the verbs and tell SS they are a mixture of regular and irregular verbs. Elicit the first one (was/were) and then give SS a minute to do the others in pairs. Encourage SS to do as many as they can without looking back at the text.
- Check answers and make sure SS know what they mean. Don’t spend too much time on the pronunciation, as SS will be focusing on this later.

Examples:
- be was/were (irregular)
- unbaathe (irregular)
- sunbathed (regular)
- want wanted (regular)
- rented (regular)
- go went (irregular)
- let (irregular)

- Focus on the instructions and tell SS to find and underline more affirmative simple past verbs in the texts. Check answers and then elicit the base forms.

Examples:
- Text 3: broke up – break up, decided – decide, told – tell, looked – look, saw – see, said – say, went – go, had – have, spent – spend

- Tell SS to find and underline two negative simple past verbs. Put SS into pairs. Give them a minute to remember how to make negatives and questions. Check answers.

Examples:
- Possible answers
  - didn’t want
  - didn’t need
  - didn’t smile
  - didn’t tell
  - couldn’t sleep
  - couldn’t escape

- Tell SS to go to Grammar Bank 2A on page 128. Go through the charts and rules with the class. Model and drill the example sentences.

Grammar notes
You may also want to remind SS:
- that irregular forms (went, had, etc.) are only used in (+) sentences. In (?) and (-) the base form is used after did/didn’t.
3 After verbs ending in /t/ or /d/ the pronunciation of -ed is /td/, e.g., hated, decided.
- The difference between 1 and 2 is very small and only occasionally causes communication problems. The most important thing is for SS to be clear about rule 3.

b • Put SS into pairs. Give them a minute to practice saying the verbs in the past. Draw three columns on the board for the sounds.

2.2
- Play the recording for SS to hear the verbs. Then elicit which column they go in and write them on the board.

2.2 CD1 Track 24

<table>
<thead>
<tr>
<th>asked</th>
<th>smiled</th>
<th>hated</th>
</tr>
</thead>
<tbody>
<tr>
<td>hated</td>
<td>stayed</td>
<td>talked</td>
</tr>
<tr>
<td>talked</td>
<td>stayed</td>
<td>needed</td>
</tr>
</tbody>
</table>

/t/  /d/  /td/ asked smiled hated
asked smiled hated
 talked stayed needed

b • Focus on the verbs. Tell SS to say them out loud in pairs to find the ones with a different sound. Check answers and ask for the base forms. Practice the pronunciation.

1 told /tould/ The other verbs are all /o/
2 spoke /spouk/ The other verbs are all /ts/
3 said /sed/ The other verbs are all /et/.

5 LISTENING

a 2.3
• Focus on the photo and ask SS if they know where it is (Ibiza). Focus on the question and the three answer options. Play the recording once. Check answers.

2 Because the place was very noisy.

6 SPEAKING

a • Focus on the questions and elicit what words are missing (did you in all questions except the fifth, where SS have to change be to were you). Drill the complete questions quickly around the class.

b • Put SS into pairs, A and B. Focus on the instructions and give SS time to plan their questions. SS could talk about another vacation they remember well. Or they could talk about a vacation where they were in the right place at the wrong time.
- Ask SS to take turns asking each other their questions.
- As speak and answer BS questions. Monitor and correct.

c • SS change roles.

Extra photocopiable activities
Grammar
simple past: regular and irregular page 143
Communicative
Irregular simple past bingo page 187 (instructions page 175)

HOMEWORK
Study Link Workbook pages 13–14
Lesson plan
In this lesson the past continuous is presented through the context of some famous photos taken by the Scottish photographer Harry Benson. The photos captured three dramatic and historic moments in time. SS then listen to the story behind another famous photo, of two lovers in Paris. The vocabulary focus is on the correct use of the prepositions at, in, and on, both for time (review) and place. The lesson ends with SS telling each other about famous photos and finally talking about their own favorites. This lesson links to Writing 2 page 25, which could be done as a follow-up to this lesson, or can be left until the end of the File.

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

1 GRAMMAR past continuous
a • Books open. Focus on the three photos and tell SS to cover the text. Focus on the questions. Elicit ideas from SS but don’t tell them the answers yet.

b • Focus on the introduction to the text. Tell SS to quickly read it and ask a few comprehension questions, e.g., Who is Harry Benson? (A photographer.) How many years did he work as a photographer? (50 years.) Who did he take photos for? (Newspapers and magazines.)

Now focus on the rest of the text and give SS two minutes to read it and match each paragraph with a photo. Check answers and elicit/explain the meaning of any words they don’t know, e.g., cabinet, staff, scandal, stories, etc.

Elicit/explain:
In 1961 the American president was Richard Nixon. Nixon was a Republican and he was forced to resign after several men broke into the Watergate Hotel, Washington (the Democratic Party’s headquarters), and tried to bug the telephones. The men had been paid by Nixon’s election committee.
The wall in text 2 was the Berlin Wall, which divided East and West Berlin. It was built in 1961 to prevent East Germans escaping from communist rule. It was knocked down in 1989.
The group in text 3 was the Beatles.

Point out the use of picture in paragraph 1 as an alternative to photo or photograph.

c • Put SS into pairs. Focus on the instructions. Have SS read the three paragraphs again and try and memorize the information.

Then have SS cover the text and try to remember as much information as they can about each picture.

Finally, try to elicit from the whole class most or all of the information in the three paragraphs.

d • Focus on the highlighted verbs in the first paragraph. Elicit/explain that I took this picture is the simple past and He was saying goodbye, were standing, were feeling are the past continuous (i.e., the past version of the present continuous). Elicit that the simple past is used to talk about a finished action, i.e., taking the photo, and that the past continuous is used to describe what was happening when the photo was taken.

Extra idea
Write on the board:
1 When my friend arrived, we had dinner.
2 When my friend arrived, we were having dinner.
Ask SS what the difference is, and elicit that in 1 we had dinner after my friend arrived, but in 2 we were in the middle of dinner when my friend arrived. You could draw a time line on the board to illustrate this.

e • Tell SS to go to Grammar Bank 2B on page 128. Go through the charts and rules with the class. Model and drill the example sentences.

Grammar notes
• If SS have an equivalent of this tense in their L1, then it doesn’t normally cause problems. If they don’t, it’s important to make the use very clear (see Extra idea above).

• We often use the past continuous at the beginning of a story to set the scene and to say what was happening, e.g., On April 1st I was staying with some friends in the country. It was a sunny day and we were sitting outside. Very often these “actions in progress” (past continuous) are “interrupted” by a short, completed action (simple past), e.g., Suddenly my cell phone rang. It was a woman. She said she was a journalist.

• Point out the similarity in form with the present continuous. It is identical except for using was/were instead of am/is/are.

• Focus on the exercises for 2B on page 129. SS do the exercises individually or in pairs. Check answers.

| a | 1 | was working | 5 | wasn’t listening |
|   | 2 | were waiting | 6 | was driving |
|   | 3 | Was... wearing | 7 | wasn’t raining |
|   | 4 | were... doing |
|   | b | 1 | broke, was playing | 4 | didn’t see, was working |
|   | 2 | Were... driving, stopped | 5 | called, was talking |
|   | 3 | was snowing, left |

• Tell SS to go back to the main lesson on page 19.
2 READING & LISTENING

a • Focus on the photo on page 19 and ask SS if they’ve ever seen it and where it is (Paris). Discuss the questions with the whole class and elicit answers/ideas. Write their ideas on the board but do not give them the answers at this stage.

b • Have SS read the text about the photo and check their answers to a.
• Discuss the other two questions with the whole class then go through the text again and explain/translate any new words that are causing problems, e.g., each other, balcony, luckily, everywhere, etc.

c • Now tell SS that they are going to hear Marinette and Henri, the two people in the photo as they are today, talking about their photo.
• Play the recording once. Ask SS What do they do now? (They work in a café.) Are they still together? (Yes, they’re married.) Are they still in love? (Marinette says “It’s difficult to stay in love when you see your husband every day at home and work, too.”)

Extra support
If you have time, you could have SS listen to the recording with the audioscript on page 19 so they can see exactly what they understood. Translate/explain any new words or phrases.

3 VOCABULARY at, in, on

a • Focus on the sentences and tell SS to complete them in pairs without looking back at any of the texts. Check answers.

1 on 2 in, in 3 on, in 4 at 5 at, at

b • Tell SS to go to Vocabulary Bank Prepositions on page 148 and do 1 at / in / on. Although it will only take them a minute to do the exercise, tell them to read the rules carefully.
• Check answers and go through the examples. Remind SS that we don’t use an article with at home, at work, at school.

in, on, at

With stores and buildings, e.g., the supermarket, the theater, you can use at or in when you answer the question Where were you? With airport and station we normally use at.
• Focus on b. Have SS close their books and test them around the class, saying a word, e.g., home, for SS to say the preposition at.
• Then put SS into pairs. A and B. A (book open) tests B (book closed) for two minutes. Then they change roles. Allow at least five minutes for SS to test each other.
• Tell SS to go back to the main lesson on page 19.

4 PRONUNCIATION /ə/ and /ɔr/

a • Focus on the sound pictures. Elicit the words and write computer and bird on the board. Ask SS Where’s the stress in computer? and underline it (computer). Remind SS that the other two syllables have the /ə/ sound. Play the recording and have them repeat the words and sounds a few times.

CD1 Track 27
computer /ə/ bird /ɔr/

b • Focus on the instructions. Then play the recording for SS to underline the stressed syllable. Check answers.

CD1 Track 28
about exhibition photographer together

balcony October

about exhibition photographer together

balcony October

c • Now focus on the pink letters, which represent the /ə/ and /ɔr/ sounds. Have SS listen and repeat the words.
Pronunciation notes

- /a/ is the most common sound in English.
- /a/ can be spelled by any vowel. It usually occurs in unstressed syllables (never stressed ones).
- -er at the end of a word is always pronounced /ər/, e.g., teacher, better, etc.

**d** 2.7

Go through the conversation with SS. Then play the recording, stopping after each sentence for SS to repeat. Have SS practice the conversation in pairs. Monitor to make sure the rhythm is correct.

CD1 Track 29

2.7

A Where were you at six o’clock in the evening?
B I was at work.
A What were you doing?
B I was having a meeting with the boss.

**e** Focus on the questions and the times. Have SS ask you the questions for the first two times. Then they ask and answer in pairs. Monitor, helping them with the rhythm and correcting any misuse of in, at or on.

**Study Link** SS can find more practice of the /a/ and /ər/ sounds on the MultiROM and on the American English File 2 Website.

**5 SPEAKING**

**a** Put SS into pairs, A and B, and get them to sit face to face if possible. Tell them to go to Communication 2B Famous photos, A on page 109, B on page 113, where they will see a famous photo and read the story about how it was taken.

Focus on a. Go through the instructions. Tell As to look at The Eiffel Tower painter and Bs to look at Leaving for Newfoundland and to read the text. Encourage SS to highlight important information, e.g., names, dates, places, etc., to help them to remember. They should read their text at least twice. Give them plenty of time to do this.

Focus on b. Tell As to talk about their photo and, from memory, to tell Bs as much about the picture as possible.

Focus on c. SS change roles. While they are telling each other about their photos, monitor and help.

Tell SS to go back to the main lesson on page 19.

**Extra support**

A weak student could simply read his/her texts aloud to the other student.

**b** Focus on the questions. Demonstrate the activity by having SS ask you the questions. Encourage them to ask follow-up questions. Then have SS ask and answer in pairs or small groups.

Get feedback from a few pairs/groups.

**Extra idea**

You could ask SS to bring one or two favorite photos to the next class to show other SS and talk about them.

**Extra photocopiable activities**

**Grammar**

Simple past or past continuous? page 144

**Communicative**

It was a cold, dark night page 188 (instructions page 173)

**HOMEWORK**

**Study Link** Workbook pages 15–16
Lesson plan

In this lesson, SS learn to use questions without auxiliaries ("Who wrote this song?", etc.) and contrast them with questions with auxiliaries ("When did he write it?"). They first review the meaning of the different question words in the context of a pop music quiz, and focus on the pronunciation of Wh (/w/ or /h/). The lesson ends with a newspaper article that claims that Yoko Ono played an important part in writing the song *Imagine*, by John Lennon, and the lesson ends with this song.

**Optional lead-in (books closed)**

Put SS into pairs and give them two minutes to brainstorm different types of music (e.g., *pop, rock, classical, etc.*). Elicit responses from SS and write their ideas on the board. Ask the class for an example singer/band for each music type.

**1 VOCABULARY & SPEAKING**

- **a** Books open. Focus on the questions and check SS understand *band* (= music group). Put SS in pairs or groups to talk about their musical tastes.
- **b** Focus on the quiz. Point out that the people in the photos are not necessarily the answers to the quiz.
- **c** Tell SS to go to Grammar Bank 2C on page 128. Go through the charts and rules. Model and drill the examples.

**Grammar notes**

- SS will already have met questions without auxiliaries, e.g., *Who knows the answer?*, etc., but until now this type of question has not been focused on.
- **Point out that:**
  - the vast majority of questions in the past and present follow the order: question word, auxiliary verb, subject, base form.
  - the only question words that can be the subject of a question, and may not need an auxiliary verb, are: *Where?*, *Which*, *Who?*, *What?*, etc., *What happened?* *How many/much?*, e.g., *How many students came?*

**2 GRAMMAR questions with and without auxiliaries**

- **Focus on the exercises for 2C on page 129. SS do the exercises individually or in pairs. Check answers, then put SS in pairs to answer the questions in b.**

---

**1**

- **did...stay**
- **sang**

**b** Focus on the questions and give SS a minute to think about them. Then elicit answers from the class.

- **1** In question 1 the verb has the auxiliary *did* + the base form *(of stay)*. In question 2 the verb is in the *simple past* *(sang)* and there is no auxiliary *did*.
- **2** The subject is *The Beatles*.
- **3** The subject is *Who*.

- **Ask SS which question follows the order “question word, auxiliary verb, subject, base form” and elicit that it’s question 1. Point out that when the question word *(usually who or which)* is the subject, that word order does not apply because the question word and the subject are the same.

- **Tell SS to go back to the main lesson on page 21.**
3 PRONUNCIATION /w/ and /h/

a. Focus on the sound pictures and elicit the words and sounds: witch /w/, house /h/.

b. Focus on the words in the box and give SS two minutes to put them in the right column.

c. 2.8

- Play the recording to check answers. Then give SS time to practice saying the words in pairs.

<table>
<thead>
<tr>
<th>2.8</th>
<th>word</th>
<th>when</th>
<th>where</th>
<th>which</th>
<th>why</th>
</tr>
</thead>
<tbody>
<tr>
<td>how</td>
<td>who</td>
<td>whose</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

/ w/ what, when, where, which, why
/ h/ how, who, whose

d. Tell SS to go to Sound Bank on page 159 and look at the typical spellings for the /w/ and /h/ sounds.

Pronunciation notes

- Point out that practically all words that begin with h are pronounced /h/. There are very few exceptions and the only ones SS will meet in this book are hour and honest. The only other consonant combination that is pronounced /h/ is wh, and again there are very few words. SS need to know who, whose, and whole.

- w (+ vowel) at the beginning of a word is always pronounced /w/. Wh is usually pronounced /w/ except for the exceptions above. Wr is pronounced /r/.

Study Link: SS can find more practice of English sounds on the MultiROM and on the American English File 2 Website.

e. 2.9

- Focus on the instructions. Play the recording once the whole way through and tell SS just to listen. Then play it again, pausing after each question for SS to write. Check answers.

1. What happened to that band?
2. When did they stop playing?
3. Who wrote their songs?
4. How many albums did they sell?
5. Why did they break up?
6. What's the song about?

- Play the recording again for SS to copy the rhythm.

Extra challenge

Have SS underline the stressed words before they listen again and repeat (see audioscript 2.9 above).

4 SPEAKING

- Put SS in pairs, A and B, and get them to sit face to face if possible. Tell them to go to Communication 2C Music quiz, A page 109, B page 113.

- Focus on the instructions in a and make sure SS are clear what they have to do. Monitor and make sure they form the questions correctly.

- Focus on b. Tell A to ask their questions first. Point out that they should give the three answer choices each time. SS change roles. See who got the most right answers.

Tell SS to go back to the main lesson on page 21.

Extra idea

You could end by having SS, in pairs, each write two pop music quiz questions of their own.

5 READING

a. Focus on the photo and ask who the people are. (John Lennon and Yoko Ono.) Ask SS if they know anything about them.

- Give SS three minutes to read the text and mark the sentences. Check answers.

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

b. Go through the instructions and make sure SS understand that they have to number the events in chronological order. Check answers.

| 1T | 2T | 3F | 4F | 5G | 6H | 7E | 8F |

6 SONG 🎵 Imagine (2.10)

- If you want to do this song in class, use the photocopyable activity on page 221.

Imagine

Imagine there's no heaven, it's easy if you try,
No hell below us, above us only sky,
Imagine all the people living for today...

Imagine there's no countries, it isn't hard to do,
Nothing to kill or die for, and no religion too,
Imagine all the people living in peace...

You may say I'm a dreamer,
But I'm not the only one,
I hope someday you'll join us,
And the world will be as one.

Imagine no possessions, I wonder if you can,
No need for greed or hunger, a brotherhood of man,
Imagine all the people sharing all the world...

You may say I'm a dreamer,
But I'm not the only one,
I hope someday you'll join us,
And the world will live as one.

Extra photocopyable activities

Grammar

questions with and without auxiliaries page 145

Communicative

Make your own quiz page 189 (instructions page 175)

Song

Imagine page 221 (instructions page 218)

HOMEWORK

Study Link Workbook pages 17–18
One October evening

Lesson plan
In this lesson SS review the simple past and continuous, and past questions. They also learn to use so, because, but, and although. The context is a short story with a twist. SS also expand their knowledge of verb phrases, and work on the different pronunciations of the letter a. Finally SS retell the short story from pictures.

Optional lead-in (books closed)
Write on the board YELLOW SUBMARINE and ask SS what it is (a Beatles song). Then give them two minutes in pairs to see if they can think of other pop songs with a color in the title. Write the titles on the board, and for each one ask who sang it.

Some examples
True Blue, Madonna; Yellow, Coldplay; Lady in Red, Chris de Burgh; Purple Haze, Jimi Hendrix; Brown Sugar, The Rolling Stones; White Flag, Dido; Blue Suede Shoes, Elvis Presley

1 READING
a  2.11
• Books open. Focus on the text and tell SS that they are going to read a story, but that first they have to put it in order. Tell them that the end of the story is on the CD, so the last paragraph here is not the end of the story.
• Give SS five minutes to read the paragraphs. Then put SS into pairs to discuss the order. Play the recording for SS to check answers.

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

2.11
Hannah met Jamie last summer. It was Hannah's twenty-first birthday, and she and her friends went to a club. They wanted to dance, but they didn't like the music, so Hannah went to speak to the DJ. "This music is awful," she said. "Could you play something else?" The DJ looked at her and said, "Don't worry, I have the perfect song for you."

Two minutes later he said, "The next song is by Coldplay. It's called Yellow, and it's for a beautiful girl who's dancing over there." Hannah knew that the song was for her because she was wearing a yellow dress. When Hannah and her friends left the club, the DJ was waiting at the door. "Hi, I'm Jamie," he said to Hannah. "Can I see you again?" So Hannah gave him her phone number.

The next day Jamie called Hannah and invited her to dinner. He took her to a very romantic restaurant, and they talked all evening. After that Jamie and Hannah saw each other every day. Every evening when Hannah finished work, they met at 5:30 in a coffee shop on Bridge Street. They were madly in love.

One evening in October, Hannah was at work. As usual, she was going to meet Jamie at 5:30. It was dark and it was raining. She looked at her watch. It was 5:20! She was going to be late! She ran to her car right away and got in. At 5:25 she was driving along Bridge Street. She was going very fast because she was in a hurry.

Suddenly, a man ran across the street. He was wearing a dark coat, so Hannah didn't see him until it was too late. Although she tried to stop, she hit the man. Hannah panicked. She didn't stop, and she drove to the coffee shop as fast as she could. But when she arrived, Jamie wasn't there. She called him, but his cell phone was turned off, so she waited for ten minutes and then went home.

Two hours later a police car arrived at Hannah's house. A policewoman knocked at the door. "Good evening, ma'am," she said. "Are you Hannah Davis? I'd like to speak to you. Can I come in?"

b  Tell SS to read the story again in the right order and answer questions 1–12. They can answer orally in pairs, or in writing. Check answers.

Extra challenge
Have SS answer the questions in pairs before they read the story again. They then reread the story to check.

1 Last summer.
2 Because she didn't like the music.
3 Because Hannah was wearing a yellow dress.
4 Jamie was waiting at the door and asked to see Hannah again.
5 They went to a romantic restaurant.
6 To a coffee shop on Bridge Street.
7 It was dark and raining.
8 Because she was in a hurry.
9 Because he was wearing a dark coat.
10 She drove to the coffee shop and then she went home.
11 No, he wasn't.
12 A policewoman came to Hannah's house.

• Now tell SS to underline any new words or expressions in the text and try to guess their meaning from context. Explain/translate any they can't guess. Tell them they will hear the end of the story later.

2 GRAMMAR  so, because, but, although
a  Focus on the four sentences. Tell SS not to look back at the story, but to try and complete the sentences from memory. Check answers and elicit/explain the meaning of the missing words or ask SS how to say them in their L1. Model and drill the pronunciation of so, because, and although. Write them on the board and underline the stressed syllable, or write them phonetically (/soʊ/, /'bɪˈkɜːz/, and /əlˈðəʊ/).

b  Tell SS to go to Grammar Bank 2D on page 128. Go through the rules and model and drill the examples.
Grammar notes
- We usually put a comma before so, although, and but, e.g., She was tired, so she went to bed.
- SS may also ask you about though, which is a colloquial, abbreviated form of although. Though is not usually used at the beginning of a sentence. It is probably best at this level if SS just learn although.
- So has another completely different meaning, which is to intensify adjectives, e.g., He was so tired that he went to bed at 9:00. You may want to point out this meaning too in case SS get confused.
- Now focus on the exercises for 2D on page 129. SS do the exercises individually or in pairs. Check answers.
- Put SS into pairs. Give them a few minutes to put the other words in the correct columns. Encourage SS to say the words out loud. Play the recording for them to check answers.
- Tell SS to go back to the main lesson on page 23.

3 VOCABULARY verb phrases
- Focus on the two circles and the example. Tell SS that by combining a verb from 1 with a phrase from 2, they will make verb phrases from the story.
- Put SS into pairs and give them a few minutes to match the verbs and phrases. Tell them that sometimes two verbs may be possible with a phrase. Check answers. Point out the silent k in knock.
- Have SS test themselves by covering circle 1 and remembering the verbs for each phrase.

4 PRONUNCIATION the letter a
- This exercise focuses on the four most common sounds produced by the letter a, and will help SS recognize common combinations and sounds.
- Focus on the sentence from the story in the box and read it aloud. Ask SS how the as are pronounced in Hannah (/æ/) and in Jamie (/øj/).
- Focus on the sound pictures and elicit the words and sounds: cat (/æ/), train /øj/, saw /s/, computer /ə/. Play the recording for SS to repeat.
- Now focus on the words in the box and ask SS which column the first word (again) should go in. Elicit that it is column 4 (computer).

Pronunciation notes
- a between consonants is often pronounced /æ/, e.g., black, sad, fat.
- ar is usually pronounced /ær/, e.g., far, garden.
- a + or w is pronounced /ɒ/, e.g., ball, awful.
- a + consonant + e is usually pronounced /eɪ/, e.g., same, cake (exception: have).
- ai and ay are usually pronounced /eɪ/, e.g., day, rain.
- a in an unstressed syllable is usually pronounced /ə/, e.g., about.

Study Link SS can find more practice of English sounds on the MultiROM and on the American English File 2 Website.

5 SPEAKING
- Retell a story gives SS the opportunity for some extended oral practice, and in this case to recycle the tenses and connectors they have been studying.
- Focus on the pictures and tell SS they are going to retell the story of Hannah and Jamie. Give them a few minutes to reread the story on page 22.
- Put SS into pairs, A and B. Have A cover the text and focus on the pictures. Tell them to tell as much of the story as they can for pictures 1, 2, and 3 while B looks at the story on page 22 to prompt/correct. They then change roles for pictures 4, 5, and 6.

6 LISTENING
- This listening lets SS hear what happens at the end of the story and also gives them practice in deciphering whole phrases when the individual words have been run together.
- If you are doing this activity on a different day to when you did the first part of the Hannah/Jamie story, you should have SS quickly read the story on page 22 again (they could listen to the recording at the same time). Or you could elicit the story from the class using the pictures on page 23 as a memory aid.
Tell SS they are now going to hear the end of the story. First focus on the information box. Remind SS that we often link words together when we speak fast, and that sometimes three words sound like one, e.g., a lot of, not at all, etc.

- Focus on the six sentences and give SS a few seconds to read them (but don’t ask them to guess what the missing words are).
- Play the recording once the whole way through for them to listen. Then play it again, pausing after each sentence for SS to write the missing words. Give them time to compare their answers in pairs and then check answers.

2.14 CD1 Track 36
1 A policewoman knocked at the door.
2 Can I come in?
3 Well, I’m afraid I have some bad news for you.
4 It was a woman in a white car.
5 The police are looking for her.
6 Did you know your front light is broken?

2.15

Focus on the instructions. Explain to SS that they are going to hear the end of the story in short sections.

- Focus on question 1 and then play the recording until the first pause, signaled by a few notes of music. Elicit ideas from the class, but don’t tell them if they are right or wrong to help build suspense. Then play the recording up to the next pause.
- Continue focusing on each question and then playing the recording to the pause. Getting SS to predict what’s going to happen or has happened.
- When you get to the end of the story, have SS tell you what had happened. They will probably have already guessed that Hannah ran Jamie over.

2.15 CD1 Track 37
(audioscript in Student Book on page 119)
Two hours later a police car arrived at Hannah’s house. A policewoman knocked at the door. "Good evening, ma’am," she said. "Are you Hannah Davis? I’d like to speak to you. Can I come in?"

The policewoman came in and sat down on the sofa.

"Are you a friend of Jamie Dixon?" she said.
"Yes," said Hannah.
"I understand you were going to meet him this evening."
"Yes, at 5:30, at a coffee shop. But he didn’t come, so I didn’t see him."
"Well, I’m afraid I have some bad news for you," said the policewoman.
"What? What happened?"

"Jamie had an accident this evening."
"Oh no! What kind of accident?"
"He was crossing the street and a car hit him."
"Is he... Is he...OK?"

"Well, he’s going to be in the hospital for a long time."
"Oh no."
"But don’t worry, he’s going to be OK."
"When did this happen?"

This evening at 5:25. He was crossing the street on Bridge Street."
"And the driver of the car?"
"She didn’t stop."
"‘Sh?’"
"Yes, it was a woman in a white car. The police are looking for her."
"Can I go to the hospital to see Jamie?"
"Yes, I can take you there now."
"I’ll get my coat. OK I’m ready."
"Is that your car, ma’am? The white one over there?"

"Yes, it is."
"Can I have a look at it? Did you know your front light is broken?"
"No, I didn’t."
"What exactly were you doing at 5:25 this evening, ma’am?"

Extra activities

- Have SS close their books and listen to the end of the story without pausing.

Extra photocopiable activities

Grammar
so, because but, although page 146
Communicative
Finish the sentences page 190 (instructions page 176)

Homework

Study Link Workbook page 19-20
Review Checking into a hotel
Function Calling reception
Language The air-conditioning isn't working. Could I have a tuna sandwich?

Lesson plan
In this lesson SS review the language for checking into a hotel and learn expressions for calling reception if they have a problem with their room or to order from room service. In Social English Mark and Allie are chatting before the conference starts, and a friend of Mark's, Brad, comes and introduces himself. He seems very interested in meeting Allie.

Study Link These lessons are on the American English File 2 Video, which can be used instead of the Class Audio CD for these lessons (see Introduction page 9). The main functional section of each episode (the second section) is also on the MultiROM, with additional activities.

Optional lead-in (books closed)
Review what happened in the previous episode by eliciting the story from SS, e.g., Where was Mark in the last episode? (At the airport.) What was he doing there? (He was waiting for Allie.), etc.

CHECKING IN

Focus on the photo and ask What's happening? (The receptionist is giving Allie her room key.)

Focus on the questions. Play the recording once all the way through and tell SS just to listen. Then play it again, pausing if necessary to give SS time to write. Get them to compare their answers before checking answers.

1 Ms. Gray 2 six nights 3 419
4 From seven to nine 5 The 6th.

Remind SS of the difference between Mrs. /miz/ (= a married woman) and Ms. /miz/ or /mez/ (= we don't know if the woman is married or not).

Point out that Allie asks Where's the lift? (lift = British English), but the receptionist answers The elevators are ... (elevator = American English). Focus on the information box.

For the room number you can say four nineteen (as the receptionist does here) or four one nine (as Allie does later).

Extra support
If you have time, you could have SS listen to the recording with the audioscript on page 119 so they can see exactly what they understood. Translate/explain any new words or phrases.

Elicit the phrases Allie uses to check in, e.g., Good evening. I have a reservation. What time is breakfast?, etc.

CALLING RECEPTION

Tell SS to cover the conversation. Focus on the picture. Ask What's Allie doing? (She's on the phone.) Where is she? (In her room.) Who do you think she's calling, etc.

If you think that SS won't cover the conversation, you could have them close their books at this stage and write the first task on the board.

Focus on the questions. Play the recording once. Check answers.

She calls reception because she has a problem with the air-conditioning.

She also calls room service because she wants a sandwich.

Now tell SS to uncover the conversation (or open their books). Explain that the YOU HEAR part is what they need to understand, and the YOU SAY part contains the phrases they need to be able to say.

Give SS a minute to read through the conversation and guess the missing words. Then play the recording again for them to complete the conversation.

Go through the conversation line by line with SS and check answers. Remind them that:

-I'll = I will (they will study this in the next File)
-mayo = mayonnaise.

Extra support
If you have time, you could have SS listen to the recording with the audioscript on page 119 so they can see exactly what they understood. Translate/explain any new words or phrases.
M Room service. Can I help you?
A Hello. This is room 419. Can I have a tuna sandwich, please? (repeat)
M Whole wheat or white bread?
A Whole wheat, please. (repeat)
M With or without mayo?
A Without. (repeat)
M With French fries or salad?
A Salad, please. (repeat)
M Anything to drink?
A Yes, a Diet Coke®. (repeat)
M With ice and lemon?
A Just ice. (repeat)
M It'll be there in five minutes, ma'am.
A Thank you. (repeat)

Extra support
Now focus on the YOU SAY phrases. Tell SS they're going to hear the conversation again. They repeat the YOU SAY phrases when they hear the beep. Encourage them to copy the rhythm.

Play the recording, pausing if necessary for SS to repeat the phrases.

Put SS into pairs, A and B. A is the receptionist and room service. B is Allie. Tell B to close his/her book and try to remember the phrases. Then A and B change roles.

Extra support
Let SS practice the conversation first in pairs, both with books open.

SOCIAL ENGLISH coffee before the conference
Focus on the picture. Ask SS Where is it? (in the hotel café) and elicit who the other man in the photo might be.
Focus on the instructions and have SS read the true/false sentences. Elicit that Brad in 4 is the other man in the photo. Play the recording at least twice.
Check answers and elicit why the F ones are false.

1. F (tomorrow night) 2. F (on Wednesday) 3. T 4. T (the Los Angeles office)

Extra challenge
Have SS role-play the conversation between Mark, Allie, and Brad using the audioclip on page 119. Let SS read their parts first and then try to act it out from memory.

Extra photocopiable activities
Grammar
so, because but, although page 146
Communicative
Finish the sentences page 190 (instructions page 176)

HOMEWORK
Study Link Workbook page 21
Lesson plan
This second writing task links to the topic in lesson 2B. The writing consolidates the use of the simple past and continuous and reviews in, at, on. If you want to do both the preparation and the writing in class, you may want to ask SS to bring in a favorite photo at the end of their previous class.

a • Tell SS to cover the text and look at the photo. Ask What’s the man doing? Where do you think he is? Tell SS to quickly read the text to find out if their guesses were right. Discuss as a class.
• Focus on the questions. Give SS a few minutes to match them to the paragraphs. Check answers.

What was happening when you took the photo? 3
Where do you keep it? Why do you like it? 5
What’s your favorite photo? 1
Who took it? When? Where? 2
Tell me more about who or what is in the photo 4

b • Focus on the instructions. Set a time limit for SS to complete the text. Check answers.

2 on 3 in 4 on 5 on 6 on 7 at 8 in

Extra idea
Have SS cover the text and look at the photo and questions. In pairs they try to answer the questions from memory.

• Focus on the Information box and go over the information. Ask SS where the writer of the article keeps his photo, and elicit on the wall. Ask SS where they keep a favorite photo to elicit answers using the different prepositions.

Write about a favorite photo
Either give SS at least 15 minutes to write the text in class, following the instructions, or assign it as homework. Ask SS to attach a copy of the photo if they can.

This task would be best done for homework when SS have had time to choose a photo. Alternatively, you could ask them to choose a favorite photo before you do this lesson and have SS bring it to class for this lesson. If SS do the writing in class, have them exchange their texts with another student to read and check for mistakes before you collect them.

Grammar
1 b 2 c 3 c 4 a 5 b 6 b 7 c 8 b 9 b 10 b

Vocabulary
a 1 take 2 go 3 stay 4 spend 5 have
b 1 at 2 on 3 in 4 on 5 at
c 1 When 2 Who 3 How many 4 What 5 Which

Pronunciation
a 1 forgot 2 found 3 choose 4 when 5 argue
b incredible horrible photographer suddenly although

Can you understand this text?
1 1 T 2 T 3 T 4 F 5 D 6 T 7 F 8 F

Can you understand these people?

2.21 CDI Track 43
1 A Where did you go on vacation last summer?
   B Well, we had plans to go to Peru for a month. But then I got a new job, and we couldn’t go.
   A Oh, that’s too bad.
   B But then we went to Mexico for a few days in November — that was really nice. And we’re going to go to Hawaii in January.

2 A Did you have good weather in Toronto?
   B Well, it was good for December. It was cold but sunny.
   A Did it snow?
   B No, it didn’t. It was dry.

3 A Where did you take this photo of Denzel Washington?
   B It was in New York. I was going into the hotel, and I saw him coming down the stairs. There were a lot of reporters waiting in the lobby. Everybody was shouting. So I went outside, and I waited until he was getting into his car.

4 A What’s your favorite photo?
   B This one, I think. I really like this photo because it’s not the usual way you see a top model. She was waiting with the other models for the fashion show to begin. The other models were all talking, but she was just quietly reading a book.
   A It’s a great photo.
They made what we all thought was their last album in 2003, and they did a world tour the same year. Everybody said that that was the end, but suddenly they made another album – their last one – the following year.

2.22 CD1 Track 44

A Anna, tell Jane what happened to you that time.
B Well, I was driving home from work. It was a Friday evening, about five thirty. It was winter and the weather was horrible – it was pouring rain. I live in the country and to get to my house you have to go down a road where there are a lot of trees and very little traffic. Suddenly, I saw a car stopped in the middle of the road and there was a man standing there waving his arms. He wanted me to stop.
C So did you stop?
B I didn’t know what to do, but finally I stopped and got out of my car and said, “What’s the problem?” Then suddenly another man ran out from behind a tree and got into my car and drove away.
C Oh no!
B Yes. And then the first man got back into his car and drove away, too! So I was just left standing there in the rain with no car.
C What did you do?
B Luckily, I had my cell phone, and I called my friend Mark, and he came and found me.

CAN YOU SAY THIS IN ENGLISH?

b 1 F  2 T  3 T  4 F  5 F
Where are you going?

File 3 overview
The focus of File 3 is future tenses. In the first three lessons SS review going to, learn the future use of the present continuous and the use of will/won’t to make predictions, promises, and instant decisions. The final lesson reviews present, past, and future tenses and consolidates Files 1–3.

Lesson plan
In this lesson SS review going to, which they learned in Level 1 to talk about plans and predictions, and also learn a new use of the present continuous: to talk about fixed plans and arrangements. The context is a reading and listening text based on interviews with people arriving in the US at Kennedy airport in New York City. Three visitors are questioned about their plans and arrangements, and each has a story to tell. In Vocabulary SS are introduced to some common phrasal verbs (look for, look after, and look forward to). (Phrasal verbs are focused on in detail in lesson 8C.) The pronunciation focus is on stress in questions.

Optional lead-in (books closed)
Write AIRPORT on the board. Put SS into pairs and give them two minutes to think of five things people do at an airport, e.g., catch a plane, leave, arrive, meet somebody, check in, board, fly, etc. Elicit answers and write some of their suggestions on the board. Then do exercise 1a.

1 READING
a • Books open. Focus attention on the questions and elicit answers from the class.

b • Now focus on the article and the photos. Read the introduction aloud (or have a student read it) and establish that these are interviews with passengers arriving at the airport.

• Give SS two minutes to read the whole article and match A–I with blanks 1–9. Tell SS not to write the questions in the text until they have checked the answers. Have SS compare their answers with a partner’s and then check answers.

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

c • Have SS read the text again and complete sentences 2–6 with the correct initial letter.

2 M 3 J 4 K 5 J 6 M

Extra support
To check comprehension, ask some more questions about each text, e.g.,
What kind of job does Marina want? Why does she want to improve her English? Why does she want to find a job quickly?

2 GRAMMAR going to, present continuous
a • In pairs, SS cover the text and together try to remember three of Marina’s plans and three of Jonathan’s plans. Have them say their sentences orally and write them down. Write SS’ sentences on the board.

Possible answers
Marina
She’s going to look for a job (maybe as an au pair).
She’s going to improve her English.
She’s going to stay for six months or a year.
She’s going to stay with a friend.

Jonathan
He’s going to see his father.
He’s going to go to his father’s birthday party.
He’s going to stay for a month.
He’s going to see all his family and friends.

b • Now SS focus on using the present continuous with a future use to talk about plans and arrangements.

• Focus on the interview with Maki and Koji. Tell SS to focus on the first question Where are you staying in New York? and the answer. Elicit from SS that they are in the present continuous. Then give SS a minute or so to highlight six more examples. Check answers. Ask SS if the sentences refer to the present or the future (SS will see from the context that they refer to the future).

What are you planning to do?
Tomorrow we’re taking a bus tour of the city.
In the evening we’re seeing a Broadway show.
On Tuesday we’re going to a baseball game at Yankee Stadium.
On Wednesday we’re flying to Boston.
When are you leaving?
We’re going to Toronto next.

• Explain briefly that the present continuous has two main uses:
  1 To talk about actions happening now (e.g., It’s raining). SS reviewed this use in lesson 1C.
  2 To talk about future actions (I’m leaving tomorrow).
c • Tell SS to go to Grammar Bank 3A on page 130. Go through the charts and rules with the class. Model and drill the example sentences.

Grammar notes

- Going to is reviewed here with its two main uses: plans (I'm going to stay for six months.) and predictions (It's going to be a big surprise for him.)
- SS already know how to use the present continuous to talk about things happening now, but may find this future use (What are you doing this evening?) a little strange. They may find it more natural to use the simple present for this.
- Typical mistake: What do you do this evening? I go to the movies.

A going to but NOT the present continuous is used for predictions, e.g., I'm sure you're going to find a job.

B NOT I'm sure you're finding a job.

- Focus on the exercises for 3A on page 131. SS do the exercises individually or in pairs. Check answers, having SS read the complete sentences.

a 1 I'm not going to pass.
2 Is ... going to buy
3 are going to be
4 aren't going to go, are going to stay
5 are ... going to get married
6 is going to snow

b 1 do you do
2 raining
3 yes
4 I meet
5 yes
6 being late
7 yes

c • Tell SS to go back to the main lesson on page 29.

3 LISTENING

a 3.1

- Now SS hear what happened to Marina, the woman from Brazil who arrived in the US at the beginning of the lesson. You could ask SS if they think things went well or badly for Marina.
- Focus on the task and quickly go through sentences 1–8 and make sure SS understand them.
- Play the recording once and SS mark the sentences T or F. Play the recording again and have SS check their answers with a partner's. Check answers.

1 T 2 T 3 F 4 T 5 T 6 F 7 F 8 F

b • Play the recording again. This time SS listen for any extra information and correct the false sentences. Have them compare their answers with a partner's and then check answers.

Possible extra information

1 She's working long hours as a waitress.
2 It's easy to find a job in restaurants or hotels.
3 She is still living with her friend. New York is too expensive for her to have her own apartment (she can't afford it).
4 She isn't going to English classes - she doesn't have time. But she watches TV and speaks English at work.
5 Her plans have changed because she has met someone in the restaurant (the chef).
6 She isn't leaving the restaurant next month. She's getting married.
7 Her boyfriend isn't a waiter, he's a chef.
8 Her family doesn't know she's getting married.

3.1 CD 1 Track 45

(audio script in Student Book on page 120)

I = interviewer, M = Marina

I So, Marina, did you find a job as an au pair?
M Well, I found a job, but not taking care of children. I'm working in a restaurant - a Mexican restaurant.
I'm a waitress. I work very long hours!
I Was it difficult to find a job?
M No. There are lots of jobs in restaurants and hotels, things like that.
I Are you still living in your friend's apartment?
M Yes, because it's very expensive here and I can't afford my own apartment. New York is incredibly expensive!
I Your English is much better!
M Well, a bit better, but I don't go to classes because I don't have time. As I said, I work very long hours in the restaurant. But I watch a lot of American TV, and I speak English at work.
I When are you going back to Brazil?
M I don't know. My plans have changed a little bit.
I Why?
M Well, I met someone at the restaurant. He's the chef. We're getting married next month.
I Congratulations! Is he from Brazil, too?
M No, he's Mexican. From Guadalajara. He's a fantastic cook.
I So, are you going to stay in New York?
M Yes. I'm very happy here now. We both really like New York. Our dream is to open a restaurant together someday.
I Is your family coming to the wedding?
M No! They don't even know I'm getting married! You see, they want me to go back to Brazil.
I Well, good luck with everything, Marina.
M Thank you.

Extra support

If you have time, you could have SS listen again with the audio script on page 120.

4 VOCABULARY look

a • Here SS look back at the first interview with Marina and focus on three common verb phrases with look: look for, look through, and look forward to.

These verbs are common examples of phrasal verbs (a verb + preposition/adverb), which are focused on in detail in lesson 8C. At this stage it is best to just teach these verbs as vocabulary items without focusing on how phrasal verbs in general work.
• Ask SS What does look at mean? and elicit the meaning/translation. Give SS a minute to find three expressions with look + a preposition, and match them to their definitions. Check answers.

1 look for    2 look through    3 look forward to

• Point out to SS that sometimes you can add a preposition like for or after or up to a verb to make a new meaning, e.g., turn on, turn off.

It might help to teach SS that look forward literally means “look in front of you,” i.e., into the future.

• SS now complete the sentences using the three verbs. Set a time limit and have SS do the activity in pairs or individually and then check in pairs.

1 through    2 forward to    3 for    4 forward to    5 for
6 through

• Here SS make personal sentences using the three verbs. Give SS a minute to think of what they are going to say. You could demonstrate the activity to the class using your own examples.

• SS take turns telling a partner their three sentences. As usual, encourage the student who is listening to ask for more information.

5 PRONUNCIATION sentence stress

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

• Focus attention on the first question and ask SS to tell you which two words are the most important for communication (where and going). Point out that these are the two words you have to stress in the question (Where are you going?).

• Give SS a minute, in pairs, to underline the stressed words in the other questions. Do not check answers yet.

b 3.2

• Play the recording once for SS to check their answers.

3.2 CD1 Track 46
1 Where are you going?
2 When are you leaving?
3 How are you getting there?
4 Where are you staying?
5 When are you coming back?

• Play the recording again pausing after each question for SS to listen and repeat, copying the stress. Encourage SS to say the unstressed words as fast as they can.

6 SPEAKING

• Demonstrate the activity by writing on the board two or three plans or arrangements you have made for the week (or weekend), e.g.,

I’m going to the dentist on Thursday.
I’m playing tennis on Friday.
I’m meeting some friends on Saturday night.

• Tell SS that they should think about the kind of things they would write in their calendar, i.e., things they are planning to do at a fixed time or place. Focus on the first speech bubble as an example.

• Set a time limit of two minutes for SS to think of three sentences. Then focus attention on the example and the follow-up question in the speech bubbles. In pairs, SS take turns telling each other their sentences. Their partner listens and asks for more information.

• SS can use either the present continuous or going to. Both are natural here.

b • Tell SS to go to Communication 3A Where are you going on vacation? on page 116. Focus on the ads and make sure SS understand them. Answer any questions about vocabulary.

• Now focus on the instructions in a and make sure SS understand what they have to do. Give SS time to choose their vacation options.

• Focus on the instructions in b and go through the example. Demonstrate the activity by asking a student the questions and after a couple of questions pretend that you have chosen a different option, which means that you can’t go on vacation with that person. And then move on as if you were going to ask another SS.

• Make sure SS realize that they have to keep on asking other SS until they find a student who has chosen exactly the same vacation, dates, form of transportation, hotel, etc. That person is then their traveling companion.

• Have SS stand up and move around the classroom interviewing each other. Set a time limit or stop the activity either when you can see that some people have found their companion or when you think it has gone on long enough. Monitor and correct any mistakes with the present continuous: form, pronunciation, and rhythm.

• Ask how many people found a companion.

Extra photocopiable activities

Grammar

go to, present continuous page 147

Communicative

Find someone who . . . page 191 (instructions page 176)

HOMEWORK

Study Link Workbook pages 22-23
Lesson plan

In this lesson SS are introduced to the future forms will and won’t for the first time. They learn a specific use of these forms, i.e., for making predictions in response to what somebody says to you, e.g., A: Mexico is playing Brazil. B: They’ll lose. The context for the grammar is a lighthearted pessimist’s phrase book, i.e., typical pessimistic predictions. The vocabulary focus in this lesson is common opposite verbs, e.g., pass/fail, buy/sell. In Pronunciation SS practice the contracted forms of will/won’t and focus on the sounds /a/ and /ʊʊ/.

Optional lead-in (books closed)

Draw a big glass on the board that is exactly half full of water. Underneath write The glass is half ____. Tell SS to complete the sentence with one word, but they shouldn’t tell anybody which word they have written. Now elicit from the class how to finish the sentence (full/empty). Ask SS who have written empty to put up their hands. Tell them that they are pessimists (explain/translate if necessary). Now ask who wrote full and tell these students that they are optimists. Now do 1a.

1 GRAMMAR will / won’t for predictions

a • Books open. Focus on the cartoon and ask SS who is the optimist and who is the pessimist.

b • Explain that The pessimist’s phrase book is a list of typical things that a pessimist says.
   • Go through the YOU phrases and the two examples with the class. You may want to point out at this stage that It’ll = It will and that You won’t = You will not and that these are examples of the future tense. Or you could wait as this is focused on in 1e.
   • Tell SS, in pairs, to find the pessimist’s other responses in the box. Do not check answers yet.

c • Play the recording for SS to listen and check their answers.

3 They’ll be late.
4 You’ll break your leg.
5 It won’t last.
6 He won’t pay you back.
7 You won’t understand a word.
8 You won’t find a parking space.
9 They’ll lose.
10 You’ll miss it.

• Play the recording again and have SS repeat the pessimist’s responses.

The pessimist’s phrase book

3 A We’re meeting Ana and Daniel at 7:00.
   B They’ll be late.
4 A I’m taking my first skiing lesson today.
   B You’ll break your leg.
5 A My brother has a new girlfriend.
   B It won’t last.
6 A I lent Tony some money yesterday.
   B He won’t pay you back.
7 A I’m going to watch a movie in English.
   B You won’t understand a word.
8 A We’re going to drive into the city.
   B You won’t find a parking space.
9 A My team is playing tonight.
   B They’ll lose.
10 A I’m catching the 7:30 train.
   B You’ll miss it.

d • Put SS into pairs, A and B. Tell As to keep their books open, Bs to close theirs. Tell Bs that they are pessimists. Tell As to read the YOU phrases and Bs to respond with the pessimist’s phrases from memory. Then SS change roles.

e • Focus on the pessimist’s responses in the phrase book and elicit answers to the two questions.

1 the future 2 will and will not

f • Tell SS to go to Grammar Bank 3B on page 130. Go through the charts and rules with the class. Model and drill the example sentences.

Grammar notes

• In American English File 1 SS learned that going to can be used to make predictions, e.g., You’re going to be very happy. This use was reviewed in lesson 3A (it’s going to be a surprise).

• In this lesson SS learn that will/won’t + base form can also be used to make predictions and usually both forms are possible, e.g., I think the government will lose the election. I think the government is going to lose the election.

However there is a small difference in usage: will/won’t tends to be used more than going to to make instant, on the spot predictions in reaction to what another person says, e.g., A I’m going to see the new Tarantino movie tonight. B You won’t like it.

• At this level you may prefer to simplify things by telling SS that both going to and will/won’t can be used to make predictions.

• SS will learn other uses of the future (will/won’t) in lesson 3C, promise, offers, and decisions) and will study the use of will/won’t in conditional sentences with / in lesson 6A.

• Focus on the exercises for 3B on page 131. SS do the exercises individually or in pairs. Check answers.
2 VOCABULARY opposite verbs

a. Focus on the two circles of verbs and give SS a minute to match the opposite verbs. Check answers.

<table>
<thead>
<tr>
<th>pass</th>
<th>fail</th>
<th>win</th>
<th>lose</th>
<th>find</th>
<th>lend</th>
<th>borrow</th>
</tr>
</thead>
</table>

Extra challenge
Elicit typical objects for the verbs in the circles, e.g., pass/fail a driving test, an exam, etc.
win/lose a game, a competition, a prize, etc.
lose/find your keys, your glasses, your wallet, etc.
lend/borrow some money, a book, a CD, etc.

b. Tell SS to go to Vocabulary Bank Opposite verbs on page 149.
Give SS two minutes to do exercise a in pairs. Check answers.

1 win 4 miss 7 teach 10 forget
2 pass 5 find 8 turn on 11 arrive
3 send 6 buy 9 lend 12 push

Now give SS two minutes to do b. Check answers.

buy sell win lose lend borrow find lose
push pull pass fail forget remember
turn on turn off send get/receive miss catch
arrive leave teach learn

Model and drill pronunciation of all the verbs. Point out the difference between lend and borrow, i.e., I lend money to you / you borrow from me.
Focus on c. Have SS cover the verbs and look at the pictures. In pairs they try to remember the verbs and their opposites.

Study Link. SS can find more practice of these words on the MultiROM and on the American English File 2 Website.
Tell SS to go back to the main lesson on page 31.

3 PRONUNCIATION contractions, /æ/ and /ou/

Pronunciation notes
- An important aspect of will/won't is the pronunciation of the contractions, and SS get some intensive practice here. Remind SS that contractions are very common in conversation, but that it is not wrong to use the full uncontracted form.
- SS often confuse the pronunciation of the contracted form of will not (won't) with the verb want/want/ when speaking and listening.

a. Focus on a and play the recording for SS to listen and repeat. Encourage them to copy the rhythm. SS often find the contracted form of It will (It'll) difficult to say.

<table>
<thead>
<tr>
<th>3.4</th>
<th>CD1 Track 48</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'll</td>
<td>I'll be late</td>
</tr>
<tr>
<td>You'll</td>
<td>You'll break</td>
</tr>
<tr>
<td>She'll</td>
<td>She'll miss</td>
</tr>
<tr>
<td>It'll</td>
<td>It'll rain</td>
</tr>
<tr>
<td>They'll</td>
<td>They'll lose</td>
</tr>
</tbody>
</table>

b. Focus on b and explain that want and don't sound very similar. Focus on the sound pictures and elicit the words and sounds: clock /æ/ and phone /ou/.
Focus on the sentences and make sure SS understand what they mean. Play the recording and ask SS to listen for the difference between want and won't.
Play the recording again and have SS repeat.

<table>
<thead>
<tr>
<th>3.5</th>
<th>CD1 Track 49</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to pass.</td>
<td>I won't pass.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.6</th>
<th>CD1 Track 50</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I want to go with you.</td>
<td></td>
</tr>
<tr>
<td>2 They won't come tonight.</td>
<td></td>
</tr>
<tr>
<td>3 You won't find a job.</td>
<td></td>
</tr>
<tr>
<td>4 We want to learn.</td>
<td></td>
</tr>
<tr>
<td>5 They want to sell their house.</td>
<td></td>
</tr>
<tr>
<td>6 I won't win the game.</td>
<td></td>
</tr>
</tbody>
</table>

4 LISTENING

Focus on the instructions and question. Make sure SS understand that this is a radio phone-in program (a program where people call and give their opinion). Play the recording and elicit ideas.

Focus on c and play the recording for SS to listen and write. Give SS time to write down what they hear. Then write the answers on the board.
3.7 CD1 Track 51
(audioscript in Student Book on page 120)
P = presenter
P Today's topic is "positive thinking." We all know that people who are positive enjoy life more than people who are negative and pessimistic. But scientific studies show that positive people are also healthier, get better more quickly when they're sick, and live longer. A recent study shows that people who are optimistic and think positively live, on average, nine years longer than pessimistic people who think negatively. So, let's hear what you the listeners think. Do you have any tips to help us be more positive in our lives?

b • Focus on the chart and make sure SS understand what a tip is (a piece of useful advice).
• Get SS, in pairs, to quickly try and guess what the missing words in the chart could be. Tell them not to write them in the chart but on a separate piece of paper. Do not check answers yet.

c 3.8
• Play the recording once for SS to check their guesses and complete the blanks. Check answers.
1 Live in the present, not in the past.
2 Think positive thoughts, not negative ones.
3 Don't spend a lot of time reading the newspapers or watching the news on TV.
4 Every week make a list of all the good things that happened to you.
5 Try to use positive language when you speak to other people.

d • Play the recording again for SS to write down extra information, e.g., a reason or an example. Have them compare their answers in pairs and then play the recording again. Check answers (see audioscript).

3.8 CD1 Track 52
(audioscript in Student Book on page 120)
P = presenter, A = Andy, J = Julie, R = Rosa, MY = Mi-young, M = Michael
P And our first caller this evening is Andy. Hi, Andy. What's your tip for being positive?
A Hello. Well, I think it's very important to live in the present, not in the past. Don't think about mistakes you made in the past. You can't change the past. The important thing is to think about how you will do things better in the future.
P Thank you, Andy. And now we have another caller. What's your name, please?
J Hi, my name's Julie. My tip is think positive thoughts, not negative ones. We all have negative thoughts sometimes, but when we start having them we need to stop and try to change them into positive ones. Like, if you have a test tomorrow and you start thinking, "I'm sure I'll fail," then you'll fail the test. So you need to change that negative thought to a positive thought. Just think to yourself, "I'll pass." I do this and it usually works.
P Thank you, Julie. And our next caller is Rosa. Hi, Rosa.
R Hi. My tip is don't spend a lot of time reading the newspapers or watching the news on TV. It's always bad news, and it just makes you feel depressed. Read a book or listen to your favorite music instead.
P Thanks, Rosa. And our next caller is Mi-young. Mi-young?
MY Hi.
P Hi, Mi-young. What's your tip?
MY My tip is every week make a list of all the good things that happened to you. Then keep the list with you, in your bag or in a pocket, and if you're feeling a little sad or depressed, just take it out and read it. It'll make you feel better.
P Thanks, Mi-young. And our last call is from Michael. Hi, Michael. We're listening.
M Hi. My tip is to try to use positive language when you speak to other people. You know, if your friend has a problem, don't say "I'm sorry" or "Oh poor you," say something positive like, "Don't worry! Everything will be OK." That way you'll make the other person think more positively about their problem.
P Thank you, Michael. Well that's all we've got time for. A big thank you to all our callers. Until next week then, good-bye.

c • Do this as a class discussion. You could have SS vote for the best tip with a show of hands.

5 SPEAKING
• Focus on the instructions and the examples. Drill the pronunciation of the phrases (Cheer up! etc.).
• Give SS, in pairs, three minutes to match the positive phrases with the situations and to make a positive prediction using I'm sure + will. Check answers.

Suggested answers (but others are possible)
2 Congratulations! I'm sure you'll be very happy.
3 Cheer up! I'm sure things will get better/you'll feel better soon.
4 That's great! You'll love it! You'll have a great time.
5 Don't worry! I'll lend you some (money)/I'll pay for you.

b • Put SS into pairs. A reads out the sentences in Your friend says but in a different order. B closes his/her book and makes an appropriate response from memory.

Extra photocopiable activities
Grammar
will/won't (predictions) page 148
Communicative
The optimist's phrase book page 192 (instructions page 176).

HOMEWORK
Study Link Workbook pages 24-25
**Lesson plan**

SS continue their work on the uses of future will. In this lesson they learn that as well as for making predictions, will can be used for making promises, offers, and decisions. The two contexts are a text about promises that are almost never kept (This won't hurt.) and cartoons illustrating common situations involving promises, offers, and decisions. The vocabulary focus is on using certain verbs with back (come back, take back, etc.) and in Pronunciation SS practice word stress in two-syllable words.

**Optional lead-in (books closed)**

Write the word PROMISES on the board and elicit its meaning. Teach/elicit that you can make a promise and then keep or break a promise.

Ask SS What promises do people in love often make? Try to elicit some and write them on the board, e.g., I'll always love you/I'll never leave you/I'll marry you, etc. Then ask SS if they think people keep or break these promises.

**I READING**

a • Books open. Focus on the six promises and ask SS what they have in common. Elicit suggestions.

They are all promises that people often break/don't keep.

b • Focus on the article Promises, Promises and read the introduction aloud to the SS. Then give SS two minutes to complete the text with the six promises in a. Tell them not to worry about unknown words at this point as these will be dealt with later. Have SS compare their answers with a partner's and then check answers.

1 I'll come back tomorrow.
2 I won't tell anyone.
3 This won't hurt.
4 I'll write.
5 I'll pay you back tomorrow.
6 I'll always love you.

• Ask the class if they agree that all of these promises are often broken. Ask SS, in pairs, to decide which of the six promises is broken most often. Find out which promise gets the most votes.

c • Focus on the instructions and give SS three or four minutes to read the text again and find the words that match definitions 1–6. Remind SS of the meaning of the abbreviations (n = noun, adv = adverb, adj = adjective). Have SS compare their answers with a partner's and then check answers.

1 plumber 2 research 3 injection 4 exchange
5 always 6 eternal

• Now elicit from the class which syllable is stressed in each word. Check answers, writing the words on the board with the stressed syllable underlined. Point out that either can be pronounced /'eiðər/ or /'iðər/. The second is probably more common.

1 plumber 2 research or research 3 injection
4 exchange 5 always 6 eternal

**Extra idea**

Ask SS if there are any promises they make but find very hard to keep, and elicit ideas, e.g., I'll do the homework before the next lesson.

**2 PRONUNCIATION** word stress: two-syllable words

a • Focus on a and read the information in the box aloud to SS. Highlight that most two-syllable words in English have the stress on the first syllable, so SS only need to take note of words where the stress is on the second syllable. They should mark the stress on these words and make an effort to learn them.

• Focus on the activity and give SS, in pairs, a minute to find the four words that are stressed on the second syllable. Do not check answers yet.

b • Play the recording for SS to check their answers.

<table>
<thead>
<tr>
<th>secret</th>
<th>worry</th>
<th>exist</th>
</tr>
</thead>
<tbody>
<tr>
<td>always</td>
<td>forget</td>
<td>dentist</td>
</tr>
<tr>
<td>borrow</td>
<td>complete</td>
<td>money</td>
</tr>
<tr>
<td>promise</td>
<td>e-mail</td>
<td>doctor</td>
</tr>
<tr>
<td>builder</td>
<td>before</td>
<td>stingy</td>
</tr>
</tbody>
</table>

• All the other words have the stress on the first syllable.

• Play the recording again for SS to practice saying the words, making sure they stress the words clearly on either the first or second syllable.

**Extra support**

SS could use their dictionaries to help them check the pronunciation of words in 2a. Remind them that the stressed syllable is the one which follows the stress mark (\), e.g., secret /'sɪkər/ and forget /fər'get/.

**3 GRAMMAR** will / won't for promises, offers, and decisions

a • Focus on the cartoons and tell SS to cover sentences 1–6 in b. Ask SS to guess what the people are saying. SS may come up with some of the sentences or similar. Accept anything that makes sense in the context.
b  Focus on the instructions and give SS a minute or so to do the task. Have them compare answers with a partner. Check answers.

A 1 I’ll always love you.
B 2 I’ll pay you back tomorrow.
C 5 I’ll open the window.
D 3 I’ll help you.
E 1 I’ll have the steak, please.
F 6 Yes, it’s very nice. I’ll take it.

c  Focus on the instructions and make sure SS understand make a decision and offer. Give SS, in pairs, a minute to complete the chart. Point out that they should write the number of the sentence, not the cartoon letter. Check answers.

making a promise 2 and 4
making a decision 1 and 6
offering to do something 3 and 5

d  Tell SS to go to Grammar Bank 3C on page 130. Go through the chart and rules with the class. Model and drill the example sentences.

Grammar notes

- SS shouldn’t worry about being able to distinguish between an offer, a promise, or a decision. Depending on the context I’ll help you tomorrow could be an offer, a promise, or a decision.
- In some languages the present tense is used for offers and decisions. Point out that in English you say I’ll help you not I help you.
- You may want to explain that, in British English, Shall I...? is often used when you offer to do something, e.g., Shall I make you a cup of coffee?

Focus on the exercises for 3C on page 131. SS do the exercises individually or in pairs. Check answers.

a 1 1 2 H 3 A 4 B 5 C 6 D 7 F
b 1 I’ll help 2 won’t tell 3 I’ll call 4 I’ll pay
5 won’t forget 6 I’ll take

Tell SS to go back to the main lesson on page 33.

4 VOCABULARY verb + back

a  Here SS learn/review some common verbs with back, e.g., come back, pay (somebody) back. Focus on the question and elicit answers.

go = to move or travel from one place to another, e.g., go to the office.
go back = to return to a place, e.g., go back to work (after lunch)

b  Focus on the verbs in the box and highlight that adding back to a verb changes the meaning. Verb + back = to repeat an action or to return. Demonstrate give back by giving something to a student and then saying Give it back, please.

Give SS a couple of minutes to read the conversations and complete them with a verb from the box. Do not check answers yet.

3.10  Play the recording for SS to check their answers. Have SS act out the conversations in pairs.

3.10  CD1 Track 54
1 A I love that shirt you gave me for my birthday, but it’s a little small.
B Don’t worry. I’ll take it back to the store and exchange it.
2 A Can I speak to Mr. Park, please?
B I’m sorry. He’s not here right now.
A OK. I’ll call back later.
3 A Excuse me. Could I talk to you for a moment?
B I’m really busy right now. Could you come back in five minutes?
A That’s my pen you’re using!
B No, it’s not. It’s mine.
A No, it’s mine. Give it back!
5 A Can you lend me 50 dollars?
B It depends. When can you pay me back?
A Tomorrow. I’ll go to the bank first thing in the morning.

You may want to point out that the object pronoun (it, them, etc.) goes between the verb and back. Word order with these kinds of verbs + prepositions/adverbs (phrasal verbs) is dealt with in detail in lesson 8C.

5 SPEAKING

- Tell SS to go to Communication I’ll game on page 117. Put SS into groups of three or four. Focus on the game board and explain the rules of the game.
- S1 throws a coin. Heads = move 1 square, Tails = move 2 squares. When S1 lands on a square he/she has to make a sentence with will or won’t to fill the speech bubble. SS 2, 3 (and 4) decide if the sentence is correct/appropriate. If it is, S1 stays on that square. If it is wrong/inappropriate then S1 returns to the START square. S2 then throws the coin, etc.
- SS move around the board. If a student lands on a square where another student has already been, he/she must make a different sentence. The winner is the first student to reach the FINISH and make a correct sentence.
- The teacher is the referee in the case of any disagreement!

Some possible sentences
1 I’ll have the chicken.
2 I’ll kill it. I’ll get it.
3 I’ll answer it. I’ll get it.
4 I’ll go to the supermarket and buy some.
5 I’ll help you. I’ll carry them.
6 I won’t be late.
7 I’ll take the green one.
8 I’ll call back later.
9 I’ll turn on the light.

Tell SS to go back to the main lesson on page 33.
**6 SONG  ⚠️ White flag**

- SS listen to a song by Dido.
- If you want to do this song in class, use the photocopiable activity on page 222.

---

**3.11 White flag**

I know you think that I shouldn’t still love you,
Or tell you that.
But if I didn’t say it, well I’d still have felt it
Where’s the sense in that?
I promise I’m not trying to make your life harder
Or return to where we were.

I will go down with this ship,
And I won’t put my hands up and surrender,
There will be no white flag above my door,
I’m in love and always will be.

I know I left too much mess and
Destruction to come back again,
And I caused nothing but trouble,
I understand if you can’t talk to me again.
And if you live by the rules of “it’s over”
Then I’m sure that that makes sense.

I will go down, etc.

And when we meet, which I’m sure we will,
All that was there will be there still,
I’ll let it pass and hold my tongue,
And you will think that I’ve moved on.

I will go down, etc.

---

**Extra photocopiable activities**

- Grammar: *will or going to?* page 149
- Communicative: *I’ll / I won’t* page 193 (instructions page 176)
- Song: *White flag* page 222 (instructions page 218)

---

**HOMEWORK**

- **Study Link** Workbook pages 26–27
Lesson plan

The final lesson in File 3 provides a consolidation of not only this File, but also of the first three Files of the book. The present, past, and future are reviewed through the context of interpreting dreams. SS read about some common symbols in dreams and listen to a psychoanalyst analyzing somebody's dream. Although the lesson provides a lighthearted look at dreams, the symbols and their interpretations have been taken from serious sources. SS get the chance to interpret each other’s dreams in a roleplay activity. In Pronunciation SS do more work on sentence stress and rhythm. The vocabulary focus of this lesson is common verb + preposition combinations, e.g., dream about, speak to, etc.

Optional lead-in (books closed)

Ask SS if they dreamed last night. If they say Yes, elicit from three or four what they dreamed about (just the subject not the details), e.g., I dreamed I was falling/about my exams. Write the dreams on the board and quickly ask the class if they know what the dreams mean.

1 READING & LISTENING

- Books open. Focus on the five statements about dreams and go through them. Deal with any vocabulary problems. Give SS a few minutes to discuss the statements in pairs and say if they think they are true or false.
- Get feedback from the class and try to find out what the majority view is on each one.

1. If you can remember dreams you had during the night when you woke up on the following morning. However, if you don't tell somebody about it, or write it down, you very quickly forget it.
2. Most experts would say that you do, although often as an onlooker rather than directly involved in the action.
3. Repetitive dreams are very common. They are often related to something frightening that happened in childhood.
4. Freud, Adler, and Jung are probably the most famous, and modern day psychoanalysts continue to do so.
5. For example, Abraham Lincoln dreamed that he saw a president being assassinated a few days before his own assassination.

Extra support

Give SS a minute to read the conversation and guess some of the missing words before they listen. Don't tell them whether their guesses are right or wrong.

- Tell SS that they are going to interpret the man's dream. In pairs they try to match the things in his dream in the You dream column to interpretations 1–6 in This means. Do not check answers yet.

- Focus on the task and play the recording for SS to check their answers to d. Elicit and check answers.

<table>
<thead>
<tr>
<th>Party 1</th>
<th>Champagne 2</th>
<th>Flowers 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violin Player 4</td>
<td>Owl 5</td>
<td>Feet 6</td>
</tr>
</tbody>
</table>

c • Have SS uncover the conversation. Play the recording again for them to complete the blanks. You may need to pause the recording to give SS time to write in the missing words. Check answers.

d • Tell SS that they are going to interpret the man's dream. In pairs they try to match the things in his dream in the You dream column to interpretations 1–6 in This means. Do not check answers yet.

e • Focus on the task and play the recording for SS to check their answers to d. Elicit and check answers.

3.12 CD1 Track 56

PS = psychoanalyst, PA = patient
PS So, tell me, what did you dream about?
PA I was at a party. There were a lot of people.
PS What were they doing?
PA They were drinking and talking.
PS Were you drinking?
PA Yes, I was drinking champagne.
PA And then what happened?
PA Then, suddenly I was in a garden. There were a lot of flowers...
PS Flowers, yes... what kind of flowers?
PA I couldn't really see — it was dark. And I could hear music — somebody was playing the violin.
PS The violin? Go on.
PA And then I saw an owl, a big owl in a tree...
PS How did you feel? Were you frightened?
PA No, not frightened really, no, but I remember I felt very cold. Especially my feet — they were freezing.
PA And then I woke up.
PS Your feet? Hmm, very interesting, very interesting indeed...
PA So, what does it mean, doctor?
2 GRAMMAR review of tenses

a. Focus on the chart and explain that this is a summary of all the tenses SS have studied so far.
   • Give SS, in pairs, a minute or so to decide where to write the example sentences, but tell them not to write them in yet. Check answers, then have SS write the sentences in the chart.

b. Give SS time to complete the Use column with A–F.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Example</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>simple present</td>
<td>You work in an office.</td>
<td>D</td>
</tr>
<tr>
<td>present</td>
<td>I’m meeting her tonight.</td>
<td>C</td>
</tr>
<tr>
<td>continuous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>simple past</td>
<td>I saw an owl.</td>
<td>B</td>
</tr>
<tr>
<td>past continuous</td>
<td>I was drinking champagne.</td>
<td>F</td>
</tr>
<tr>
<td>going to +</td>
<td>You’re going to meet a lot.</td>
<td>A</td>
</tr>
<tr>
<td>base form</td>
<td>of people.</td>
<td></td>
</tr>
<tr>
<td>will/won’t +</td>
<td>You’ll have a meeting with</td>
<td>E</td>
</tr>
<tr>
<td>base form</td>
<td>your boss.</td>
<td></td>
</tr>
</tbody>
</table>

c. Tell SS to go to Grammar Bank 3D on page 130, where they will find an expanded version of the grammar chart with more examples.
   • Go through the chart with the class and model and drill the example sentences.

Grammar notes

• SS should find this overview of the tenses useful, but at this level you cannot expect them to be able to use all the basic tenses with real fluency.

• Focus on the exercises for 3D on page 131. SS do the exercises individually or in pairs. Check answers.

   a. I don’t. 2 is. 3 Did. 4 were. 5 do… will. 6 Does. 7 are. 8 Was
   b. 1 I’m having. 2 had. 3 wants. 4 I’ll buy. 5 happened. 6 was coming. 7 stopped. 8 met. 9 I’m going to be.

c. Tell SS to go back to the main lesson on page 35.

3 PRONUNCIATION sentence stress

a. Focus on sentences 1–6 and tell SS that they are from the conversation about dreams. Tell SS they have to underline the stressed words.

Pronunciation notes

• Remind SS that information words are the ones which are usually stressed. These are the words that you hear more clearly when somebody speaks to you. The unstressed words are heard much less clearly or sometimes hardly at all.

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

   • Negative auxiliary verbs are usually stressed, e.g., I don’t like it. I can’t do it. I wasn’t there. Affirmative auxiliary verbs are usually NOT stressed, e.g., I can play the guitar. I was watching TV, etc.
• Play the recording, pausing between sentences to give SS time to underline the words. Check answers.

3.14 CD1 Track 58
1 You'll have a meeting with your boss.
2 Somebody was playing the violin.
3 You're going to meet a lot of people.
4 How did you feel?
5 I'm meeting her tonight.
6 She doesn't love me.

• Elicit/explain that nouns, verbs, adjectives, and adverbs are usually stressed, but articles, (+) auxiliary verbs, and prepositions are normally unstressed (see Pronunciation notes on page 53).

Extra challenge
You could do a as a dictation. Have SS cover the sentences or close their books. Play the recording and have SS write down the six sentences, pausing and repeating to give SS time to write them down. Check answers. Play the sentences again for SS to underline the stressed words.

b • Play the recording again for SS to repeat the sentences. Encourage SS to copy the rhythm by stressing the information words and pronouncing the other words as lightly as possible.

4 SPEAKING
• Put SS into pairs, A and B. Tell SS to go to Communication Dreams, A on page 110 and B on page 114.
• Focus on the instructions and make sure SS know what they have to do. Demonstrate the activity yourself if necessary.
• A starts by telling B about their dream using the pictures as a guide. B listens and numbers the subjects in the box in the order A speaks about them. B then interprets A’s dream in the order in which the things were mentioned using the notes in the box. Then they change roles.
• Monitor and help while SS do the activity. Don’t interrupt and correct (unless communication breaks down altogether), but make notes of any common errors and go through these on the board afterwards (although don’t make this a post mortem – the most important thing in most speaking activities at this level is for SS to talk, without worrying about making mistakes).
• Tell SS to go back to the main lesson on page 35.

5 VOCABULARY verbs + prepositions
• In pairs have SS complete the sentences and then check answers.

- about 2 to 3 about 4 for 5 with 6 to 7 of
8 about 9 with 10 to

• Point out that:
  - dream of is also possible, although we tend to use this for daydreaming, e.g., I've always dreamed of having a house in the country.
  - think of is usually used to ask someone’s opinion about people and things, e.g., What do you think of my shoes?
  - think about = to reflect or consider an idea in your mind, e.g., What are you thinking about? I'm thinking about the party on Saturday.
  - speak with is also common.

Extra idea
Have SS ask and answer the questions in pairs.

Extra photocopiable activities
Grammar tense review page 150
Communicative Talk about it page 194 (instructions page 177)

HOMEWORK
Study Link Workbook pages 28–29
PRactical English Restaurant problems

Review Ordering a meal
Function Complaining in a restaurant
Language I'm sorry, but I asked for ..., I think there's a mistake ...

Lesson plan
In this lesson SS review the language for ordering a meal in a restaurant and learn expressions for when they have a problem. In Social English, Mark and Allie talk about their past relationships, and get to know each other better.

Study Link These lessons are on the American English File 2 Video, which can be used instead of the Class Audio CD for these lessons (see Introduction page 9). The main functional section of each episode (the second section) is also on the MultiROM, with additional activities.

Optional lead-in (books closed)
Review what happened in the previous episode by eliciting the story from SS. See if they can remember what Mark and Allie were going to do on Wednesday evening (have dinner together), and tell them this episode is in the restaurant.

ORDERING A MEAL
3.15
- Books open. Focus on the menu and go through it. Explain/translate the dishes.
- Focus on the questions. Explain/translate rare, medium, and well-done in question 4.
- Play the recording once all the way through and tell SS just to listen. Then play it again, pausing if necessary to give SS time to write. Get them to compare answers with each other before checking answers.

1. Allie: the tomato and mozzarella salad, Mark: the mushroom soup.
2. Fried chicken.
3. Allie: a baked potato, Mark: (French) fries.
4. Rare.
5. Wine.

- Elicit the phrases Mark and Allie use to order, e.g., The mushroom soup for me, I'll have (the fried chicken), I'd like the steak, etc.

3.15 CD1 Track 59
(audioscript in Student Book on page 120)
W = waiter, M = Mark, A = Allie
W Are you ready to order?
M Yes, to start, a tomato and mozzarella salad – is that right, Allie?
A Yes.
M And the mushroom soup for me.
W And for your main course?
A I'll have the fried chicken.
W With French fries or a baked potato?
A A baked potato, please.
W And for you, sir?
M And I'd like the steak, with French fries.

W How would you like your steak? Rare, medium, well-done?
M Rare, please.
W And to drink?
M Could you bring us the wine list, please?

PROBLEMS WITH A MEAL
3.16
- Tell SS to cover the conversation. Focus on the question. Play the recording once for SS to identify the problems. Check answers.

The waiter brings Allie fries, not a baked potato.
Mark's steak is well-done, not rare.
There's a mistake in the check.

3.17
- Give SS a minute to read through the conversation and guess the missing words. Then play the recording again for them to complete the conversation.

W = waiter, M = Mark, A = Allie
W Chicken for you, ma'am, and the steak for you, sir.
A I'm sorry, but I asked for a baked potato, not fries. (repeat)
W No problem. I'll change it.
M Excuse me. (repeat)
W Yes, sir?
M I asked for my steak rare and this is well-done. (repeat)
W I'm very sorry. I'll send it back to the kitchen.
M Could we have the check, please? (repeat)
W Yes, sir. ... Your check.
M Thanks. Excuse me. I think there's a mistake in the check. (repeat)
We only had two glasses of wine, not a bottle. (repeat)
W Yes, you're right. I'm very sorry. It's not my day today! I'll get you a new check.
M Thank you.

- Go through the conversation with SS and check answers.

3.18
- Play the recording, pausing for SS to repeat the YOU SAY phrases. Encourage them to copy the rhythm.

SOCIAL ENGLISH after dinner
3.18
- Focus on the instructions and have SS read the sentences. Play the recording at least twice.
- Check answers. Elicit why the F ones are false.

1 F She's his daughter.
2 T
3 F They broke up because they were very young when they had Jennifer, etc.
4 F She met him at the university.
5 F They're going to go for a walk and have another coffee.
3.18 CD1 Track 62
(audioccript in Student Book on page 121)
W = waiter, M = Mark, A = Allie
W Your check, sir.
M Thanks.
W Thank you.
A Thank you. Mark. That was a lovely dinner.
M I'm glad you enjoyed it.
A How's your daughter?
M Jennifer? She's fine. She's with her mother in Los Angeles.
A Mark?
M Yeah.
A Can I ask you something? Something personal?
M Sure. What?
A How long were you married?
M Three years.
A Why did you break up?
M There were a lot of reasons. We were very young when we had Jennifer. We were both working very hard. We didn't spend much time together... the usual story. What about you, Allie?
A Well, there was someone. I met him when I was at university. We were together for two years. We broke up.
M Why?
A I don't know. Usual story.
M Thank you. Listen, it's early - it's only nine o'clock. Shall we go for a walk?
A Good idea. Where shall we go?
M There's a place called Fisherman's Wharf - it's right on the bay. There are lots of cafes and bars. We could have another cup of coffee.
A Fine. Let's go.

Extra support
Have SS listen again and answer these questions.
Where does Jennifer live? Who with?
How long were Allie and her boyfriend together?
Why did they break up?
What time is it?
Where's Fisherman's Wharf?
If there's time, SS can listen again with the audioccript on page 121.

b • Focus on the USEFUL PHRASES. Play the recording again and check answers.

c 3.19
• Play the recording, pausing after each phrase for SS to repeat. Encourage them to copy the rhythm.

3.19 CD1 Track 63
A = Allie, M = Mark
A That was a lovely dinner.
M I'm glad you enjoyed it.
A Can I ask you something?
M We could have another cup of coffee.

3 Writing AN INFORMAL LETTER

Lesson plan
In this third writing lesson SS practice writing an informal letter. SS use a letter as a model, but the content of their writing is based on SS' own answers to questions asked in the letter. The writing consolidates the future tenses taught in File 3. The writing skills focus is on the conventions and layout of an informal letter, which are contrasted with an e-mail.

a • Focus on the letter, the instructions, and the phrases in the box. Give SS, in pairs, five minutes to complete the letter with the phrases in the box. Check answers.

2 San Francisco, CA 94111
3 April 14, 2007
4 Dear Chan-ho
5 Looking forward to hearing from you
6 Best wishes
7 P.S.

• Highlight that:
- the address and the date normally go in the top right corner.
- the date can also be written 4/14/2007.
- all letters begin Dear + the name.
- Looking forward to hearing from you is a very useful phrase for ending a letter or e-mail (if you hope the recipient is going to reply).
- P.S. (Post scriptum in Latin) is for anything you have forgotten or want to add to the end of a letter.

b • Focus on the instructions. Set a time limit for SS to reread the letter. Then have SS answer the questions in pairs. Check answers.

1 In August.
2 By plane.
3 7
4 a
5 So that he will recognize them at the station.

c • You could elicit the differences by focusing on 1–7 in a and asking if SS would use them in an e-mail or not and how they would change them in an e-mail. The two main differences are:
- you don't usually put your address or the date on an e-mail.
- you can start an informal e-mail Hi + name instead of using Dear + name.

Write a letter using your own information
Either give SS at least 15 minutes to write the letter in class, following the instructions, or assign it for homework.

Extra idea
Have SS plan their answers to the letter in pairs and make notes before they write their own letter.

• If SS do the writing in class, have them exchange their letter with another S's to read and check for mistakes before you collect them.
3

**Review & Check**

For instructions on how to use these pages, see page 27.

**Grammar**

1 b 2 b 3 b 4 b 5 a 6 b 7 c 8 c 9 b 10 a

**Vocabulary**

a 1 about 2 for 3 forward 4 for 5 with
b 1 D 2 C 3 A 4 E 5 B
c 1 win a game 2 forget to pay 3 sell a car
4 teach Spanish 5 send a letter

**Pronunciation**

a 1 home 2 good 3 won't 4 down 5 borrow
b pessimist prediction remember important interesting

**Can You Understand This Text?**

b 1 T 2 T 3 D S 4 F 5 F 6 F 7 F

**Can You Understand These People?**

<table>
<thead>
<tr>
<th>3.20</th>
<th>CD1 Track 64</th>
</tr>
</thead>
</table>
| 1    | A. Would you like to go to the beach with us Saturday afternoon?  
B. Uh... No, thanks. I don't like the beach -- I can't swim. I think I'll stay home.  
A. We aren't going swimming -- it's too cold. We're going to play volleyball.  
B. Oh, OK. Then I'll go.  
2    | A. Who do you think's going to win the next World Cup?  
B. Brazil. They've got the best team.  
A. But they're not playing that well. Mexico is first right now, and they're playing really well. Italy is good, too.  
B. I still think Brazil will win.  
A. Yeah, you're probably right.  
3    | A. Are you going away for the weekend?  
B. Yes, we're going to the mountains. We want to go for long walks.  
A. I hope you have good weather.  
B. Me too. It rained a lot last week, but on TV they said this weekend's going to be cold but sunny and dry. |

| 4    | A. Which one are you going to get?  
B. I can't decide. I love the red one, but the black one would be more practical.  
A. What about the blue one?  
B. No, I don't like blue. I think I'll get the red one.  
A. Yes, you should. Red looks better on you than black.  
5    | A. You look awful. Didn't you sleep well?  
B. No. I woke up in the middle of the night.  
A. Why?  
B. I had a nightmare. I dreamed I had a test -- but I hadn't studied at all.  
A. That doesn't surprise me! |

| 1 c 2 b 3 b 4 a 5 a |

<table>
<thead>
<tr>
<th>3.21</th>
<th>CD1 Track 65</th>
</tr>
</thead>
</table>
| A. Hello, Supertravel. How can I help you?  
B. I'd like some information about flights.  
A. Where do you want to go?  
B. To Montreal. I want to leave on Tuesday, the 6th of May, and come back on Saturday the 10th.  
A. It'll be much cheaper if you stay over Saturday night and come back on Sunday the 11th.  
B. OK, then I'll go from the 6th to the 11th. I'd like to fly early in the morning if possible.  
A. There's a flight leaving Miami at 6:30 on the 6th, getting into Montreal at 10:00, and then for the return flight there's one leaving at 8:00, getting into Miami at 11:30. Is that OK?  
B. Yes, that's fine. Did you say I'll get into Montreal at 10:30 on the 6th of May?  
A. No, at 10:00. You leave at 6:30.  
B. And the flight back gets in at 11:30?  
A. That's right.  
B. How much does it cost?  
A. $300.  
B. OK, I'll take it.  
A. Can I have your name, please?  
B. Yes, Henry Brown. B-R-O-W-N.  
A. And what kind of credit card will you be using?  
B. It's a Visa card… |

| b 1 | Montreal 2 Sunday 11th 3 10:00 4 8:00 5 Brown |

**Can You Say This in English?**

| 1    | b. What are you doing this weekend?  
2    | Are you going to study English next year?  
3    | Who do you think will win the next election?  
4    | Do you think it will rain tomorrow?  
5    | How often do you remember your dreams? |
From rags to riches

File 4 overview
In File 4 the focus is on the present perfect, and comparatives and superlatives. In 4A SS review/learn the present perfect with ever/never and contrast it with the simple past. In 4B they learn to use the present perfect with yet and already. In 4C they review comparative adjectives and learn to use comparative adverbs and as...as. Finally, in 4D, they review superlative adjectives and adverbs, and the present perfect is repeated in the structure It's the best...I've ever seen, etc.

Lesson plan
In this lesson SS review the present perfect with ever/never, and contrast it with the simple past. For SS who completed American English File 1 this will be review, but for other SS this may be new, in which case you may need to spend more time on past participles and the form. The context of the lesson is clothes and fashion, with a text about the store chain Zara providing a starting point. The vocabulary focus is on clothes and related verbs, and the pronunciation focuses on the vowel sounds in common clothes words that often cause problems, e.g., suit, shirt, etc. The title of the lesson is an idiom used to mean when someone who was very poor, e.g., a beggar who wears rags (old, torn clothes) becomes very rich.

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

I READING & VOCABULARY
a. Books open. Focus on the questions and have SS answer them either as a class or in pairs and then share their answers with the class.
b. Focus on the photo of the Zara store. Elicit/explain that it is an international chain (teach chain). Ask SS if they know where the chain originated (Spain) and if there are any Zara stores in their town (or nearest big city). Ask if SS like the Zara clothes. If SS don’t know the Zara chain, tell them that they are going to find out about it in the text.
c. Give SS three minutes to read the text. Then tell them to cover it and answer the questions orally in pairs. Check answers.

Extra support
Let SS find their answers in the text. Or have them close their books and ask the questions to individual SS.

1. He is the person behind Zara / a businessman / the richest man in Spain.
2. He is a multimillionaire, but he doesn’t look like one. He wears simple clothes (not a suit and tie).
3. He was a salesperson.
5. All over the world, from New York to Moscow to Singapore.
6. It reacts to top designer fashion very quickly and cheaply, the clothes change every week, they produce 20,000 new designs a year.

Explain/translate any vocabulary problems in the text, unless they are words related to clothes/fashion, in which case tell SS that they will be looking at them in a minute. Ask SS if there are any stores (or brands) from their country that have become international, and if they know anything about them.

Finally you could focus on the lesson title and explain/translate rags (old, torn clothes).

c. Focus on the instructions. Then give SS a few minutes to underline the words in pairs.

para 1: wearing, suits, ties, wear, jeans, shirt
para 2: clothing store, pajamas
para 3: designer fashion, fashionable, a new line (of clothes)
para 4: jacket, skirt

d. Point out that a suit can be both for a man or a woman. It can be pants and a jacket or a skirt and a jacket.

d. Tell SS to go to Vocabulary Bank Clothes on page 150.

Focus on a. SS match the clothes words and pictures in pairs. Check answers and model and drill pronunciation, especially the words where the phonetic transcription has been given.

1. top 2. shirt 3. sweater 4. dress 5. shorts
6. T-shirt 7. blouse 8. warm-up suit 9. suit
10. pajamas 11. pants 12. jeans 13. tights/pantyhose
14. skirt 15. jacket 16. coat 17. belt
23. boots 24. shoes 25. tennis shoes/sneakers

Point out that plural words cannot be used with a, e.g., NOT a pants. If SS want to use an indefinite article, they should use some, e.g., I bought some pants/some shoes.

58
Extra challenge

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

- Focus on b. Give SS a minute to test themselves/each other.
- Focus on the phrases in Verbs used with clothes a. In pairs SS match the phrases and pictures. Check answers. Point out that put on is used with individual items of clothes, e.g., put on your shoes, coat, etc. but get dressed = put on all your clothes.

try on 1 wear 2 get dressed 3 put on 4 take off 5

- Focus on b. Have SS cover the phrases and in pairs say what she is doing in each picture.

Study Link SS can find more practice of these words and phrases on the MultiROM and on the American English File 2 Website.
- Tell SS to go back to the main lesson on page 40.

2 PRONUNCIATION vowel sounds

a (4.1)  
- Focus on the sound pictures and elicit the words and sounds: bird /bɜːd/, phone /foʊn/, boot /boot/, cat /kæt/, clock /klok/. Give SS a few minutes in pairs to put the words in the correct columns. Encourage them to say the words aloud as they do this.
- Play the recording for SS to check answers.

CD2 Track 2

shirt, skirt

clothes, coat

shoes, suit
cap, jacket

socks, top

belt, sweater

- Play the recording again, pausing after each word for SS to repeat.

b  
- Focus on the questions. Put SS into pairs. SS ask and answer. Monitor and help, correcting the pronunciation of clothes words and teaching any other words they may want to use.

Extra idea

You could have SS ask you the questions first.

Study Link SS can find more practice of these sounds on the MultiROM and on the American English File 2 Website.

3 LISTENING

4.2  
- Focus on the chart. Tell SS that they’re going to hear three people being asked questions 1–5. Tell them just to listen the first time to all three people, and then to write the information the second time you play the recording.

- Play the recording once the whole way through. Then have SS talk to a partner about what they understood from the first listen, and to see if they already know the answers to some of the questions.
- Play the recording again. Stop after each person to give SS time to write down the answers. Have SS compare their charts and then check answers.

<table>
<thead>
<tr>
<th>Woman 1</th>
<th>Woman 2</th>
<th>Man</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Yes-yes</td>
<td>1-Yes-yes</td>
<td>1-Yes (once)</td>
</tr>
<tr>
<td>2-3 weeks ago</td>
<td>2-Last month</td>
<td>2-In August</td>
</tr>
<tr>
<td>3-In Houston</td>
<td>3-In Spain</td>
<td>3-At an airport</td>
</tr>
<tr>
<td>4-a white jacket</td>
<td>4-a scarf</td>
<td>4-nothing</td>
</tr>
<tr>
<td>5-somewhat happy</td>
<td>5-yes</td>
<td>5-yes</td>
</tr>
</tbody>
</table>

CD2 Track 3

(audioscript in Student Book on page 121)

I = interviewer, P = passer-by, W1 = woman 1, W2 = woman 2, M = man

<table>
<thead>
<tr>
<th>I</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Excuse me, sir, I’m doing a... sir? Excuse me, ma’am, do you have a few minutes to answer...</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>I Sorry, I really don’t have time.</td>
</tr>
<tr>
<td>I</td>
<td>I Excuse me, could I ask you a few questions about Zara?</td>
</tr>
<tr>
<td>W1</td>
<td>W1 Yes, OK.</td>
</tr>
<tr>
<td>W1</td>
<td>I Have you ever been to a Zara store?</td>
</tr>
<tr>
<td>W1</td>
<td>W1 Yes, many times.</td>
</tr>
<tr>
<td>I</td>
<td>I And when did you last go there?</td>
</tr>
<tr>
<td>W1</td>
<td>W1 About three weeks ago.</td>
</tr>
<tr>
<td>I</td>
<td>I And where was that?</td>
</tr>
<tr>
<td>W1</td>
<td>W1 Here in Houston. At the Galleria Mall.</td>
</tr>
<tr>
<td>I</td>
<td>I OK, thank you. What did you buy?</td>
</tr>
<tr>
<td>W1</td>
<td>W1 Uh, a white jacket.</td>
</tr>
<tr>
<td>I</td>
<td>I And are you happy with it?</td>
</tr>
<tr>
<td>W1</td>
<td>W1 Hmm... yes and no. I like the jacket, but the color was a mistake. It’s already dirty.</td>
</tr>
<tr>
<td>I</td>
<td>I Thank you very much for your time.</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>I Hello. Do you mind if I ask you a few questions about Zara?</td>
</tr>
<tr>
<td>W2</td>
<td>W2 How long will it take?</td>
</tr>
<tr>
<td>I</td>
<td>I Only a few minutes.</td>
</tr>
<tr>
<td>W2</td>
<td>W2 Well, all right.</td>
</tr>
<tr>
<td>I</td>
<td>I Have you ever been to a Zara store?</td>
</tr>
<tr>
<td>W2</td>
<td>W2 Yes.</td>
</tr>
<tr>
<td>I</td>
<td>I When did you last go there?</td>
</tr>
<tr>
<td>W2</td>
<td>W2 Last month.</td>
</tr>
<tr>
<td>I</td>
<td>I Where?</td>
</tr>
<tr>
<td>W2</td>
<td>W2 In Spain.</td>
</tr>
<tr>
<td>I</td>
<td>I What did you buy?</td>
</tr>
<tr>
<td>W2</td>
<td>W2 Just a scarf. I tried on some pants, but I didn’t buy them.</td>
</tr>
<tr>
<td>I</td>
<td>I Are you happy with the scarf?</td>
</tr>
<tr>
<td>W2</td>
<td>W2 Yes. I like it a lot.</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>I Have you ever been to a Zara store?</td>
</tr>
<tr>
<td>M</td>
<td>M Yes, once.</td>
</tr>
<tr>
<td>I</td>
<td>I When did you go there?</td>
</tr>
<tr>
<td>M</td>
<td>M In August.</td>
</tr>
<tr>
<td>I</td>
<td>I Where?</td>
</tr>
<tr>
<td>M</td>
<td>M At an airport.</td>
</tr>
<tr>
<td>I</td>
<td>I Uh-huh. What did you buy?</td>
</tr>
<tr>
<td>M</td>
<td>M Well, I almost bought lots of things, but in the end I didn’t buy anything. But my girlfriend bought some shoes.</td>
</tr>
</tbody>
</table>
4 GRAMMAR present perfect or simple past?

a  • If there is a Zara store in (or near) your SS’s town, have them interview each other in pairs. If not, tell them to use another famous clothing store.

A If their partner answers No, I haven’t to the first question, tell them to keep on asking the same question about different stores until they find one their partner has been to. Get feedback.

b  • Have SS focus on questions 1 and 2 in the chart in a. Tell SS to discuss the grammar questions in pairs.

1 is present perfect.
2 is simple past.
2 refers to a specific time in the past.
1 is about some time in your life.

c  • Tell SS to go to Grammar Bank 4A on page 132. Go through the charts and rules. Model and drill the sentences in the charts.

• Tell SS to go to Irregular verbs 4A on page 155. Focus on the past participles and tell SS to underline and learn the ones that are different from the simple past.

Grammar notes

Present perfect

• For some SS the present perfect may be a new tense. They may have a similar tense in their L1 or they may not, and the use is likely to be different. It takes time for SS to learn and use this tense correctly, but this use (for past experience) is probably the simplest to understand. Lesson 4B introduces other uses of the present perfect with yet and already, and 7A with for and since.

Present perfect or simple past?

• The contrast of general or specific experience is focused on here. The contrast is studied in more detail in lesson 7B.

b  • Focus on the exercises for 4A on page 133. SS do the exercises individually or in pairs. Check answers.

a 1. Have you ever bought clothes from that store?
2. I haven’t read the newspaper today.
3. We have never been to that shopping mall.
4. Has your brother lived abroad all his life?
5. They have gone to live in South America.
6. She has never flown before.
7. We haven’t saved enough for a vacation.
8. Have you eaten in this restaurant before?

b 1. We went to Busan last year.
2. Yes.
3. Jane went to the bank an hour ago.
4. Yes.
5. I saw that movie last week.
6. Yes.
7. Yes.
8. World War II ended in 1945.

Tell SS to go back to the main lesson on page 41.

5 SPEAKING

a  • Focus on the instructions. Do question 1 with the whole class. Focus on the picture and elicit the missing past participle (worn). SS should just complete the questions with the missing participle at this stage.

1 worn 2 been 3 danced 4 worn 5 met
6 bought 7 ruined 8 had

b  • Focus on the follow-up question prompts after each question in a. They are either one word (Where? When?) or have a slash (/). This indicates that they must make this question in the simple past, e.g., When did you wear it? Did you enjoy it?, etc.

Extra support

Elicit and drill all the follow-up questions with the class.

• Focus on the speech bubbles. Then have SS interview you with the first three or four questions.

• Finally SS interview each other in pairs. You could get A to ask B 1–4, then B to ask A 5–8, and then change.

6 SONG True blue

4.5

• This Madonna song reviews the present perfect. If you want to sing this song in class, use the photocopiable activity on page 223.

Extra photocopiable activities

Grammar

present perfect or simple past? page 151

Communicative

Are you telling the truth? page 195 (instructions page 177)

Song

True blue page 223 (instructions page 218)

HOMEWORK

Study Link Workbook pages 31–32
Lesson plan
This lesson continues work on the present perfect and SS learn to use it with yet and already. The context is problems in the house, especially with teenagers, and the vocabulary focus is on verb phrases. The pronunciation focus is on consonant sounds, and the lesson finishes with a newspaper article about some parents who evicted their teenagers from the family home.

Optional lead-in (books closed)
Write the word TEENAGER on the board and ask SS what it means (a young person between the ages of 13 and 19). Find out how many teenagers there are in your class and if you have adults with children, how many of them have teenagers.

1 VOCABULARY verb phrases
a • Books open. Focus on the title of the article. Elicit/explain that drives them crazy = makes them angry. Then focus on the instructions and give SS a few minutes to complete the text in pairs. Check answers and answer any questions about vocabulary.

b • Have SS cover the text and in pairs, try to remember what the eight teenagers do. Check answers.

2 GRAMMAR present perfect + yet and already
a • Focus on the pictures and have SS cover the conversation. Play the recording once for SS to match the conversation to the pictures. SS compare their answers with a partner’s. Check answers.

b • Have SS read the four conversations and guess the missing past participles. Play the recording again and check answers. Elicit the base form of each verb.

c • Focus on the instructions. Give SS time to underline the words and elicit that the verb tense is present perfect. If you know your SS L1, you could elicit the translation of yet and already. Otherwise elicit/explain that:

- already = earlier than expected
- yet = until now

d • Tell SS to go to Grammar Bank 4B on page 132. Go through the rules. Model and drill the examples.

Grammar notes
• Yet/already may not have an exact equivalent in SS’ L1, and the meaning is not that easy to explain, as they are words which simply add emphasis. There is not much difference between I haven’t finished and I haven’t finished yet, but adding yet implies that you are going to finish.

• Focus on the exercises for 4B on page 133. SS do the exercises individually or in pairs. Check answers.

b • Tell SS to go back to the main lesson on page 43.
3 PRONUNCIATION & SPEAKING

a • Focus on the sound pictures and elicit the words and sounds: house /həʊz/, yach/ ( /j/), jazz /dʒæs/. Then play the recording all the way through. Tell SS just to listen.
• Play the recording again, pausing after each sentence for SS to repeat.

<table>
<thead>
<tr>
<th>4.5</th>
<th>CD2 Track 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He hasn't helped with the housework today.</td>
<td></td>
</tr>
<tr>
<td>2. Have you used your new computer yet?</td>
<td></td>
</tr>
<tr>
<td>3. Jim has joined a judo class.</td>
<td></td>
</tr>
</tbody>
</table>

Pronunciation notes

• Remind SS that:
  - /h/ at the beginning of a word is almost always pronounced /h/.
  - /j/ at the beginning of a word is always pronounced /j/.
  - Many words with /u/ have a hidden /j/; e.g., use, music.
  - /j/ is always pronounced /dʒ/. 
  - /g/ before /i/ or /e/ is also often pronounced /dʒ/; e.g., manager, German.

b • Tell SS to go to Communication Has he done it yet? on page 116. Give SS one minute to look at and remember the picture. Then tell SS to go to page 114. Go through the instructions. They should write their nine sentences with either yet or already.
• When SS have written their sentences, put them into pairs. They read their sentences aloud to each other, to see if they have written the same. Monitor to check they are forming the present perfect correctly and are putting yet and already in the right place.
• Finally SS check with the picture to see how many of their sentences were right. Go over answers as a class.
• Tell SS to go back to the main lesson on page 43.

d • Now tell SS to go back through the text, paragraph by paragraph, and underline any new words or phrases. Encourage SS to guess their meaning from context before explaining.
• Tell SS to choose five new words/phrases to learn, and have them compare their choices with a partner.

f • Do this as a class discussion and elicit opinions and ideas about what SS think happened at the end.
• Play the recording once for SS to hear what happened. Play it again if necessary and have SS compare what they have understood.

<table>
<thead>
<tr>
<th>4.6</th>
<th>CD2 Track 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the story have a happy ending? Maria Serrano said, &quot;I think this was a lesson for our children, and I think it was good for them. Things are already better. Now they respect us more, and I feel happier. Of course they are welcome to come home again if they can show us that they have changed. I've given them a year. Anyway, they still come home for lunch every day.&quot;</td>
<td></td>
</tr>
</tbody>
</table>

Extra photocopyable activities

Grammar
present perfect + yet and already page 152
Communicative
I haven't done it yet page 196 (instructions page 177)

HOMEWORK

Study Link Workbook pages 33–34

4 READING

a • Focus on the questions, and give SS a minute to talk in pairs. Discuss answers as a class.

Extra support
Do this as a class discussion and elicit ideas.

• Now focus on the title of the article and elicit/explain the meaning of throw out (force someone to leave a house/building, etc. against their will).

b • Set a time limit. Have SS compare their order with a partner's before checking answers. You may need to explain the phrase they went to court at the end of B. However, try not to get involved in explaining all the words/phrases SS don't understand as this will be dealt with in d.
• Explain to SS that this is not the whole story and that they will hear the ending on the recording in f.

A 5  B 3  C 1  D 2  E 4

c • Focus on the instructions. Have SS compare their choice with a partner's, and then check which is the right summary (C).
Lesson plan
In this lesson SS review comparative adjectives, and learn to use comparative adverbs and the structure (not) as ... as to compare things. The context is a newspaper article that was based on a review of the book *Faster: the acceleration of just about everything*. It was written by an American author, James Gleick, who believes that lives are getting faster, but not necessarily better. The vocabulary focus is on expressions with *time*, e.g., *waste time*, and the pronunciation practice the /æ/ and /ər/ sounds in unstressed syllables and words.

Optional lead-in (books closed)
Write on the board *working, eating, sleeping, relaxing*. SS, in pairs, say how long they spend doing these things in a typical day. Get feedback and ask SS if they have enough free time.

1 GRAMMAR comparatives, *as ... as, less ... than ...*

- Focus on the cartoon in the article and have SS explain what is happening. SS will probably need help with the final picture. (*The car hits him/runs him over.*)
- Now focus on the title of the article and have SS read the introduction. Discuss the question with the class, and elicit that the article is pessimistic. Living faster does not mean living better.

b • Focus on the instructions. Give SS a few minutes to reread the introduction and, in pairs, decide which word to cross out.

Extra challenge
Have SS cross out the wrong word first in pairs and then reread to check.
- Check answers.

1 shorter 2 more 3 more slowly 4 more relaxed 5 longer

- Go through the introduction again, checking that SS understand the words and expressions, e.g., *obsessed*, *hurry sickness* (= an “illness” that means we are always trying to do things more quickly), etc. Tell SS that James Gleick’s book refers mainly to the United States. Ask them if they think the same things are true in their country.

c • Now focus on the two sentences and have SS complete them in pairs, or elicit the answers from the whole class. Let SS check with the text or give them the answers.

1 than 2 as, as

d • Now tell SS to go to Grammar Bank 4C on page 132. Go through the charts and rules. Model and drill the examples.

Grammar notes
- Although low-intermediate SS have usually studied comparative adjectives before, they will probably need reminding of the rules, especially for one-syllable adjectives. Typical mistakes: *more big, more easy*, etc.
- Point out that the rules for adverbs are very similar. The only difference is that two-syllable adverbs ending in *y, e.g., slowly*, form the comparative with *more, e.g., more slowly NOT slower*.
- The structure *as ... as* is more common in the negative, but can also be used in the affirmative, e.g., *She’s as tall as I am*. It is also very common with *much* and *many, e.g., I don’t eat as much as you. You may also want to teach the *same as ...*, e.g., *Your book is the same as mine.*

- Focus on the exercises for 4C on page 133. SS do the exercises individually or in pairs. Check answers.

a 1 Ana is thinner than my sister.
2 I’m busier this week than I was last week.
3 Quebec is farther from Toronto than Ottawa.
4 I did worse on the final exam than I did on the midterm.
5 Our team played better than theirs.
6 My new job is more boring than my old one.

b 1 Kelly isn’t as tall as Cindy.
2 My laptop isn’t as heavy as yours.
3 Bogota isn’t as big as Mexico City.
4 Tennis isn’t as popular as soccer.
5 Adults don’t learn languages as fast as children.
6 John doesn’t work as hard as you.
7 Italy didn’t play as well as Brazil.

- Tell SS to go back to the main lesson on page 44.

2 PRONUNCIATION sentence stress

4.7 • Focus on the information box, and remind SS that the /æ/ sound is the most common sound in English.
• Now focus on the sentences. Play the recording once for SS just to listen. Elicit that the pink letters are the /æ/ or /ə/ sounds. Then play it again, pausing after each sentence for SS to repeat and copy the rhythm.

Pronunciation notes
If you encourage SS to get the stress right both in words and sentences, then you should find that they will start producing the /æ/ sound more naturally.
3 READING & VOCABULARY

a. SS now read the rest of the article they started in 1, which gives some examples of how our lives are getting faster. Focus on the instructions and divide SS into pairs, A and B.
   - Give SS a few minutes to each read their three paragraphs twice. Monitor and help individual SS if they are having problems with vocabulary.

b. Write the six headings from the article on the board. As cover texts 1–3 and say what they can remember using the pictures and headings to help. Bs listen with the whole text covered. Then Bs talk about texts 4–6.

c. Have SS read all six paragraphs, and in pairs guess the meanings of the highlighted expressions. Check answers. Model and drill enough and waste.

4 LISTENING & SPEAKING

a. Focus on the questionnaire (ARE YOU LIVING FASTER?), and go through question 1. You could answer it yourself to give SS an example.
   - Tell SS they are going to hear four people answering question 1 and that they have to listen and write which thing in 1 each person is talking about.
   - Play the recording once. Have SS compare before checking answers.

Extra support

Stop the recording after each person and have SS answer the question. Check answers before playing the next person. If you have time, let SS listen again with the audioscript on page 121.

Extra support

Tell SS to read the questionnaire all the way through and answer any questions about vocabulary.
   - Put SS into pairs and have them interview each other using the questionnaire. Monitor and make sure SS are forming the comparative correctly and using the expressions with time. Get feedback from a few pairs.

Extra photocopiable activities

Grammar
comparative adjectives and adverbs page 153

Communicative
Which do you prefer? Why? page 197 (instructions page 177)

HOMEWORK

Study Link Workbook pages 35–36
Lesson plan
In this lesson SS move from comparatives to superlatives. SS who did not use American English File I may not have studied superlatives before, in which case you will probably need to spend more time on them. The context is a lighthearted article about a journalist who went to four big cities (New York, Paris, Rome, and London) to find out which was the friendliest toward tourists. The present perfect is also repeated in expressions like the most beautiful place I’ve ever been to. SS learn more adjectives and how to make opposites with prefixes. The pronunciation focuses on word stress in superlative sentences.

Optional lead-in (books closed)
Give SS a capital city quiz. Choose six countries that are significant to your SS, and add the US, France, Italy, and England (which are going to come up in the lesson). Ask SS What’s the capital of the US?, etc. SS can either write down the answers in pairs or teams, or you could simply do this as a class discussion. Make sure students answer Washington and not New York.
Where appropriate, teach SS the names of the cities in English, and model and drill the pronunciation. Teach them the spelling and pronunciation of their capital city in English.

1 READING & LISTENING
a • Focus on the questions. Have SS read the introduction and answer them in pairs. Have them share their answers with the class.
Extra idea
You could also ask SS if there are any differences between people from the capital and people from their town. Or if they live in the capital, between them and people from small towns.
b • Focus on the instructions and questions 1–6 (two questions for each test). Give SS three minutes to read the chart and answer the questions. Have SS compare answers with a partner’s and then check answers.

1 NY and R were both very friendly.
2 R
3 R
4 NY
5 P (more than a minute)
6 R (about eight people helped him)

Extra idea
Give SS a minute to reread the chart. Then tell them to close their books and give them a memory test using questions 1–6. Ask more specific questions to check SS understood the details, e.g.,
Who took the photo in New York? (an office worker)
What was he doing? (eating sandwiches)
What did he say when the journalist asked him to take a photo? (Of course I’ll take your picture), etc.

1 4.9
• Tell SS they are going to listen to the journalist describe what happened in London. Ask SS if anyone has been to London, and if they think it will be more or less friendly than the other three cities.
• Focus on the questions and tell them to just listen and not write the first time, and then on the second listening to answer with a couple of words, not sentences.
• Play the recording once the whole way through. Then play it again, pausing after each section for SS to make notes.

Extra support
SS could write the answers in their L1.

• Check answers.

1 A man.
2 No, no time for that.
3 A woman. She took one photo (but no more).
4 A key ring and a red bus.
5 40 pounds.
6 Yes.
7 In the Tube (the London subway).
8 No.
9 “Why don’t you look where you’re going?”

CD2 Track 10
(audioscript in Student Book on page 121)
First, I did the photo test. I was near Charing Cross station. I stopped a man who was walking fairly slowly down the street and I said, “Excuse me, could you take my photo?” The man said, “No, no, I have no time for that,” and just continued walking. Then I asked a woman in a business suit who was walking toward the station. She took one photo, but when I asked her to take another one, she walked away quickly.
Next, it was the shopping test. I went to a souvenir shop and bought a key ring and a red bus. The red bus was very expensive. The total price was forty pounds. I gave the man a hundred pounds—two fifty-pound bills. He gave me sixty pounds back.
Finally, it was time for the accident test. For this test, I went down into the Tube (the London subway). As I went down the stairs, I purposely fell down and landed on the floor. A man immediately stopped and looked down at me. I thought he was going to help me, but he didn’t—he just said, “Why don’t you look where you’re going?”
2 GRAMMAR  superlatives (+ ever + present perfect)
a • Focus on the three sentences. Give SS a minute to decide on the wrong forms. Check answers.
1 the friendlier 2 the more-unfriendly
3 be to?
• Elicit/explain that:
  – in 1, the friendlier is wrong because friendlier is the comparative form. The friendliest is the superlative form = the maximum.
  – in number 2, more unfriendly is the comparative form and so is wrong here.
  – in 3 be to is wrong because the past participle should follow have in the present perfect.

b • Have SS quickly ask and answer the questions in pairs. Discuss the answers with the class.
The answers to 1 and 2 are a matter of opinion, but the article suggests that New York was the friendliest and London was the most unfriendly.

c • Tell SS to go to Grammar Bank 4D on page 132. Go through the rules for making superlatives in the chart and the rules of use.

Grammar notes
Superlatives
• Remind SS that the rules for making superlatives are the same as for comparatives, but adding -est instead of -er, or using most instead of more. Remind them to use the before superlatives.
• SS sometimes use comparatives where they should use superlatives. Typical mistake: the more expensive city in Europe, etc.
• Point out that SS must always think if they are comparing two things (comparative) or more than two (superlative) when deciding which form to use, e.g., The most beautiful city I’ve ever been to.
• Some languages use never (not ever) in this structure. Typical mistake: The most beautiful city I’ve never been to.
• Adverbs can also be used in the superlative, e.g., He drives the fastest.

• Focus on the exercises for 4D on page 133. SS do the exercises individually or in pairs. Check answers.
  a 1 the hottest 2 the worst 3 the friendliest
  4 the most difficult 5 best 6 the most polluted
  7 farthest
  b 1 It’s the best movie I’ve ever seen.
  2 He’s the most unfriendly person I’ve ever met.
  3 It’s the hardest test he’s ever taken.
  4 They’re the most expensive shoes she’s ever bought.
  5 It’s the longest book I’ve ever read.
  6 She’s the most beautiful woman I’ve ever seen.
  7 It’s the worst meal I’ve ever eaten.

• Tell SS to go back to the main lesson on page 47.

3 VOCABULARY  opposite adjectives
a • Focus on the adjectives in the list and tell SS that the opposites of the adjectives were all in the text on page 46. Elicit the opposites, and have SS underline the stress.
unfriendly polite quiet interesting
• Point out that sometimes you add a prefix to make the opposite, e.g., friendly = unfriendly, and sometimes it’s a different word, e.g., quiet = noisy.

b • Tell SS to go to Vocabulary Bank Adjectives on page 145. Focus on 2 Opposite adjectives. They do the exercises in pairs or individually.
• Check answers, and model and drill pronunciation. Then have SS test themselves/each other.

Extra challenge
After you’ve corrected d, you could point out that:
  – un- is the most common negative prefix.
  – in- is only used before some adjectives beginning with m, p.
  – ir-, ir-, and il- are also negative prefixes, e.g., incorrect, irregular, illegal.

a 1 far 2 polite 3 dangerous 4 crowded
  5 polluted 6 noisy 7 boring 8 modern

b boring – exciting/interesting
crowded – empty
dangerous – safe
far – near
modern – old-fashioned
noisy – quiet
polite – rude
polluted – clean

Study Link  SS can find more practice of these phrases on the MultiROM and on the American English File 2 Website.
• Tell SS to go back to the main lesson on page 47.

c • Focus on the questions and elicit the superlatives of the adjectives. Have SS choose a couple of questions to ask you. Then they choose five to ask their partner.
• SS ask and answer in pairs. Monitor and correct any mistakes with superlatives or the present perfect. Get feedback from different pairs.

Extra challenge
Encourage SS to ask follow-up questions, e.g., When did you go there? Why?, etc. Fast finishers could make and ask their own superlative questions.

4 PRONUNCIATION  word stress
a • Focus on the task and give SS time, in pairs, to underline the stressed syllable. Do not check answers yet.
b 4.10
- Play the recording once for SS to check. Drill the pronunciation of the adjectives.

polluted impatient comfortable interesting
expensive beautiful

- Play the recording again for SS to hear which other words are stressed. Check answers.
- Point out that the prepositions to and at, which are not normally stressed, are stressed here because of their end position.

CD2 Track 11
1. It's the most polluted city I've ever been to.
2. He's the most impatient person I've ever met.
3. This is the most comfortable hotel I've ever stayed at.
4. It's the most interesting book I've ever read.
5. They're the most expensive shoes I've ever bought.
6. It's the most beautiful place I've ever seen.

- Finally play it again and pause after each sentence for SS to copy the rhythm.

c 4.11

5 SPEAKING

a 4.10
- Put SS into pairs, A and B. Tell SS to go to Communication The best and the worst, A on page 110 and B on page 114.
- Go through the instructions. SS should read each sentence and then write the name of a place, person, etc., in the corresponding oval on page 47. Give SS time to think and write, but tell them that if they can’t think of anyone or anything for one particular oval, just to leave it blank.

b 4.11
- Tell SS to go back to page 47. Focus on the speech bubbles. SS ask and answer about the things they wrote in the oval. Tell SS that they must ask follow-up questions after their partner has told them why he/she wrote a place/name.

Extra support
You could demonstrate the activity first by completing one of A’s and one of B’s places/names. Write them on the board. Then elicit the question Why did you write ...? and tell SS why. Elicit more follow-up questions to help them get the idea.

- Get feedback by asking a few SS to tell you something about their partner.

Extra photocopiable activities

Grammar
superlatives page 154
Communicative
The best in town page 198 (instructions page 177)

HOMEWORK

Study Link Workbook pages 37–38
ASKING FOR INFORMATION

a 4.12
- Focus on the questions. Play the recording once or twice. Check answers.
- Tell SS to cover the conversation. Focus on the questions. Play the recording once for SS to answer the questions. Check answers and that SS have drawn the route correctly. Elicit that SFMOMA is the blue building on the corner of Third Street and Howard.

Allie wants to go to the museum of modern art (SFMOMA). She's going to walk there.

b 4.13
- Now tell SS to uncover the conversation. Give them a minute to read through the conversation and guess the missing words. Then play the recording again.

4.12 4.13 CD2 Tracks 13+14
A = Allie, R = receptionist
A Can you recommend a good museum? (repeat)
R Well, SFMOMA is fantastic.
A Sorry. Where did you say? (repeat)
R SFMOMA. The San Francisco Museum of Modern Art.
A Where is it? (repeat)
R On Third Street.
A How far is it from Union Square? (repeat)
R Not far. It's just a couple of blocks.
A Can I walk from there? (repeat)
R Sure. It'll take you ten minutes.
A Can you show me on the map? (repeat)
R Yes, Union Square is here, and the museum is here. From Union Square you go down Geary to the end and turn right. That's Third Street. Go down Third and you'll see SFMOMA on the left.
A What time does it open? (repeat)
R It opens at 11:00.
A Thanks very much. (repeat)
R Have a good day. I'm sure you'll love the museum!

- Go through the conversation line by line and check answers. Highlight Third Street — many streets in the US have ordinal numbers, e.g., Fifth Avenue.

c 4.13
- Play the recording, pausing after each phrase for SS to repeat the YOU SAY phrases. Encourage them to copy the rhythm.

d 4.14
- Put SS into pairs. A is the receptionist, B is Allie. Tell B to close his/her book and try to remember the phrases. Then A and B change roles.

SOCIAL ENGLISH looking for Union Square

a 4.15
- Have SS read the sentences and the answer options. Play the recording at least twice for SS to circle the answers.
- Check answers.

Extra support
If there’s time, you could have SS listen again with the audioscript on page 121 so they can see exactly what Allie and Brad said, and see how much they understood. Translate/explain any new words/phrases.

- Have SS speculate a little about the story and what will happen next. Ask What do you think Brad’s intentions are? Do you think Allie is interested in Brad? Do you think she’ll tell Mark she met Brad?

b 4.16
- Focus on the USEFUL PHRASES. Have SS see if they can remember any of the missing words. Play the recording again and check answers.

c 4.15
- Play the recording pausing after each phrase for SS to repeat. Encourage them to copy the rhythm.

D 4.15 CD2 Track 16
B = Brad, A = Allie
B Don’t I know you?
A I don’t think so.
B What are you doing here?
A I’m looking for Union Square.
A That’s really kind of you.
A Are you sure?

Extra challenge
Have SS role-play the conversation between Allie and Brad in pairs using the audioscript on page 121. Let SS read their parts first and then try to act it from memory.

HOMEWORK

Study Link Workbook page 39
Lesson plan

In this lesson SS write a description of their hometown, and review adjectives from File 4. There is a vocabulary focus to help provide the words they will need. The writing skills focus is on correcting grammar mistakes.

• Focus on the photos of Guadalajara. Ask if any SS have been there.
• Focus on the text and instructions. Give SS, in pairs, a few minutes to read the text and match the questions and paragraphs. Check answers.

<table>
<thead>
<tr>
<th>What's it famous for?</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>What's the weather like?</td>
<td>3</td>
</tr>
<tr>
<td>What's the best thing about it? Do you like living there?</td>
<td>5</td>
</tr>
<tr>
<td>Describe your hometown.</td>
<td>2</td>
</tr>
<tr>
<td>Where do you live? Where is it? How big is it?</td>
<td>1</td>
</tr>
</tbody>
</table>

• Focus on the instructions. Go through the words and check that SS know lifestyle and population. Model and drill the pronunciation of the words.
• Set a time limit for SS to reread the text and complete the blanks. Have SS compare their choices with a partner’s and then check answers.

| 2 population | 6 air |
| 3 streets | 7 festival |
| 4 parks | 8 tourist |
| 5 weather | 9 shopping |
| 10 lifestyle |

• Give SS a few minutes, in pairs, to underline any words or phrases they don’t know. Go through them explaining or translating where necessary.

• Focus on the first mistake and its correction. Ask SS why bigger is wrong (it’s a comparative; it should be a superlative). Have SS continue in pairs. Check answers.

| the there are many ... | it often rains ... |
| which originated here ... | some people call it ... |
| I like living here |

Write a description

Either give SS at least 15 minutes to write the description in class, following the instructions, or assign it for homework. Ask SS to attach a photo if they can.

Extra idea

In a multilingual class, you could have SS answer questions 1–5 orally in pairs before they write. If your SS are all from the same town, they could plan the answers to 1–5 in pairs.

• If SS do the writing in class, have them exchange their descriptions with another student to read and check for mistakes before you collect them.
A Because I finish work later than I did before.
B How many hours do you work?
A When I started this job two years ago, I worked eight hours a day, from nine to five. Now I work two hours more every day for the same money.
B That's the same everywhere.

5
A What's the most beautiful place you've ever been to?
B Well, Phuket in Thailand is beautiful. Oh, and the Amazon rainforest in South America is fabulous.
A And what about the Grand Canyon in Arizona?
B Well, of course the Grand Canyon is wonderful, but I think Phuket is probably my favorite.

4.17
A Have you ever had to wear clothes you didn't like?
B Oh, all the time. Some of the things we have to wear are awful, but that's not a problem.
A Have you ever fallen down during a fashion show?
B Yes, once. I was wearing very high heels and I had to walk down some stairs at the end of the runway, and I fell down.
A Did you hurt yourself?
B I broke a finger. Nothing too serious.
A Do you travel a lot in your job?
B I spend my life traveling. I'm only 23, but I've already been all over the world: Asia, South America, North America, Europe, everywhere except Africa. I haven't been there yet, but I'm doing something there next year.
A Have you been anywhere recently?
B I just got back from Argentina. I spent a week there doing a photo shoot for a women's magazine.
A And what's the most exciting country you've ever been to?
B Hmm. That's difficult to answer. India, probably. I'd love to go back.

CAN YOU SAY THIS IN ENGLISH?

b 1. What's the hottest place you've ever been to?
  2. What's the worst movie you've ever seen?
  3. Who's the most generous person you've ever met?
  4. What's the best restaurant you've ever been to?
  5. What's the longest trip you've ever taken?
File 5 overview

This File focuses on the two common verb patterns in English: verbs followed by the infinitive and those followed by the gerund (verb + -ing form). 5A presents uses of the infinitive and 5B the uses of the gerund. The two forms are contrasted briefly in Grammar Bank 5B. (They will be contrasted more fully in American English File 3.) In 5C SS learn the modals have to and must. These are recycled in 5D, where SS also learn to use verbs + prepositions to express movement, e.g., go up, walk down, etc.

Lesson plan

The context of this lesson is parties, which includes any kind of gathering of friends and relatives, e.g., a wedding. The focus is on how to survive at any kind of gathering when you don’t know anybody—a useful life skill. There is some humorous advice on what to say (and not to say) when you meet somebody for the first time who has a particular job. In Grammar, SS learn when to use the infinitive form (to + verb). SS will learn some rules about the gerund (verb + -ing) in 5B. In Vocabulary SS learn review some high-frequency verbs that are followed by the infinitive form, and in Pronunciation there is more practice of word stress in words with two or three syllables.

Optional lead-in (books closed)

Write PARTY on the board in big letters. Write this question underneath: Why do people go to parties? and elicit SS’ ideas. Encourage them to use the infinitive (to + verb), e.g., to meet people, to relax, to make friends, etc. Write their ideas on the board.

Depending on SS’ L1, they may make the typical mistake for meet people/for to meet people.

Continue until you have elicited five or six reasons. Then do exercise 1.

1 SPEAKING

- Books open. Focus on the lesson title and elicit the meaning of “party animal” (someone who likes/enjoys going to parties).
- Focus on the questionnaire and quickly go through the questions. Put SS into pairs, A and B. A interviews B. Then they change roles.
- SS decide if their partner is a “party animal” or not. Ask pairs to share their answers with the class.

Extra challenge

Have B close his/her book or cover the page so that he/she has to listen to A’s questions.

2 GRAMMAR uses of the infinitive

a Focus on the picture and ask What’s happening? How do you think the man on the left is feeling? Elicit that he’s not very happy, perhaps because he doesn’t know anybody. Ask SS if this has ever happened to them and what they do if they find themselves in this position.
- Now focus on the instructions and the text. Tell SS to read the text once without trying to fill any of the blanks.
- Then put SS in pairs and give them three minutes to work together to complete the text with the verbs in the box. Make sure they know what all the verbs in the box mean before they start. SS are already familiar with the infinitive form from verbs like want and would like (to do something). Check answers.

<table>
<thead>
<tr>
<th>2 to meet</th>
<th>3 to ask</th>
<th>4 to start</th>
<th>5 not to dominate</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 to talk</td>
<td>7 to listen</td>
<td>8 to give</td>
<td>9 to talk</td>
</tr>
<tr>
<td>10 to escape</td>
<td>11 to get</td>
<td>12 to go</td>
<td></td>
</tr>
</tbody>
</table>

b Focus on the task. Then give SS a couple of minutes to read the article again and try to remember the tips (a tip = good idea or piece of advice that can help you).
- Have SS cover the text and, in pairs, see how many of the five tips they can remember. Point out that SS don’t have to remember the exact words, just the main idea.
- Finally, elicit the five tips from the whole class and ask which one they think is the best.

c Focus on the three examples from the text A–C and on the rules 1–3. Give SS a minute or so to study them and then to match the examples with the rules. Check answers.

| 1C 2A 3B |

If SS ask you what the other verbs in rule 1 are, tell them that they will see a more complete list when they do exercise 4 VOCABULARY.

Extra challenge

Have SS look at the rest of the infinitives in the article and decide if they are examples of rule 1, 2, or 3.

d Tell SS to go to Grammar Bank 5A on page 134. Go through the rules with the class. Model and drill the example sentences.
Focus on exercises 5A on page 135. SS do the exercises individually or in pairs. Check answers.

a 1 to meet 2 to do 3 to go 4 not to make
5 to learn 6 not to drive 7 to leave
b 1 A 2 F 3 G 4 B 5 H 6 C 7 E

Extra idea
Put SS into small groups. Have them try to think of at least two answers to each of the questions below, using the infinitive. Why do people...
- go to parties? - go on vacations?
- get married? - learn English?
- go to a gym?

Tell SS to go back to the main lesson on page 53.

3 READING & LISTENING

a • Focus on the article and explain that this is about the right and wrong things to say to people who meet you for the first time at a party.
• Go through the article quickly with the class (you could read it aloud), but tell SS not to guess the missing words yet.
• Put SS into pairs and set a time limit. Tell them to try and guess the missing words, but not to write them in yet. They can write them on a piece of paper.

b 5.1

Tell SS they are now going to listen to five conversations where people say the wrong thing. Play the recording once, pausing after each conversation for SS to complete the phrases.

Have SS compare their answers with their guesses. Check answers and find out how many SS guessed more or less correctly.

5.1 (audioclip in Student Book on page 122)

CD2 Track 19

H = Harry, AL = Alan, W = woman, J = Jim,
S = Sandra, K = Kate, LU = Luke, D = Deborah,
LA = Laura, AN = Andrea, S = Steve

1 H Hello, you’re one of Peter’s friends, aren’t you?
AL That’s right. I’m Alan.
H Hi, I’m Harry. Are you enjoying the party?
AL Yes, I am.
H So, what do you do for a living, Alan?
AL Oh, I’m a doctor.
H A doctor? Oh, good. Listen, I have a problem with my back. Could you take a look at it? I’ve got a pain right here...
AL I’m sorry, can you excuse me? I see Peter over there, and I want to wish him a happy birthday.

2 W Jim, this is Sandra.
J Hi.
S Nice to meet you.
W Sandra’s a math teacher in a high school.
S Why lucky?
J Well, you have really long summer vacations!
S Yes, that’s what people always say. Maybe you would like to teach my class sometime. When you teach teenagers all year, you need a long summer vacation.

3 K Hello. We haven’t met before, have we?
LU No, I don’t think so.
K I’m Kate, I’m Peter’s sister.
LU Oh, hi, I’m Luke. I went to school with Peter.
K Oh, Luke! You’re the travel agent, aren’t you?
LU Yes, I am.
K Peter’s told me all about you. Listen, can you recommend a cheap vacation? I’d like to go somewhere hot. And I want to go in August. But when I say cheap, I mean cheap. Oh, and I can’t fly because I’m terrified of flying.

4 W Deborah, can I introduce you to an old friend of mine, Laura?
D Hi, Laura.
LA Nice to meet you.
W Laura’s my hairdresser.
D Ah. You’re just the person I want to talk to. Laura, what do you think of my hair color?
LA Well...
D Come on, tell me the truth. Is it too blond?
LA Uh... no. I think it’s fine.
D Are you sure?
W Laura, what would you like to drink?
LA Oh, a diet soda, please.
D Do you think my hair would look better shorter?
W Deborah, Laura’s not at work now.
D Oh, sorry.

5 AN Hi. I’m Andrea. Nice to meet you.
S Hello. My name’s Steve.
AN What do you do, Steve? No, don’t tell me! Let me guess your job! Let me see. You look like a... professional athlete.
S No... I’m a psychiatrist.
AN A psychiatrist! Ooh, how fascinating! Steve? Are you analyzing me?
S Uh, no, I’m not. Excuse me, uh, Andrea. I need to go to the restroom.

Extra challenge
Have SS complete the sentences in pairs before listening to the recording. They then listen to check.

• Pause the recording to give SS time to write in the verbs and play the recording again as necessary.
• Have SS check their answers with a partner’s before checking answers.
4 VOCABULARY verbs + infinitive

a • Tell SS to go to Vocabulary Bank Verb forms on page 154. Focus on A and go through the examples, helping with meaning and pronunciation.

A You may want to point out that help can also be used with the base form, e.g., I’ll help you do the exercise.

Study Link SS can find more practice of these words on the MultiROM and on the American English File 2 Website.

Extra idea
Give SS a minute to memorize the examples. Then, in pairs, SS cover the examples with a piece of paper and look only at the verbs. They try to remember the example sentence and then move the paper down to check if they have remembered correctly.

b • Don’t go back to the main lesson. Put SS into pairs, A and B. Tell SS to go to Communication Guess the infinitive, A on page 110 and B on page 114.

• Here SS get some practice with the new vocabulary. Go through the instructions first for A and then for B. Use SS’ L1 if necessary.

• Demonstrate the activity. Write in large letters on a piece of paper YOU NEED TO PUT ON A COAT. Then write on the board: It’s very cold. You need ______ a coat. (+)

• Explain that there is an infinitive missing, and that the (+) sign means it’s an affirmative infinitive. Tell them that you have the sentence on a piece of paper, and they must try to guess the infinitive you have.

• Elicit guesses, e.g., to take, to wear, to buy and say Try again until someone says to put on. Show SS your piece of paper with the complete sentence. Explain that the other verbs are all possible, but that they have to try to guess the verb their partner has written down. Go through the instructions to make sure SS understand.

• Give SS a couple of minutes to think about what verbs are missing from their sentences, but tell them not to write the verb in.

• Now have SS sit face to face if possible and tell A to start trying to guess the missing verbs. B will tell them if they are right or wrong. If they are right, they can write in the verb. When A has guessed all B’s sentences, they change roles.

• Tell SS to go back to the main lesson on page 53.

5 PRONUNCIATION & SPEAKING

a • Focus on the information box and give some examples:

Two-syllable: children, lucky, person, birthday
Three-syllable: hairdresser, different, teenagers

• Point out that this is only usually true and SS should focus on words that don’t follow this pattern, e.g., vacation, recommend. It is especially important that SS mark the stress on these words when they write them down in their vocabulary notebooks.

• Give SS two minutes to underline the stressed syllables. Do not check answers yet.

b • Play the recording for SS to check their answers.

CD2 Track 20

dangerous decide difficult forget
important interesting possible pretend
promise remember

• Play the recording again for SS to listen and repeat.

c • This speaking activity reinforces the pronunciation practiced in b. Quickly go through the questions and make sure SS understand them. Give SS time to choose five questions to ask a partner.

• Put SS into pairs. They take turns asking and answering. Monitor, making sure SS pronounce the words in bold correctly.

• Get feedback from the class.

Extra support
Have SS choose questions to ask you first. Encourage them to ask follow-up questions for more information. You could write a few question words, e.g., Why? When?, etc., on the board to remind them.

Extra photocopiable activities

Grammar
the infinitive page 155

Communicative
Language school party page 199 (instructions page 178)

HOMEWORK

StudyLink Workbook pages 40–41
Lesson plan
In this lesson SS talk about things that make them feel good and, through this context, learn three common uses of the verb + -ing form (often called "the gerund"). The ideas in the article What makes you feel good? come from people in different parts of the world. The vocabulary focus is on common verbs that are followed by the gerund. In Pronunciation SS practice pronouncing the -ing ending correctly.

Optional lead-in (books closed)
Write on the board WHAT MAKES YOU FEEL GOOD? and elicit ideas from the class. Encourage SS to use a verb + -ing, e.g., Looking at the sea, Being with my friends, etc. Give a couple of your own examples if SS are slow to respond.
When you have a good number of sentences on the board, you could have SS choose their favorite and have a vote on the most popular activity. Then do exercise 1a.

1 READING
a • Books open. Focus on the text and illustrations. Explain the task (mention = say something about). Tell SS to read the text once and do the task. Give them two minutes.
• You may have to deal with a few vocabulary problems, e.g., take off = when a plane leaves the ground, storm = very bad weather with a lot of rain and strong winds, It doesn't matter = it isn't important, etc.

b • SS read the article again and put a check next to the three things that they agree with most and an x next to any they don't agree with. SS compare their choices with a partner's. Get feedback from the whole class to find out which one(s) are the most popular/unpopular.

Grammar notes
- It is possible that in your SS' L1 an infinitive form will be used where English uses an -ing form.
- SS will look at other verbs followed by the gerund in exercise 4.

Spelling rules
- You may want to point out that verbs which are stressed on the last syllable also double the final consonant, e.g., begin = beginning, prefer = preferring.

Gerund or infinitive?
- SS are asked to discriminate between the gerund and infinitive in the second exercise in the Grammar Bank. Before doing it, you could have SS quickly look again at the rules for both (see Grammar Banks 5A and 5B page 134).

Grammar Bank
- Remind SS that like can be followed by the gerund or infinitive, e.g., I like traveling, but would like is always followed by the infinitive, e.g., I would like to travel around the world.

2 GRAMMAR verb + -ing
a • Focus on the three sentences from the text (A–C) and the rules 1–3. Give SS time to do the task. Check answers.

b • Focus on the highlighted verbs in sentences A–C and try to elicit from SS these spelling rules:
1 Add -ing to the base form, e.g., be = being.
2 With monosyllabic verbs ending in one vowel and one consonant, you double the final consonant and add -ing, e.g., sit = sitting, get = getting, swim = swimming.
3 With verbs ending in e, drop the e and add -ing, e.g., live = living, write = writing, etc.

c • Tell SS to go to Grammar Bank 5B on page 134. Go through the rules with the class. Model and drill the example sentences.

b • Focus on the exercises for 5B on page 135. SS do the exercises individually or in pairs. Check answers.

3c • Tell SS to go back to the main lesson on page 54.

d • SS write their own personal sentences and compare with a partner's. Write some of their ideas on the board.

If you did the Optional lead-in, you should omit this stage of the lesson.
3 PRONUNCIATION /ŋ /

a

Focus on the sound picture and elicit the word and sound: singer, /ŋ/. Play the recording for SS to listen and repeat.

<table>
<thead>
<tr>
<th>singer /ŋ/</th>
<th>CD2 Track 21</th>
</tr>
</thead>
<tbody>
<tr>
<td>thing</td>
<td>bring</td>
</tr>
<tr>
<td>sitting</td>
<td>watching</td>
</tr>
<tr>
<td>wrong</td>
<td>thanks</td>
</tr>
<tr>
<td>think</td>
<td></td>
</tr>
</tbody>
</table>

- Have SS practice the words themselves and correct as necessary.
- **Study Link** SS can find more practice of this sound on the MultiROM and on the American English File 2 Website.

b

Tell SS to go to Sound Bank on page 159 and go through the typical spellings.

**Pronunciation notes**

- The most typical problem SS have with the /ŋ/ sound is that they sometimes add /ŋ/ or /ŋk/ sound. They are also often unaware that this sound does not only occur in -ing but also in nk, e.g., bank, think.

<table>
<thead>
<tr>
<th>think</th>
<th>drive</th>
<th>study</th>
<th>do</th>
<th>go</th>
</tr>
</thead>
<tbody>
<tr>
<td>remember</td>
<td>forget</td>
<td>try</td>
<td>ski</td>
<td>write</td>
</tr>
</tbody>
</table>

| 5.4 |

- Focus on the information in the box and point out that adding -ing to a verb does not change the pronunciation of the original verb, i.e., the sounds and stressed syllable remain the same.
- Explain the activity. SS will hear the base forms of eleven verbs. They have to say the -ing form of each verb. Get the whole class to say the -ing forms.

**Extra idea**

You could have SS listen and write the -ing form of the verbs first as a dictation to remind them of the spelling rules. Then repeat the activity orally.

4 VOCABULARY & SPEAKING

a

Here SS learn some other common verbs that take the gerund form. Tell SS to go to Vocabulary Bank Verb forms on page 154. Focus on B and go through the examples, helping with meaning and pronunciation.

- Point out the information in the box about try, remember, stop.
- Point out that I don't mind (doing something) = it isn't a problem for me, but it isn't something I especially like doing.
- You might want to teach can't stand (doing something) as an alternative form to hate.

- **Study Link** SS can find more practice of these words on the MultiROM and on the American English File 2 Website.

**Extra idea**

Give SS a minute to memorize the examples. Then, in pairs, SS cover the examples with a piece of paper and look only at the verbs. They try to remember the example sentence, then move the paper to check if they have remembered correctly.

- Tell SS to go back to the main lesson on page 55.

b

Here SS get some oral practice of the new vocabulary. Focus on the task. Point out that SS only have to choose five things from the twelve possibilities. Give them a minute to choose their five things.

- **Point out that dream of is used for daydreaming; dream about is used for dreaming while asleep.**

**Extra support**

SS could write down their answers to help prepare them for the speaking.

- Focus on the speech bubbles. Then demonstrate the activity by choosing a few things from the list and talking about them. Encourage the class to ask you for more information, e.g., Why (not)? Give SS time to choose their five things.
- In pairs, A tells B his/her five things and B asks for more information. When you think the As are finished have them change roles.
- Monitor and help while SS are talking. Correct SS if they use an infinitive instead of an -ing form.

**Extra idea**

Have fast finishers choose more topics to talk about.

5 LISTENING

a

Focus on the photo from The Sound of Music. Ask if SS have seen the movie and what the movie is about. (The Von Trapp family, who all sing.)

- Have SS ask each other the questions and get some feedback. You could have SS ask you the questions first.

b

Tell SS they are going to listen to an interview with a director of a singing school and a student who took a course there. Explain that they will hear them talking about the things in 1–7.

- Go through sentences 1–7, reading them aloud to the class and making sure SS understand them. In pairs SS mark them true or false, writing T or F next to the sentences. Don't go over answers at this stage.

- **Study Link** SS can find more practice of these words on the MultiROM and on the American English File 2 Website.

**Extra idea**

You could have SS listen and write the -ing form of the verbs first as a dictation to remind them of the spelling rules. Then repeat the activity orally.

- Focus on the task. Play the recording once. SS listen and check their answers to b.
- Play the recording again if necessary.
- Ask if any pairs had predicted correctly.

**Extra idea**

Go through the six multiple-choice questions. Then play the recording again for SS to listen and choose the right answer. Replay any parts of the recording as necessary. Check answers.
• Finish by asking SS if they agree with what they have heard and how singing makes them feel.

5.5 CD2 Track 23

(audio script in Student Book on page 122)

I = interviewer, M = Martin, J = Jenny

I Good morning and welcome. In today’s program, we’re going to talk about singing. In the studio we have Martin, the director of a singing school in Atlanta, and Jenny, a student at Martin’s school. Good morning to both of you.

M/J Good morning.

I First, Martin, can you tell us, why is it a good idea for people to learn to sing?

M First, because singing makes you feel good. And secondly, because singing is very good for your health.

I Really? In what way?

M Well, when you learn to sing, you need to learn to breathe correctly. That’s very important. And you also learn to stand and sit correctly. As a result, people who sing are often in better shape and healthier than people who don’t.

I Are your courses only for professional singers?

M No, not at all. They’re for everybody. You don’t need to have any experience singing. And you don’t need to be able to read music.

I So how do your students learn to sing?

M They learn by listening and repeating. Singing well is really 95% listening.

I OK. Jenny, tell us about the course. How long did it last?

J Only one day. From ten in the morning to six in the evening.

M Could you already sing well before you started?

J No, not well. But I have always liked singing. But I can’t read music, and I never thought I sang very well.

I So what happened in the course?

J Well, first, we did a lot of listening and breathing exercises, and we learned some other interesting techniques.

I What kind of things?

J Well, for example, we learned that it’s easier to sing high notes if you sing with a surprised look on your face!

I Oh really? Could you show us?

J Well, I’ll try.

I And for those of you at home, I can promise you that Jenny looked very surprised. Were you happy with your progress?

J Absolutely. By the end of the course, we were singing in almost perfect harmony. It was amazing. In just one day we really were much better.

I Could you two give us a little demonstration?

M/J Oh, OK.
Lesson plan

The title and main context of this lesson were inspired by an article in a newspaper where an experiment was done to see how well someone could learn a foreign language in just a month. When the month was up, the person traveled to the country itself and carried out a series of tasks to see how much he or she had learned. The grammatical focus of the lesson is modal verbs expressing obligation, rules, and prohibition: have to/don’t have to and must, must not, can’t. At this level have to and must are taught as synonyms. These forms are presented through the context of class rules which could spark some interesting discussion on what are “good rules” for a language class. The vocabulary focus is on modifiers in sentences like It’s fairly complicated or My English is very good. In Pronunciation SS do more work on sentence stress.

Optional lead-in (books closed)
Put SS into pairs and ask them to decide what they think the two most important rules in the class are. Elicit their ideas, writing them on the board with must/must not or have to even if SS have expressed them as imperatives. Possible rules might be, e.g., You have to do homework, You must come to class, You must not use cell phones in class, You must not speak in (SS’ L1), etc.

1 GRAMMAR have to, don’t have to, must, must not, can’t

a • Books open. Focus on the signs and ask SS if they have seen similar ones in their school.
b • Focus on rules 1–6, and have SS match them with the signs. Check answers.

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

c • Focus on the highlighted expressions and the questions. Give SS a few moments to answer the questions and then check answers. Make sure SS understand the words obligation/obligatory, permitted and against the rules.

1 You have to/You must
2 You don’t have to
3 You must not/You can’t

Extra challenge
Put SS in pairs to cover rules 1–6 and just look at the signs. Encourage them to test each other by pointing to a sign and asking What does this mean? Their partner responds It means you ...

Extra idea
If there are any other signs (relating to rules/obligations) in your school, remind SS of them and elicit what they mean, e.g., No smoking – You must not smoke, etc.

d • Tell SS to go to Grammar Bank 5C on page 134. Go through the rules with the class. Model and drill the example sentences.

Grammar notes

Have to and must

• At the low-intermediate level, have to and must can be treated as synonyms as a way of expressing obligation. We tend to use have to more often than must. Must is more common in official forms, notices, and signs.

• Watch out for the typical mistake of using to with must: e.g., I must to go to the bank.

• Point out the impersonal use of You when we talk about rules and laws, e.g., You have to drive on the right.

Don’t have to, must not, and can’t

• Watch out for the typical mistake of using don’t have to instead of must not or can’t, e.g., You don’t have to smoke in class. (You must not or can’t smoke ...)

• In American English File 1 SS learned to use can’t for general prohibition, e.g., You can’t park here. In this context must not and can’t are more or less synonymous, but can’t is more common in speaking.

• Focus on the exercises for 5C on page 135. SS do the exercises individually or in pairs. Check answers.

   a 1 Jane has to work very hard.
   2 Do you have to wear a uniform?
   3 My sister doesn’t have to go to school.
   4 Do I have to finish this now?
   5 We don’t have to get up early tomorrow.
   6 Does Harry have to work tomorrow?
   7 We have to hurry or we’ll be late.

   b 1 can’t 2 have to 3 don’t have to 4 have to
   5 can’t 6 don’t have to 7 have to
   8 don’t have to

tell SS to go back to the main lesson on page 56.

2 PRONUNCIATION sentence stress

Pronunciation notes

• Here SS do more work on sentence stress and rhythm using the new language of the lesson. Again, they are encouraged to pronounce information-carrying words more strongly and pronounce less important words more lightly. This will help them get the rhythm of English.

• Native speakers tend to pronounce have to as /hæv tə/ rather than /hæv tu/.

77
a 5.6
- Focus on the activity and tell SS that they are going to hear five sentences that they have to try and write down. All of the sentences contain a form of have to, must, or can’t.
- Play the recording, pausing after each sentence to give SS time to write down the sentences.
- Play the recording again for SS to check their answers. Check answers, writing the correct sentences on the board.

<table>
<thead>
<tr>
<th>5.6 CD2 Track 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 My sister has to travel a lot.</td>
</tr>
<tr>
<td>2 You can’t smoke in here.</td>
</tr>
<tr>
<td>3 Do you have to wear a uniform to school?</td>
</tr>
<tr>
<td>4 He doesn’t have to work on weekends.</td>
</tr>
<tr>
<td>5 You must show an ID card at the gate.</td>
</tr>
</tbody>
</table>

b 5.6
- Play the recording again and have SS repeat, trying to copy the rhythm. Give more practice as necessary. Remind SS that the have in have to is not contracted.

c 5.6
- Focus on the instructions and give SS, in pairs, a couple of minutes to complete their sentences.
- Check answers. Encourage SS to say their sentences with correct stress and rhythm.

3 READING & LISTENING

a 5.7
- Focus on the question and elicit some opinions from the class. Try to get a short discussion going if SS seem to be interested in the question.

b 5.7
- Focus on the photo and tell SS that they are going to read about an American journalist who tried to learn Portuguese. Focus on the lesson title, and ask SS how much they think she learned in a month. See what they think and then tell them they are going to find out.
- Focus on the instructions and give SS a few minutes to read the article once. Then have them cover the article and answer the questions. Have SS compare their answers with a partner’s and then check answers. Elicit/explain the meaning of any unknown words in the text.

Extra support
Let SS find the words in the text rather than doing it from memory.

1. Because she had always been fascinated by Brazilian culture and wanted to travel to Brazil.
2. At a language school in Atlanta (US).
3. pronunciation and spelling.
4. In Brazil.
5. Get a taxi, order a drink in a café, ask for directions and follow them, call and ask to speak to someone, ask somebody the time.
6. She can’t use a dictionary or a phrasebook, or speak English, or mime or use her hands.

5.7 CD2 Track 25
(audiocscript in Student Book on page 122)
I arrived at the São Paulo airport with Fabiana, my guide. Test number one. I had to get a taxi to the hotel. I said to the taxi driver, in Portuguese, “To the Holiday Inn Hotel, please”—“Vamos para o hotel Holiday Inn, por favor.” No problem. The driver understood me. But then he started talking to me in perfect English. I felt a little stupid.
We got to the hotel, checked in, and then we went to a cafe for test number two. A waitress came up to us and I said, “Uma água mineral, por favor.” That is, “A mineral water, please.” Then the waitress said something in Portuguese and I understood her! She said, “A large or a small water?” “Large.” I said, I was so happy that I could understand her. I really enjoyed that drink.
Next, we went out into the street for test three: asking for directions. I decided to ask for directions to a drugstore because I knew the word for drugstore, farmacia. I stopped a woman who looked friendly and I said, in Portuguese, “Excuse me, please, is there a drugstore near here?” No problem. But then she started talking really fast and pointing. I tried to listen for left or right or anything I could understand, but no, I couldn’t understand anything. I was sure that Fabiana was going to give me zero for this test!
I was feeling less confident now. We went back to the hotel for test four: making a phone call. Fabiana gave me a phone number and told me to ask to speak to her friend. His name was Adam. I dialed the number. A woman answered the phone. “Is Adam there?” I said hopefully. “Não, ele não está,” she said. I understood that! No, he’s not in. I wanted to say, “When will he be back?” but I could only say, “When home?” “Quando em casa?” And I didn’t understand her answer. So I said thank you and good-bye very politely. Fabiana smiled, so I thought, well, that wasn’t bad.
Finally, test five: asking for the time. I knew this test was going to be easy. Numbers in Portuguese aren’t too difficult for me, and I’ve always found telling the time very easy. I stopped a man in the street and said, “Excuse me, do you have the time?” Surprisingly, I couldn’t understand the answer, but I had a great idea and said, “Can I see your watch, please?” He showed it to me. Seven forty. Perfect!
How well did I do on the tests? Well, Fabiana gave me five out of ten for language, and eight for imagination. So can you learn a language in a month? Not Portuguese, definitely!
Focus on the task and quickly go through sentences 1–9 before playing the recording. Play the recording again, pausing it to give SS time to mark T or F. Play all or part of the recording again as necessary. Check answers.

1. F His English was perfect.
2. T
3. F She ordered a large water.
4. F She asked for directions to a drugstore.
5. T
6. T
7. T
8. F She did because she asked the man to show her his watch.
9. F Fabiana gave her five out of ten for her Portuguese (and eight for imagination).

Point out that:
- extremely /ɪkˈstrɪmlɪ/ has the stress on the second syllable.
- really is a little stronger than very. Compare She's doing very well and She's doing really well.
- fairly means an intermediate amount — neither a lot nor a little.

Give SS time to complete the sentences so that they are true for them and then get them to compare their answers with a partner's. Have SS share their answers with the class.

Extra support
If you have time, you could have SS listen to the recording again with the audioscript on page 122 so they can see exactly what they understood/didn't understand. Translate/explain any new words or phrases.

4 SPEAKING
a. Focus on the two questions and elicit answers from the whole class.

b. Here SS do a short speaking activity based on their experience in using English. Quickly run through the questions before SS start.

Put SS into pairs and have them ask and answer the questions. Either A can ask B all the questions and then they change roles or they can take turns to ask and answer. Encourage them to use What about you? after they have answered.

Get some feedback from the class about their experiences.

5 VOCABULARY modifiers
a. In this activity SS review/learn some useful modifiers. Focus on the two examples in the box and elicit the meaning of (extremely = very, very).

Focus on the chart. Make sure SS understand that they have to complete it with the words in the box in order of difficulty. Elicit the first one (extremely) from the whole class. Give SS a minute or so to complete the chart with the rest of the words. Check answers.

<table>
<thead>
<tr>
<th>Portuguese</th>
<th>extremely</th>
<th>really</th>
<th>very</th>
<th>difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Extra photocopiable activities
Grammar
have to, don't have to, must not page 157
Communicative
US rules, OK? page 201 (instructions page 178)

HOMEWORK
Study Link Workbook pages 44–45
Lesson plan

The context of this lesson is sports. The grammar of the previous lesson (modals expressing obligation) is consolidated through an activity where SS guess some well-known sports by reading the rules. At the same time a new grammar point is introduced: the use of a verb + preposition to express movement. There are two vocabulary focuses: prepositions of movement and words related to sports. Pronunciation focuses on using correct word stress in prepositions like toward and through.

Optional lead-in (books closed)

Give SS, in pairs, two minutes to think of English words for sports. Tell them that they should try to write down at least ten. Choose a pair and have them read out their list. Correct pronunciation if necessary. Then ask if other SS have any different ones. Don’t write them on the board yet.

1 VOCABULARY & SPEAKING sports, prepositions of movement

a • Books open. Focus on the photos and the three columns. Tell SS that play, go, and do are the three verbs that we use with sports, and that the photos show 12 different sports.

b • Give SS, in pairs, a minute to write the sports in the photos in the right column. Do not check answers yet. Tell SS to copy the chart in their notebooks so they can add more sports.

c • Focus on the activity and make sure SS understand all the vocabulary. Have SS explain/demonstrate the meaning of the bold words.

d • In the same pairs SS ask each other the questions. Demonstrate the activity by having the class ask you the questions first.

e • Focus on the pictures and the activity. Give SS time to complete the sentence with the five prepositions.

f • Tell SS to go to Vocabulary Bank Prepositions Part 2 on page 148. In pairs, SS complete a. Check answers and model and drill pronunciation.

- When the chart is complete, elicit these general rules:
  - Use play with sports with a ball.
  - Use go with sports that end in -ing.
  - Use do with martial arts and activities that you do in a gym.

Extra idea

Elicit more sports for each column, or if you did the lead-in, add other sports SS came up with to the columns.

Other examples:

<table>
<thead>
<tr>
<th>play</th>
<th>go</th>
<th>do</th>
</tr>
</thead>
<tbody>
<tr>
<td>handball</td>
<td>sailing</td>
<td>gymnastics</td>
</tr>
<tr>
<td>hockey</td>
<td>riding</td>
<td>karate</td>
</tr>
<tr>
<td>badminton</td>
<td>climbing</td>
<td>yoga</td>
</tr>
</tbody>
</table>

Team sports:

- basketball (5 players)
- soccer (11 players)
- volleyball (6 players)
- baseball (9 players)
- football (11 players)

You hit the ball in baseball, tennis, volleyball, golf.
You throw the ball in baseball, basketball, football.
You kick the ball in soccer.
You shoot in basketball and soccer.

The ball went over the wall, along/down the street, down the steps, across the road, and into the river.

Focus on b. Have SS cover the prepositions in a and look at the pictures. From memory they take turns telling their partner where the dog went.
Study Link: SS can find more practice of these words on the MultiROM and on the American English File 2 Website.

- Tell SS to go back to the main lesson on page 58.

2 GRAMMAR expressing movement

a. Focus on the activity and explain that SS have to match rules 1–5 with a sport from 1a.
- Give SS, in pairs or individually, two or three minutes to complete the task. Help with vocabulary as SS will probably need it. Insist that they ask you using What does ... mean?

b. 
- Play the recording for SS to listen and check their answers.

<table>
<thead>
<tr>
<th>Sound effects of the five sports:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD2 Track 27</td>
</tr>
<tr>
<td>1 golf</td>
</tr>
<tr>
<td>2 tennis</td>
</tr>
<tr>
<td>3 cycling</td>
</tr>
<tr>
<td>4 soccer</td>
</tr>
<tr>
<td>5 football</td>
</tr>
</tbody>
</table>

- Focus on the highlighted words in the rules and elicit the answer from the whole class.

- You use a verb and a preposition of movement.

- Tell SS to go to Grammar Bank 5D on page 134. Go through the rules with the class. Model and drill the example sentences.

Grammar notes

- In English, movement is usually expressed by adding a preposition of movement to a verb, e.g., walk up the steps, climb over the wall. In your SS’ L1 this may be expressed in a different way, e.g., by just using a single verb.

- Focus on the exercises for 5D on page 135. SS do the exercises individually or in pairs. Check answers.

a. 1 down, out of 2 over 3 across 4 on 5 to 6 out of in 7 under
b. 1 out 2 in 3 out of 4 into

- Tell SS to go back to the main lesson on page 59.

Extra challenge

With a class that is very keen on sports, you could have SS practice more sports rules. Put SS in groups of four. A, B, C, D. A thinks of a sport he/she knows well. The others have to guess it by asking a maximum of ten yes/no questions, e.g., Is it a team sport? Do you play it inside? Do you have to throw the ball?, etc. When they have guessed, B thinks of a sport, etc.

3 PRONUNCIATION prepositions

Pronunciation notes

- Focus on the activity and give SS time to match the words and phonetics, and to decide how the words are pronounced. Remind them that they can use the sound charts on page 156 and 158 to help them remember the phonetic symbols.
- Check answers, asking SS to pronounce the words using the phonetics to help them. Do not correct them yet.

- Focus on the activity and give SS time to match the words and phonetics, and to decide how the words are pronounced. Remind them that they can use the sound charts on page 156 and 158 to help them remember the phonetic symbols.
- Check answers, asking SS to pronounce the words using the phonetics to help them. Do not correct them yet.

b. 
- Play the recording for SS to check their answers. Give SS time to underline the stressed syllables and then tell them to practice saying the prepositions a few times.

<table>
<thead>
<tr>
<th>Sound effects of the five sports:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD2 Track 28</td>
</tr>
<tr>
<td>1 into 2 over 3 around 4 toward 5 across 6 through 7 along</td>
</tr>
</tbody>
</table>

- Focus on the instructions. Make sure SS know what a cross-country race is (a race where the runners run across the countryside) and understand what they have to do.
- Give SS time to draw their route on the map headed My race. Monitor to make sure they draw a suitable route including all the things on the map (trees, hill, lake, etc).
- SS take turns describing their route to their partner, who draws the route on the map headed My partner’s race. SS shouldn’t look at each other’s maps. Monitor and help as SS do the task.
- When the majority of pairs have finished, have SS compare routes to see if they drew them correctly.
- Tell SS to go back to the main lesson on page 59.

4 READING & SPEAKING

- Focus on the photos and ask some questions to generate interest, e.g., Which teams are they? What match is it? (Manchester United and Bayern Munich. The 1999 Champion’s League Final in Europe.)
- Focus on the two questions and elicit answers from the class.

A normal soccer match lasts 90 minutes. It depends – time is added for time lost because of injuries, etc.
b. Focus on the article and on the words in the box. Ask SS how many of the words they know. Elicit/teach the meaning of new words. Have SS underline the stress in *referee*.

- Give SS five minutes to read the article and complete it with the words from the box. Have them compare their article with a partner's before checking answers.

1 match 2 stadium 3 fans 4 team 5 players 6 scored 7 goal 8 referee 9 champions 10 field

c. Set SS another time limit to read the text again and number the events A–F in the order they happened. Have SS compare their order with a partner's before you check answers.

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

d. Deal with any other vocabulary problems, and ask SS to choose five words or phrases they want to learn from the text and get them to write them in their notebook.

e. Focus on the task. Give SS several minutes to think about the most exciting sporting event they have ever seen and to prepare their answers to the questions. Help them with any vocabulary they may need, especially to answer question 5.

**Extra idea**

Do the activity yourself, and have SS interview you first.

e. Put SS into pairs. SS take turns to ask a partner about the sporting event. Monitor and help while SS are doing the activity. Get feedback from a few pairs of students.

5 SONG 🎵 *We are the champions*

- Here SS listen to a song, originally recorded by the band Queen, which is often heard at international sporting events.
- If you want to sing this song in class, use the photocopiable activity on page 224.

---

**Extra photocopiable activities**

**Grammar**

verbs and prepositions page 158

**Communicative**

Propositions race page 202 (instructions page 178)

**Song**

*We are the champions* page 224 (instructions page 219)

**HOMEWORK**

*Study Link Workbook* pages 46–47
Lesson plan

In this lesson SS review buying clothes, and learn expressions for taking things back to a store. In Social English, it is the evening on the same day Allie got lost in Practical English 4. Allie, Mark, and Brad all meet at a cocktail party at the hotel, and Mark is irritated to find that Brad and Allie know each other better than he thought.

Study Link These lessons are on the American English File 2 Video, which can be used instead of the Class Audio CD for these lessons (see Introduction page 9). The main functional section of each episode (the second section) is also on the MultiROM, with additional activities.

Optional lead-in (books closed)

Review what happened in the previous episode by eliciting the story from the class. (Allie tried to find Union Square but got lost. She met Brad, by chance, who took her for a cup of coffee and showed her the way to Union Square.)

BUYING CLOTHES

5.12 Focus on the questions. Play the recording once the whole way through and tell SS just to listen. Then play it again, pausing if necessary to give SS time to answer the questions. Get them to compare their answers with each other before checking answers.

1 A black sweater.
2 Medium.
3 No.
4 $39.99
5 By credit card.

Ask what the problem is about the price and elicit that although the sweater is marked $39.99, in California you have to pay 8.5% extra sales tax.

5.12 (audioscript in Student Book on page 123) CD2 Track 30
S = salesperson, A = Allie
S Can I help you?
A Yes, I really like this sweater. Do you have it in a medium?
S Let's see... um... we have it in red in a medium.
A No, I want it in black.
S Just a minute, I'll go and check. Here you are. A black medium. Do you want to try it on?
A No, thanks. I'm sure it'll be fine. How much is it?
S $43.38.
A It says $39.99.
S Yes, but that doesn't include sales tax—that's 8.5% extra.
A Oh, OK. Do you take MasterCard?
S Yes, of course.

TAKING SOMETHING BACK

a 5.13 Tell SS to cover the conversation. Focus on the questions. Play the recording once for SS to answer the questions. Check answers.

The sweater is too big. She asks for her money back.

b Now tell SS to uncover the conversation. Give them a minute to read through the conversation and guess the missing words. Then play the recording again.

5.13 5.14 CD2 Tracks 31+32
S = salesperson, A = Allie
S Can I help you?
A Yes, I bought this sweater about half an hour ago.
(repeat)
S Yes, I remember. Is there a problem?
A Yes, I've decided it's too big for me. (repeat)
S What size is it?
A Medium. (repeat)
S So you need a small. I don't see one here.
A Do you have any more? (repeat)
S I'll go and check. Just a minute.
A I'm sorry but we don't have another one in black.
A Oh dear. (repeat)
S We can order one for you. It'll only take a few days.
A No, I'm leaving on Saturday. (repeat)
S Would you like to exchange it for something else?
A Not really. Could I have a refund? (repeat)
S No problem. Do you have the receipt?
A Yes, here you have. (repeat)

Go through the conversation line by line and check answers. Point out too big = bigger than what you want/need (this use of too is studied in more detail in BB). Also highlight the pronunciation of receipt /rit'si/.

c 5.14 Play the recording, pausing for SS to repeat the YOU SAY phrases. Encourage them to copy the rhythm.

d Put SS into pairs, A and B. A is the salesperson, B is Allie. Tell B to close his/her book and try to remember the phrases. Then A and B change roles.

SOCIAL ENGLISH the conference cocktail party

5.15 Focus on the instructions and the photo. Ask Where do you think they are? and elicit that they're on the roof terrace of the hotel at the conference cocktail party.

Tell SS that this is the same day that Allie met Brad on the street, went shopping, and visited the Museum of Modern Art.

Play the recording at least twice. Let SS compare their sentences with a partner's and then check answers.

1 Allie, Mark
2 Brad, Mark, Allie
3 Mark, Brad, Allie
4 Mark, Allie
5 Mark
5.15 (audioscript in Student Book on page 123)
M = Mark, A = Allie, B = Brad

A: Allie! You look great, as usual. How was your morning?
M: Really good. First I went shopping, and then I went to the Museum of Modern Art.
A: What did you think of it?
M: It was wonderful. But I didn't have enough time to see it all. Never mind.
A: Maybe next time.
B: What a lovely evening!
A: Hi, Allie. How was the shopping?
M: Great, thanks.
B: Hi, Mark. And did you like the museum? I hope you didn't get lost again!
M: Hey, I didn't know you two were friends already.
A: We met this morning. I got lost. I was trying to find Union Square – and suddenly Brad appeared.
B: So I took her to my favorite coffee shop.
M: Allie, what would you like to drink?
A: I'd like a cocktail please. A margarita.
B: What a good idea. I'll have one, too. Mark, could you get us a couple of margaritas?
M: Oh, so now I'm the waiter, am I?
B: So tell me about the museum, Allie. What was your favorite painting?

- Have SS speculate a little about the story, and what will happen next. Ask Do you think Allie prefers Brad to Mark? Do you think Mark is being reasonable? What do you think is going to happen? etc.

b - Focus on the USEFUL PHRASES. Have SS see if they can remember any of the missing words. Play the recording again and check answers.

c - Play the recording, pausing for SS to repeat each phrase. Encourage them to copy the rhythm.

5.16

CD2 Track 34

M = Mark, A = Allie
M: What did you think of it?
A: Never mind.
M: What a lovely evening!
A: I got lost.
M: What would you like to drink?
B: What a good idea.

5.16

CD2 Track 34

M = Mark, A = Allie
M: What did you think of it?
A: Never mind.
M: What a lovely evening!
A: I got lost.
M: What would you like to drink?
B: What a good idea.

HOMEWORK

Study Link Workbook page 48

5 Writing: A formal e-mail

Lesson plan

In this fifth writing lesson SS practice writing a formal e-mail. The writing skills focus is on the conventions of a formal e-mail, which are contrasted with an informal one.

a - Focus on the e-mail and the instructions. Give SS, in pairs, a few minutes to read it and check the questions that Hugo wants answered.

- Check answers.

- How much do the courses cost?
- When do the courses start and finish?
- Where can students stay?

- Elicit the expressions that he uses in the e-mail to get the information he wants, e.g., Could you please send me information about dates and prices? I would also like some information about accommodation.

b - Focus on the instructions and the highlighted expressions. Do the first one with the class, and elicit that an informal e-mail would normally begin Hi (or Dear) + the person's name. Have SS continue in pairs. Check answers.

Extra support

You could let SS compare this e-mail with the informal e-mail on page 13.

<table>
<thead>
<tr>
<th>Formal e-mail</th>
<th>Informal e-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dear Sir/Madam</td>
<td>Hi/Deear...</td>
</tr>
<tr>
<td>I am writing</td>
<td>I'm writing</td>
</tr>
<tr>
<td>I would like</td>
<td>I'd like</td>
</tr>
<tr>
<td>I look forward to hearing</td>
<td>Looking forward to hearing from you</td>
</tr>
<tr>
<td>from you</td>
<td>hearing from you/Write soon</td>
</tr>
<tr>
<td>Sincerely,</td>
<td>Best wishes</td>
</tr>
</tbody>
</table>

- Point out that:
  - in formal e-mails (and letters) we do not normally use contractions, e.g., I am writing. In informal e-mails (and letters) it is normal to use contractions, e.g., I'm writing.
  - if you are writing a formal (or business) e-mail and you don't know the name of the person that you are writing to, you should begin Dear Sir/Madam. If you do know the name, you should begin Dear + title + name, e.g., Dear Mr. Brown, and finish Yours sincerely.

- Focus on the advertisements and instructions. Give SS two minutes, in pairs, to brainstorm possible questions for both advertisements, e.g., Is the accommodation with families? Does the price include the flights? How many people are there in each group? Get feedback and write the questions on the board.

Write a formal e-mail asking for information

Either give SS at least 15 minutes to write the e-mail in class, following the instructions, or assign it for homework. If SS do the writing in class, get them to exchange their e-mails with another student to read and check for mistakes before you collect them.
For instructions on how to use these pages, see page 27.

**GRAMMAR**

1 b 2 a 3 c 4 a 5 c 6 b 7 b 8 c 9 a 10 c

**VOCABULARY**

a 1 like 2 forget 3 dream of 4 need 5 decide
6 learn 7 hate 8 hope 9 Try 10 start
b 1 into 2 over 3 to 4 around 5 through
c 1 play 2 went 3 does 4 goes 5 doing

**PRONUNCIATION**

a 1 mind 2 promise 3 have 4 throw 5 must
b promise decide forget enjoy practice

**CAN YOU UNDERSTAND THIS TEXT?**

a 3
b 1 T 2 DS 3 T 4 F 5 T 6 T 7 DS

**CAN YOU UNDERSTAND THESE PEOPLE?**

1
A Hi... Anna?
B Yes. Hi, Rob.
A Hi there. Listen, there's a party on Saturday. Would you like to come?
B Well, I'm not sure. I don't really like parties. Whose party is it?
A Linda's. It's her birthday. There'll be lots of people you know. I'm sure you'll have a good time.
B Well, I'll think about it, and I'll tell you tomorrow.

2
A What did you do over the weekend, Matt?
B I went to a concert. The Philharmonic at the Concert Hall.
A What was it?
B Beethoven's Ninth Symphony.
A Was it good?
B Well, not bad. The orchestra was fantastic, but the singers weren't very good.
A Oh, that's too bad.

3
A OK, now please turn to page 24. Come in. Oh, hello, Claudia. You're a little late.
B Sorry, I miss the bus.
A Oh, you missed the bus. You missed the bus on Monday, too. And last week. OK, well, sit down and join us.

**CD2 Track 36**

A Sports Center. How can I help you?
B I'd like some information about the sports center. My daughter wants to learn to play a team sport.
A How old is she?
B She's 12.
A Well, she could learn volleyball, soccer, basketball...
B I think she'd like basketball. She's really tall for her age.
A OK, well, there are two groups. One has practice on Tuesdays and one on Thursdays.
B I think Thursdays would be best for her. She finishes school early on Thursdays. What time is the class?
A From 6:00 to 7:30. Is that OK for her?
B Yes, that's fine.
A OK. Can I have her name, please?
B Yes, her name's Susan Stevens.
A Can you spell the last name?
B Yes, S-T-E-V-E-N-S.
A OK, I'll put her down for the Thursday group.
B How much do the classes cost?
A You don't have to pay; they're free.
B Oh, great! Well, she'll be there on Thursday at 6:00.
B Bye.
A Bye.

**CAN YOU SAY THIS IN ENGLISH?**

Accept any answer that makes sense.

b 1 to go
c 2 e.g. to dance
e 3 e.g. reading
e 4 e.g. wear a uniform
f 5 e.g. to learn
If something bad can happen, it will

File 6 overview

The focus in File 6 is on conditional tenses and modals with a future meaning. In 6A and 6B SS learn the first and second conditionals. Learning the two conditionals one after the other should help SS contrast and assimilate the differences between them. In 6C the modal verbs may and might keep on the theme of possibility, and finally in 6D the presentation of should in the context of advice allows both conditionals and modals to be repeated.

Lesson plan

This lesson presents the first conditional through the humorous context of "Murphy's Law," which states that if something bad can happen, it will happen. The presentation is an easily memorized chain story. SS then read a text with some common examples of Murphy's Law and finally invent their own rules of life. The vocabulary focus is on verbs that are often confused, like know/meet and borrow/lend. In Pronunciation there is work on vowels.

Optional lead-in (books closed)

Write the following words and phrases on the board inside circles:

read listen to music talk to the person next to you sleep work

Ask SS Which of these do you do when you are traveling (by bus, train, etc.)? Tell them to talk to a partner and say why they do the things. Have SS share their answers, and ask them if there's anything else they do when they are traveling. Then do 1a.

1 GRAMMAR if + present, will + base form

a Books open. Focus on picture 1 and the beginning of the story. Give SS a minute to read it. Elicit possible answers to the question, e.g., because he wants to read it, because he doesn't like lending things, etc.

b Focus on the other pictures and tell SS that they show what the man's answer is. Focus on the first picture and sentence 1 (If I lend you my newspaper ...). Tell SS that this is the beginning of the explanation. Then tell SS, in pairs, to number the other sentences 2–9, using the pictures to help them.

c (6.1)

Tell SS they're going to hear the Italian man giving his explanation. SS listen and check the order of the sentences. Play the recording once. Check answers.

If I lend you my newspaper, we'll start talking.
If we start talking, we'll become friends.
If we become friends, I'll invite you to my house in Venice.

6.1 CD2 Track 37

If I invite you to my house, you'll meet my beautiful daughter, Nicoletta.
If you meet Nicoletta, you'll fall in love with her.
If you fall in love with her, you'll run away together.
If you run away, I'll find you.
If I find you, I'll kill you.
So that's why I won't lend you my newspaper.

- Tell SS to focus on the pictures and cover the sentences. Play the recording again, pausing after each if clause to elicit the continuation of the sentence.
- Now drill the story with the whole class, eliciting it line by line. Finally, put SS into pairs. A and B. A covers the sentences and retells the story using the pictures. B prompts and corrects. Then they change roles.

d Now focus on the tenses and elicit that the verb after if is in the simple present and the other verb is in the future (will/won't + base form). Explain that sentences with if are often called conditional sentences, and that this structure (a sentence with if + present + future) is often called the first conditional.

e Tell SS to go to Grammar Bank 6A on page 136. Go through the rules and model and drill the example sentences.

Grammar notes

- Since first conditional sentences refer to future possibilities, some SS may try to use the future after if.
- Typical mistake: If he'll call, I'll tell him.
- The simple present and future with will are also used after when, as soon as, and until, e.g., I'll tell him when he arrives. As soon as you get here, we'll have lunch.
- This use is taught in American English File 3. However, you may want to point this out in this lesson.

- Focus on the exercises for 6A on page 137. SS do them individually or in pairs. Check answers.

a 1D 2 E 3 F 4 G 5 A 6 B

b I start, will come
2 I'll be, don't tell
3 don't write, won't remember
4 Will ... call, hear
5 ask, I'll help
6 won't pass, don't study

- Tell SS to go back to the main lesson on page 64.

2 VOCABULARY confusing verbs

a Focus on the sentences and give SS a few minutes, in pairs, to decide which verb is right in each sentence and why. Check answers and ask SS why. Ask SS how to say these verbs in L1 to highlight the difference.
1. meet (= you will see and speak to her for the first time)
2. know (= you have met and spoken to him before)
3. borrow (= you give me your newspaper)
4. lend (= I give you my newspaper)

b. Tell SS to go to Vocabulary Bank Verbs on page 149 and do 2 Confusing verbs. In pairs SS match the verbs and pictures. Check answers, and model and drill pronunciation as necessary, e.g., earn /ərn/.

Some of these verbs are often confused because, in your SS’ L1, one verb may be used for both meanings. For this reason it’s better for SS to learn these verbs in a phrase, e.g., know someone well, meet someone for the first time, etc. rather than just learning a translation.

- Have SS cover the words and phrases and look at the pictures. SS test themselves or each other.

Study Link: SS can find more practice of these words on the MultiROM and on the American English File 2 Website.
- Tell SS to go back to the main lesson on page 64.

3. READING
   a. SS get further practice of the first conditional in this reading text about Murphy’s Law. Focus on the first question. SS will probably try to express that the line they were in before will move faster. Then tell SS that this is an example of what we call Murphy’s Law and ask if they have heard of this law before.
   b. Give SS a few minutes to read the introduction and answer the question. Check answers.

Murphy was an American airplane engineer. His law is “If something bad can happen, it will happen.”

c. Give SS time to read the rest of the article. Tell SS to cover the continuations in exercise d and, in pairs, guess how they think the laws might end. Elicit ideas.

Extra support
Do c as a class activity, not in pairs.

d. Tell SS to uncover d. SS work in the same pairs and match the sentence halves with A–H. Check answers.
   Explain/translate spill (= accidentally let a liquid fall).

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

e. In pairs SS try to remember the laws using the first half of the sentences as prompts. Elicit some more laws from SS, but don’t spend too long, as SS will be making their own laws in exercise 5.

4. PRONUNCIATION: vowels
   a. 6.2
   - Focus on the sound chart and elicit the three pairs of sounds: /i/, /ɪ/, /æ/, /ɔ/, /ə/, /ɒ/.

   b. Now focus on the words in the box. Do the first two with SS, and then get them to continue in pairs.

   c. 6.3
   - Play the recording once for SS to check their answers. Then play it again, pausing after each word or group of words for SS to listen and repeat.

   d. Tell SS to go to Sound Bank on page 157 and focus on the typical spellings for these sounds.
   - Tell SS to go back to the main lesson on page 65.

5. SPEAKING
   - Focus on the prompts for SS to make new “Murphy’s Laws.” Point out that there is not one right answer, but that there will be a vote for the best “laws.”
   - Put SS into groups of four (or pairs if you have a small class). Then tell them that they have to choose six “laws” to complete. Remind them of the original law: If something bad can happen, it will happen.
   - While SS complete their laws, monitor and help with vocabulary and spelling. Fast finishers can complete the other three laws.
   - Write SS’ “laws” on the board. Accept all logical endings. There may be several variations for each sentence. Take a vote on the “best” laws, i.e., the most typical.

Possible endings
- they won’t like you.
- you’ll need it later.
- you’ll see a parking space very near.
- he/she’ll wake up early.
- there’ll be a lot of traffic.
- it will be delayed.
- your boss will arrive early.
- a lot of people will call you.
- it will be “pull.”

Extra photocopiable activities

Grammar
first conditional page 159

Communicative
Guess my sentence page 203 (instructions page 179)

HOMEWORK
Study Link: Workbook pages 49–50
Lesson plan

In this lesson SS look at the second conditional. The context, a survival quiz where SS choose the best way to survive an animal attack, helps to show SS that the second conditional is often used in hypothetical situations. In Vocabulary, SS learn the names of animals, and the grammar and vocabulary are both repeated in the Speaking activity. The lesson ends with an article about crocodile attacks in Australia.

Optional lead-in (books closed)

Write on the board:

LU B ROCIL DECO AR BE

Tell SS to rearrange the letters to form the names of three animals. Check answers and get SS to spell the words. Model the pronunciation and underline the stress in crocodile.

bull  crocodile  bear

1 SPEAKING & LISTENING

a  • Books open. Focus on the photos and elicit the three animals. Now focus on the quiz and the instructions. Go through the answer choices for each question and check SS understand climb, lie, ground, shout, etc. Give SS a few minutes to read the questions and choose their answers.

• Have SS compare their choices with a partner’s. Encourage them to try to say why they have chosen each option.

b  64

• Tell SS they are going to listen to a survival expert who will tell them which is the best option for each situation. The first time they listen they should just focus on which is the right option.

• Play the recording once. Check answers and find out how many SS would survive in each situation.

1 c  2 b  3 b

64  CD2 Track 40
(audioscript in Student Book on page 123)

I  = interviewer, M  = Michael

I  OK, Michael, can you tell us what to do in these three situations? First, what about the crocodile attack?

M  Well, once a crocodile has seen you, it will attack you. So doing nothing is not really an option. And a crocodile attacks so quickly that people never have time to swim to safety. The crocodile will try to get you in its mouth and take you under the water. Your only hope is to try to hit it in the eye or on the nose. If you did this and you were very lucky, the crocodile would open its mouth and give you time to escape. But I have to say that it’s very difficult, although not impossible, to survive a crocodile attack.

I  What about the bear attack?

M  When a bear attacks someone, their natural reaction is always to try to run away or to climb up a tree. But these are both bad ideas. Bears can run much faster than we can and they’re also much better and faster at climbing trees. The best thing to do in this situation would be to pretend to be dead. A bear usually stops attacking when it thinks that its enemy is dead and so, if you were lucky, it would lose interest in you and go away.

I  And finally, the bull attack?

M  Well, if you were in the middle of a field, forget about running. Bulls can run incredibly fast. And don’t shout or wave your arms because bulls react to movement, and this will just make the bull come in your direction. The best thing to do is to try not to move, and just stay where you are, and then at the last moment to throw something, a hat or your shirt, away from you. If you were lucky, the bull would change direction to follow the hat or shirt and you’d be able to escape. By the way, it doesn’t matter what color the shirt is. It isn’t true that bulls like red. They don’t see color; they only see movement.

• Focus on the instructions and play the recording again. When SS have compared their answers, check answers.

1  a is wrong because crocodiles attack very quickly, so you don’t have time to swim.

b  is wrong because as soon as a crocodile sees you, it will attack.

2  a is wrong because bears can climb better than we can.

b  is wrong because bears can run faster than we can.

3  a is wrong because bulls can run incredibly fast.

b  is wrong because noise or a sudden movement will attract the bull and make it come toward you.

Extra idea

Stop the recording after each situation. Check answers and elicit more details by asking, e.g., Where exactly should you hit a crocodile? (In the eye or on the nose.)

Extra support

If you have time, you could have SS listen again with the audioscript on page 123 so they can see exactly how much they understood. Translate/explain any new words or phrases.

2 GRAMMAR  if + past, would + base form

a  • Focus on question 1 in Would you survive? Get SS to discuss questions 1–3 in pairs, or go through them with the whole class. Check answers.

1 b  2 simple past  3 would/ wouldn’t + base form
b • Tell SS to go to Grammar Bank 6B on page 136. Go through the rules and model and drill the example sentences.

Grammar notes
• SS may find it strange to be using past tenses in the if half of these conditional sentences. Emphasize that they do not refer to the past but to a hypothetical situation.
• SS have seen and used would/wouldn’t + base form before with the verb like, so should not have problems with the form of would.
• Point out that we often use the expression If I were you, I’d ... to give advice.
• Focus on the exercises for 6B on page 137. SS do them individually or in pairs. Check answers.

4 VOCABULARY animals
a • Focus on the questions. SS either interview each other in pairs, or answer the questions together. Monitor and help SS with any animal words they want to use but don’t know. Have SS share their answers with the class.

b • Tell SS to go to Vocabulary Bank Animals on page 151. Focus on a. In pairs, SS match the words and pictures. Check answers and model and drill the pronunciation.

c • Focus on b. Give SS a few minutes to test themselves or each other. 
• Tell SS to go back to the main lesson on page 67.

3 PRONUNCIATION stress and rhythm

Pronunciation notes
• SS may have problems pronouncing would and wouldn’t correctly. Some SS pronounce the l, which should be silent.

a • Focus on the sentence halves. Play the recording, getting SS to listen and repeat each half separately first, and then the whole sentence.
• Give SS a few minutes to practice saying the sentences.

b • Tell SS to close their books. Read the first half of each sentence, and elicit the second half, encouraging SS to get the rhythm right.
• Then have SS open their books, cover the right-hand column, and remember the sentences.

Extra idea
You could make this a team game. Divide the class into two or more teams and play the recording twice for them to decide which animals they are and write them down. The team with the most right answers wins.

5 SPEAKING
• Go through the questions and make sure SS understand them all. Then ask five different students to choose a question to ask you. Answer, giving as much detail as you think SS will understand.
• Put SS into pairs, and tell them to choose the five questions they want to ask a partner.
• SS then ask and answer in pairs. Encourage them to ask for more information (Why?, etc.). Fast finishers can choose more questions.
• Monitor and help SS, correcting any misuse of tenses in the second conditional.
6 READING

a • Do this as a class discussion and elicit that you have to try to hit the crocodile in the face.

b • Tell SS they're going to read an article about Australian crocodiles (the most dangerous in the world), and some real cases where someone survived an attack and others didn't. Focus on the nine sentences and ask SS whether they think 1, 2, and 3 are true or false. Then tell them to read the article and mark all nine sentences T, F, or DS. Set a time limit of three minutes.

• Check answers, and have SS correct the false ones.

1 T
2 DS
3 F (They can also attack people on land.)
4 F (There were warning signs.)
5 DS
6 F (They were washing their bikes.)
7 T
8 F (The boy was attacked, not his aunt.)
9 T

c • Have SS cover the text and ask them if they can remember what the first number (7) refers to. Elicit that crocodiles can grow up to 7 meters long. Then tell them to continue in pairs.

Extra support

Have SS first find and highlight the numbers in the text. Then they cover the text and remember what the numbers refer to.

d • SS quickly check the numbers with the text. Check answers.

7: Australian crocodiles can grow up to 7 meters long.
1,000: The biggest ones can weigh 1,000 kilos.
40: Crocodiles have 40 muscles to close their mouths.
17: They can run on land at 17 km/h.
24: The German tourist was 24 years old.
22: The two Australian boys stayed in a tree for 22 hours.
19: Norman Pascoe was 19.

7 SONG 🎵 Wouldn't it be nice

• If you want to sing this song in class, use the photocopiable activity on page 225.

Extra photocopiable activities

Grammar
second conditional page 160

Communicative
I think you'd . . . page 204 (instructions page 179)

Song
Wouldn't it be nice page 225 (instructions page 219)

HOMEWORK

Study Link Workbook pages 51–52
Lesson plan
This lesson presents the modal verbs may and might through the context of a person who is very indecisive and can’t make up her mind. SS also answer a questionnaire to see if they are indecisive, and read an article about how to make decisions. The pronunciation focus is sentence rhythm, and the lesson ends with a vocabulary focus on word building.

Optional lead-in (books closed)
Write DECIDE on the board. Ask SS what part of speech it is (verb, noun, etc.) and elicit that it’s a verb. Then ask What’s the noun from decide? and elicit that it’s decision. Then elicit/teach the adjective decisive and it’s opposite indecisive. Tell SS to go to 1a.

1 SPEAKING
a • Focus on the definitions and the words in the box. Give SS a few moments to complete the definitions. Then say the words aloud a couple of times for them to listen and underline the stressed syllable. Check answers.

1 decide 2 decision 3 decisive 4 indecisive

b • Focus on the questionnaire. Go through the questions and explain/teach change your mind (= make a decision and then change it).

Extra challenge
You could also teach SS the idiom make up your mind as an alternative to decide, make a decision.

• In pairs SS interview each other using the questionnaire. Monitor and encourage SS to ask for/give more information, and to illustrate their answers with examples.

Extra idea
You could have SS interview you first. Give as many examples as you can.

• Have SS share their answers with the class, and find out (with a show of hands) if the majority of the class is indecisive.

2 GRAMMAR may / might
a • Focus on the pictures and explain that the two women are friends. Mari is the one with brown hair and Roz is the one with blond hair.

• Focus on the instructions. Tell SS to cover the conversation (or close their books). Play the recording once and check answers.

Roz is indecisive about going to the party, what clothes to wear, and how to get there.

Grammar notes
• May and might are synonyms. In this sense, may is probably more frequent in written English than might, and might is more frequent in spoken English than may.

• May and might are introduced here more for recognition than production, as they are examples of “late assimilation” language. At this level SS are more likely to express the same idea in another way, e.g., by using It’s possible or possibly.

• Focus on the exercises for 6C on page 137. SS do them individually or in pairs. Check answers.
a 1 H 2 G 3 A 4 C 5 B 6 E 7 F
b 1 might be sick.
2 might be in a meeting.
3 might not like it.
4 might not have time.
5 might win.
6 might be cold.

- Tell SS to go back to the main lesson on page 69.

3 PRONUNCIATION & SPEAKING
a  6.9
- Focus on the instructions. SS should look at the underlined phrases in the conversation on page 68 when they listen and repeat. Play the recording once the whole way through and then play it again, pausing after each phrase for SS to repeat.
- Elicit that may and might are stressed.

b 6.9
1 I might go but I might not.
2 You might meet somebody new.
3 I might wear my new black pants.
4 The red dress may be too small for me now.
5 I might go with Eduardo.
6 I may walk there.

- Put SS into pairs. Tell them to go to Communication Decisions decisions, A on page 110 and B on page 115. Go through the instructions and make sure SS understand what they have to do.
- Demonstrate the activity. Take the role of the indecisive person. Get B to ask his/her first question (What's the next movie you're going to see?), and answer with lots of alternatives, e.g., I don't know yet, I might see ..., or I may... Be theatrical, and then ask SS to help you make a decision. Elicit If I were you, I'd... and encourage them to give reasons.
- SS then ask and answer in pairs. Monitor and help, encouraging SS to use and stress may/might.
- Tell SS to go back to the main lesson on page 69.

4 READING
a  Focus on the instructions and make sure SS cover the text (or have them close their books). Stress that they should try to predict just one tip.
- Get SS' responses and write each pairs' tip on the board (with their initials).

b  Focus on the article and have SS quickly read it to see if their tips (or something similar) are there. Check any ones on the board that appear in the article.
- Focus on the verbs in the box, and give SS a few minutes to read the text again and complete it. Have SS compare their answers with a partner's and then check answers.

<table>
<thead>
<tr>
<th>1. take</th>
<th>2. make</th>
<th>3. compare</th>
<th>4. ask</th>
<th>5. confuse</th>
<th>6. use</th>
<th>7. feel</th>
<th>8. wait</th>
<th>9. have</th>
<th>10. make</th>
</tr>
</thead>
</table>

- Finally have SS, in pairs, decide which tip is the best. Find out which tip is considered the best by the whole class.
- In the same pairs, SS try to think of one more tip to add to the list. Write their tips on the board.

Possible tips
Don't be afraid to change your mind. Your first instinct may not be right. Toss a coin and accept your "fate," etc.

5 VOCABULARY noun formation
a  Focus on the chart, and point out the -ion ending and the spelling changes. Then elicit the next noun (information) and have SS continue in pairs.

b 6.10
- Tell SS to listen the first time to see if they have the right word. Play the recording. Check answers.

<table>
<thead>
<tr>
<th>6.10</th>
<th>CD2 Track 45</th>
</tr>
</thead>
<tbody>
<tr>
<td>confuse</td>
<td>confusion</td>
</tr>
<tr>
<td>decide</td>
<td>decision</td>
</tr>
<tr>
<td>imagine</td>
<td>imagination</td>
</tr>
<tr>
<td>inform</td>
<td>information</td>
</tr>
<tr>
<td>elect</td>
<td>election</td>
</tr>
<tr>
<td>invite</td>
<td>invitation</td>
</tr>
<tr>
<td>organize</td>
<td>organization</td>
</tr>
<tr>
<td>educate</td>
<td>education</td>
</tr>
<tr>
<td>translate</td>
<td>translation</td>
</tr>
<tr>
<td>communicate</td>
<td>communication</td>
</tr>
</tbody>
</table>

- Play the recording again for SS to underline the stress.
- Focus on the questions, and elicit that -ion and -ation are pronounced /ʃn/ or /ʃn/ (imagination and decision) and that the stress is always on the syllable before this ending.

- Give SS a few minutes to complete the sentences. Check answers, making sure they are stressing the words correctly.

<table>
<thead>
<tr>
<th>1 decision</th>
<th>4 election</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 information</td>
<td>5 organization</td>
</tr>
<tr>
<td>3 invitation</td>
<td>6 communication</td>
</tr>
</tbody>
</table>

d  Have SS ask you the first question. Answer and elicit more follow-up questions.
- SS then ask and answer in pairs. Monitor and help, encouraging them to ask for and give more information.

Extra photocopiable activities

Grammar may or might? page 161
Communicative It might rain page 205 (instructions page 179)

HOMEWORK

Study Link Workbook pages 53–54
Lesson plan

This lesson presents should/shouldn't for giving advice. The context is a radio program where people call in with problems, and then listeners are asked to e-mail their advice. There is a focus on the pronunciation of -ould (as in should, could, etc.) and on sentence rhythm. SS practice giving advice both orally and in written notes. The lesson ends with a focus on the uses of get, which are repeated in a questionnaire.

Optional lead-in (books closed)

Ask SS If you had a problem, who would you ask for advice? and elicit ideas, e.g., my family, friends, etc. Elicit also the idea of contacting a radio program or a magazine/Internet problem page. Find out from the class what they think of these more impersonal options and how many people in the class would think of using them instead of asking a family member or friend. Now do 1a.

A The word advice is uncountable in English — it can't be used in the plural. My family usually gives me good advice NOT good advices.

1 LISTENING & READING

a • Books open. Focus on the three questions and give SS a minute to read the extract. Check answers with the whole class.

1 It's an advice program.
2 To explain a problem they have and ask for help/advice.
3 SS' own answer.

Extra challenge

Ask SS how often the program is on, to elicit every day, and teach the word daily. Then ask if it is only for certain kinds of problems (no, for all kinds), and teach whatever (= it doesn't matter what your problem is).

b • Focus on the instructions and the words in the box. Make sure SS understand jealousy (= the noun of jealous, i.e., feeling angry/upset because you think your partner is interested in somebody else).

• Play the recording once. Let SS discuss in pairs what each problem is about and write it in. Check answers.

Barbara's problem is about money.
Kevin's problem is about jealousy.
Catherine's problem is about clothes.
Grammar notes
- *Should* does not usually cause problems as it has a clearly defined use and the form is simple. Remind SS to use the base form after *should*.
- You may want to point out to SS the alternative form *ought to*, but *should* is more common, especially in spoken English.
- The main problem with *should* is the pronunciation, i.e., the silent /l/ (see Pronunciation notes below).

Extra challenge
Ask more comprehension questions for each problem, e.g., (for 1) *What's her friend's name? Is that his real name? What does he say when they go out for a drink?* etc.

Extra support
Let SS listen again with the audioscript on page 123. Deal with any problematic vocabulary.

**Extra idea**
Tell SS that if they don’t agree with any of the e-mails, to make their own suggestions.
- Find out whose advice the majority of the class thinks is best, or if they have any other suggestions. You could also tell them what you think.

**2 GRAMMAR should / shouldn’t**
- SS will probably have guessed the meaning of *should/*shouldn’t*. Have them highlight examples in the e-mails, and check answers.

a. You should talk to your girlfriend
- 2 you should lock your clothes in a closet
- 3 you shouldn’t be so sensitive.
- 4 you should pay for him
- 5 you should talk to her
- 6 you definitely shouldn’t pay for him.

**Extra challenge**
Remind SS to get into the habit of looking at the phonetics when they look up a word in the dictionary, as it will show them if there is a silent letter and what the sounds are. You might also like to point out here that *wod*/ could also be written *wood*, as the pronunciation is exactly the same.

b. Focus on the meanings and elicit that *should* = I think it’s a good idea. It is not an obligation, and is not as strong as you have to or you must.

c. Tell SS to go to Grammar Bank 6D on page 136. Go through the rules and model and drill the example sentences.

- 1 shouldn’t 2 shouldn’t 3 should 4 should
- 5 shouldn’t 6 should 7 should
- 8 should wear 2 should study 3 shouldn’t walk
- 4 should relax 5 shouldn’t drive 6 should go

- Focus on the phonetics and have SS listen and repeat them. Then focus on the example *should* and tell SS to compare the word and the phonetics. Ask SS *Which consonant is not pronounced?* and elicit that it is the l. Then ask *How do you pronounce the ou?* and elicit /u/.

- Play the recording again and have SS write the words. Check answers.

**Pronunciation notes**
- *Should, would, and could* are often mispronounced partly because of the silent /l/ but also because *ou* is not normally pronounced /u/. Focusing on the phonetics should help SS get the sounds right.
- If you don’t want to focus on phonetics, you could just tell SS that in these three verbs the /l/ is silent and the *ou* is pronounced like the /u/ in *bull*.

**Extra challenge**
- Now focus on the sentences and point out that *shouldn’t* is always stressed, but that *should* is only stressed in yes/no questions (and short answers).
- Play the recording, pausing after each sentence for SS to listen and repeat.
4 WRITING & SPEAKING

a • Put SS into pairs. Focus on the problems, and tell SS to read them and choose one to give advice on. They should then write a note giving advice. Tell them:
   - to use the e-mails from exercise 1 as a model.
   - to use either you should/shouldn't or If I were you I'd ... to give advice and explain why.
   - to begin their note with Hi, but not to put the number of the problem. They should end with their names.
   - to write their note on a separate piece of paper (not in their notebooks).
   - Allow SS at least five minutes to read and choose a problem, and write the note. Monitor and help with spelling, etc. Fast finishers could write another note for a different problem.

b • Now have each pair of SS pass their note to the pair on their right (or take in the notes and redistribute them). Each pair then reads the new note and decides which problem it is answering and if they think it's good advice or not. They could make a record of the names of the SS who wrote it, write the number of the problem they're answering, and put a checkmark for good advice or an x for bad advice.
   - Either let SS carry on passing the notes around until they've read them all, or in a large class stop after they've read three or four. Go through the four problems and ask SS what advice was given and which advice they think is best.

5 VOCABULARY get

a • Tell SS that get is one of the most common verbs in English, and remind them that it can mean several different things. Focus on the instructions, sentences, and words/phrases in the box. Have SS match and then compare their answers with a partner's. Then check answers.

b • Tell SS to go to Vocabulary Bank get on page 152. SS do the exercises individually or in pairs. Check answers.

- Have SS test themselves or each other.
- Tell SS to go back to the main lesson on page 71.
- Focus on the questionnaire and go through the questions. Have SS ask you one or two of the questions. SS then ask and answer in pairs. Monitor and help, making sure they are using get correctly.
- Have a few pairs share their answers with the class.

Extra support
You could do 6 and 7 as open class questions.

Extra photocopiable activities

Grammar
should or shouldn't? page 162
Communicative
What should I do? page 206 (instructions page 180)

HOMEWORK
Study Link Workbook pages 55–56
6

PRACTICAL ENGLISH AT THE PHARMACY

Review
Asking for help

Function
Asking for medicine

Language
I have a headache and a cough; I'm allergic to penicillin.

Lesson plan
In this lesson Ss learn to talk about basic illness symptoms and ask for medicine at a drugstore or pharmacy. In the story in Social English, Mark apologizes to Allie for his behavior the previous evening and they plan how to spend Allie’s last day.

Study Link
These lessons are on the American English File 2 Video, which can be used instead of the Class Audio CD for these lessons (see Introduction page 9). The main functional section of each episode (the second section) is also on the MultiROM, with additional activities.

Optional lead-in (books closed)
Review what happened in the previous episode by eliciting the story from Ss, e.g., What did Allie buy? (A sweater.)
What was wrong with it? (It was too big.) What did she do? (She got her money back.) What happened that evening? (They went to the cocktail party.), etc.

ASKING FOR HELP

6.14

- Books open. Focus on the photo and elicit/explain that Allie doesn't feel well and has gone to reception for help.
- Then focus on the questions. Explain/translate painkillers, headache, and backache. Point out the pronunciation of ache /æk/ and that we say I have a headache, etc.
- Play the recording once the whole way through and tell Ss just to listen. Then play it again, pausing if necessary to give SS time to underline the right phrases. Have them compare their answers with a partner’s before checking answers.

1 painkillers  2 headache  3 doesn’t give
4 doesn’t want  5 is

Extra support
Let Ss listen again with the audioscript on page 123. Deal with any questions about vocabulary.

ASKING FOR MEDICINE

a 6.15

- Tell Ss to cover the conversation. Focus on the picture. Ask Where’s Allie? (At the pharmacy.)
If you think that Ss won’t cover the dialogue, you could have them close their books at this stage and write the first task on the board.

- Play the recording once. Check answers.

The pharmacist gives her aspirin.
She has to take two every four hours.
They cost $4.75.

b 6.15  6.16

- Now tell Ss to uncover the conversation (or open their books). Explain that the YOU HEAR part is what they need to understand, and the YOU SAY part contains the phrases they need to be able to say.
- Give SS a minute to read through the conversation and guess the missing words. Then play the recording again for them to complete the conversation.

P = pharmacist, A = Allie

CD2 Tracks 50

6.14

R = receptionist, A = Allie
R Hi. How can I help you?
A Do you have any painkillers? I have a headache.
R I’m sorry. We can’t give our guests medicine. But we can call a doctor for you if you like.
A No, it’s OK. I don’t need a doctor. It’s just a cold. But is there a chemist’s near the hotel?
R Do you mean a pharmacy?
A Sorry, that’s right, a pharmacy.
R Sure. There’s one right across the street.
A Thank you.
R You’re welcome.

CD2 Tracks 51+52

P Good morning. Can I help you?
A I have a bad cold. Do you have something I can take? (repeat)
P What symptoms do you have?
A I have a headache and a cough. (repeat)
P Do you have a temperature?
A No, I don’t think so. (repeat)
P Does your back hurt?
A No.
P Are you allergic to any drugs?
A I’m allergic to penicillin. (repeat)
P No problem. These are aspirin. These will make you feel better.
A How many do I have to take? (repeat)
P Two every four hours.
A Sorry? How often? (repeat)
P Every four hours. If you don’t feel better in 24 hours, you should see a doctor.
A OK, thanks. How much are they? (repeat)
P $4.75, please.
A Thank you.
P You’re welcome.
Go through the conversation line by line with SS. Point out that the word ache /æk/ can be used with head, back, tooth, ear, and stomach, and we use these words with I have. Alternatively (and with other parts of the body), we say my (head, etc.) hurts. Also, point out the pronunciation of cough /kɔf/ and temperature /temprəʃər/.

Now focus on the YOU SAY phrases. Tell SS they're going to hear the conversation again. They repeat the YOU SAY phrases when they hear the beep. Encourage them to copy the rhythm.

Play the recording, pausing if necessary for SS to repeat the phrases.

Put SS into pairs, A and B. A is the pharmacist, B is Allie. Tell B to close his/her book and try to remember the phrases. Then A and B change roles.

Extra support
Let SS practice the conversation first in pairs, both with books open.

Extra challenge
Let SS role-play with other symptoms, and say if they are really allergic to anything, etc.

SOCIAL ENGLISH talking about the party

Elicit/remind SS what happened at the party in the previous episode, and that Mark got angry with Brad.

Focus on the instructions. Go through the sentences with SS and make sure they understand apologizes and annoying.

Play the recording at least twice. Let SS compare their answers with a partner's and then check answers. Have SS correct the false ones.

1 T
2 F She thinks he's very nice.
3 T
4 F Tomorrow is her last day
5 F They're going to go on a boat trip and later have dinner.

Check comprehension by asking a few more questions, e.g., How does Allie feel now? (Better. Why did Mark get angry at the party? (Because Brad was annoying him.) What does Allie say about Brad? (He's very nice.) What is Allie's type of man? (Dark hair, 34 years old, lives in San Francisco, i.e., Mark.) What does Allie want to do on her last day? (Anything.) How does Allie feel? (As if she just arrived.)

Get SS to speculate a little about the story, and what will happen next. Ask What do you think is going to happen on Allie's last day?, etc.

Focus on the USEFUL PHRASES. Have SS see if they can remember any of the missing words. Play the recording again and check answers.

Play the recording, pausing for SS to repeat each phrase. Encourage them to copy the rhythm.

In a monolingual class have SS decide together what the equivalent phrase would be in their language.

Point out that we say Bless you! when somebody sneezes, and How about + noun or verb + -ing to make a suggestion.

M = Mark, A = Allie
M Bless you! Are you OK?
A It's just a cold. I had a bad headache this morning, but I feel better now.
M Listen. I'm really sorry about last night.
A What do you mean?
M At the party. I got kind of angry at Brad. He was really annoying me.
A Oh, I think he's very nice.
M Yeah, women always think so.
A Don't worry, Mark. Brad's not my type.
M So what is your type, Allie?
A You know what my type is. Dark hair, 34 years old, lives in San Francisco...
M Listen, tomorrow's your last day. I want to do something special. What would you like to do?

A I don't mind. You choose.
M How about a boat trip around the bay? We could do that in the morning, and then have a nice dinner in the evening.
A That sounds fantastic.
M It's too bad you can't stay longer.
A Yes, it's a pity – this week has gone so quickly. I feel I've just arrived and now I'm going home.
M Well, I'm going to make sure tomorrow is a really special day.

Check comprehension by asking a few more questions, e.g., How does Allie feel now? (Better. Why did Mark get angry at the party? (Because Brad was annoying him.) What does Allie say about Brad? (He's very nice.) What is Allie's type of man? (Dark hair, 34 years old, lives in San Francisco, i.e., Mark.) What does Allie want to do on her last day? (Anything.) How does Allie feel? (As if she just arrived.)

Get SS to speculate a little about the story, and what will happen next. Ask What do you think is going to happen on Allie's last day?, etc.

Focus on the USEFUL PHRASES. Have SS see if they can remember any of the missing words. Play the recording again and check answers.

Play the recording, pausing for SS to repeat each phrase. Encourage them to copy the rhythm.

In a monolingual class have SS decide together what the equivalent phrase would be in their language.

Point out that we say Bless you! when somebody sneezes, and How about + noun or verb + -ing to make a suggestion.

M = Mark, A = Allie
M Bless you!
M I'm really sorry about last night.
A What do you mean?
M How about a boat trip around the bay?
A That sounds fantastic.

Extra challenge
Have SS role-play the conversation between Mark and Allie in pairs using the audioscript on page 123. Let SS read their parts first and then try to act it from memory.

HOMEWORK

Study Link Workbook page 57
Lesson plan

In this sixth writing lesson SS practice writing another informal e-mail, in answer to an imaginary one from Daniel in Argentina (see Writing File 1). This e-mail consolidates the expressions for giving advice that SS have studied in File 6, e.g., I think you should ... If I were you, I'd ..., etc.

- Focus on the photos, and ask SS where they think it is (Argentina). Ask SS if anyone has been there, and what they know about it, e.g. the capital is Buenos Aires, etc.

- Now focus on the e-mail. Ask Who's it to? (Alessandra) Who's it from? (Daniel). SS may remember that Alessandra wrote her first e-mail to Daniel in Writing File 1 on page 13.

- Focus on the instructions and the words in the box. Give SS, in pairs, a few minutes to read the e-mail and complete the blanks.

- Check answers.

  2 want 3 think 4 visit 5 rent
  6 spend 7 meet 8 recommend

- Ask a few more questions to check comprehension, e.g.,
  What is Daniel's exciting news?
  When is he going to go to Argentina?
  How long is he going to stay?

- Focus on the instructions. Stress that in the third paragraph, they must imagine that instead of Mendoza, he is asking about their town or city. Have SS highlight Daniel's four questions, and then have SS discuss the answers in pairs. Get feedback.

In a multilingual class, have SS tell each other the answers about their countries/towns.

- Focus on the USEFUL PHRASES. SS complete them in pairs. Check answers.

  1 for 2 from 3 to 4 in 5 by 6 to

Write an e-mail to Daniel

Either give SS at least 15 minutes to write the e-mail in class, following the instructions, or assign it for homework. If SS do the writing in class, get them to exchange their e-mail with another student to read and check for mistakes before you collect them.
4
A What are you going to do tonight?
B I don't know. I might see a movie or I might just go home and stay in. What about you?
A I'm meeting Nick at the Cafe Verdi. Do you want to come?
B OK.

5
A I want to buy a pet for my daughter, but I don't know what to get.
B What about a cat or a dog? You told me she loves dogs.
A Yeah, but we live in an apartment. I don't think people should keep dogs in an apartment.
B What about a hamster?
A No, they smell. And they can bite.
B Maybe a goldfish?
A That's a good idea.

8.20 CD2 Track 56
A Who's our next caller, please?
B Hi, my name's Dave.
A Hello, Dave, where are you from?
B From Chicago.
A And what's your problem, Dave?
B Well, I'm married. I've been married for five years now. And my wife, Maureen, and I were always very happy until last year.
A And what happened then?
B Well, seven months ago my wife had a baby - a little boy - and he's wonderful and all that, but now everything has changed.
A In what way?
B Well, my wife doesn't have time for me now. She's only interested in the baby. And at night when the baby goes to bed, she's so tired to talk to me. She's like a different person now, and I don't know what to do.
A Well, Dave, first I think that maybe you should talk to her and explain how you're feeling. And if I were you, I'd help her with the baby. Then she wouldn't be so tired, and she'd have more time and energy ...

CAN YOU SAY THIS IN ENGLISH?

b 1 What would you do if you lost your wallet?
2 What would you do if you won the lottery?
3 What would you do if you found some money in the street?
4 What would you do if you had more free time?
5 What would you do if you could speak perfect English?
File 7 overview

The main focus of File 7 is on SS learning to talk about their lives using the present perfect with for and since (7A), describing important life events, e.g., be born, get married, etc. in 7B, and describing past habits with used to in 7C. The final lesson in the file (7D) moves away from SS's own lives and presents the present and past passive through the context of female inventors.

Lesson plan

In this lesson SS study the present perfect with for and since to talk about unfinished actions or states. The context is a magazine article about famous people and their phobias, and the vocabulary focus is on different ways of expressing fear, e.g., afraid, frightened, etc. This use of the present perfect is hard for most SS to use correctly, as their languages will probably use a different tense (often the simple present) in this context. In the following lesson the present perfect for unfinished actions/periods of time will be contrasted with the simple past for finished actions/periods.

Optional lead-in (books closed)

Write PHOBIA on the board. Ask SS How do you feel if you have a phobia of something? and elicit afraid (or frightened/scared).

Elicit from SS some examples of common phobias and write them on the board, e.g., flying, spiders, high places, etc. SS may come up with some more unusual phobias, e.g., the number 13, etc. They may also know the medical name for certain phobias, e.g., agoraphobia = fear of open or public places. If they use one of these words, elicit what the phobia means. When you have elicited six phobias, ask SS if they know anyone who has any of these phobias and get a show of hands for each one. Then do exercise 1a.

1 READING & VOCABULARY

a • Books open. Focus on the pictures and give SS a minute to match the words and pictures. Check answers by asking What's picture 1?, etc. Model and drill pronunciation as necessary, especially heights /hæts/.

b • Focus on the questions and the example speech bubbles. Go through the pictures again one by one, finding out if anybody in the class is afraid of each thing or knows anybody who is. Encourage SS to briefly say why they or the person they know is afraid.

Extra support

Demonstrate the activity yourself and talk briefly about people you know.

c • Now focus on the photos of famous people and tell SS that they are going to read about these people, all of whom have one of the phobias from the list in a.

d • In pairs SS underline the words in the text. Check answers.

terrified, frightened, panic, fear

Elicit/explain that frightened = afraid, terrified = very afraid, panic = lose control, and fear = the noun form of afraid. Practice pronouncing the words.

Extra idea

Ask SS to choose five words or phrases from the text that they want to learn and to write them with their translation in their notebooks. Get some feedback on which words SS have chosen.

2 GRAMMAR present perfect + for and since

a • Focus on the text about Winona Ryder. You could read the text aloud to the class or get a student to read it.

b • Focus on the task and the question (How long has she been afraid of water?) and elicit/remind SS that How long? = How much time? Give SS a few minutes to fill in the blanks and compare their answers with a partner's. Check answers.

In 1983.

YES

Since 1983.

for ( ) years. (This will depend on the date when you are doing the lesson.)
c. Tell SS to look at the two examples in b and then to complete the rule. Check answers.

Use for with a period of time.
Use since with a point in time.

- Point out that:
  - we tend to use since when we want to be exact, e.g., I've lived here since October 2003.
  - we tend to use for when we are approximating, e.g., for about four years. In this respect, it is very common to use the expression for a long time.

d. Tell SS to go to Grammar Bank 7A on page 138. Go through the rules with the class. Model and drill the example sentences.

Grammar notes
- The present perfect with for and since can be a tricky tense for SS, as they may use a different tense in their language to express this concept, e.g., the present tense. Typical mistake:
  I've lived here three years/since three years ago.
- The important thing to point out is that the present perfect with for and since is used to say how long a situation has continued until now, i.e., we use it for situations that are still true, e.g., I've been in this class for two years (= and I am still in this class).

- Focus on the exercises for 7A on page 139. SS do the exercises individually or in pairs. Check answers.

a. 1. How long has he had his car?
   2. How long have your parents lived in this house?
   3. How long have you been a teacher?
   4. How long has she known her boyfriend?
   5. How long has Poland been in the EU?
   6. How long have you had your dog?
   7. How long has Tim been afraid of water?

b. 1. He's had his car for three years.
   2. They've lived in this house for a long time.
   3. I've been a teacher since 1990.
   4. She's known her boyfriend since May.
   5. It's been in the EU since 2004.
   6. We've had our dog for about two years.
   7. He's been afraid of water since he was a child.

- Tell SS to go back to the main lesson on page 77.

3 LISTENING

a. 71

Focus on the picture and ask SS Do you like cats? Are you afraid of cats? Do you know anybody who is? and elicit responses. Focus on the instructions and the question. Play the recording once for SS to listen. Check answers.

He starts to feel very nervous, his heart beats quickly.
And he has to go away very quickly from where the cat is.

b. Focus on questions 1–6. Play the recording again for SS to answer the questions. Pause the recording as necessary to give SS time to write their answers.

- Have SS compare their answers in pairs and play the recording a third time if SS need it. Check answers.

1. Felinophobia or gatophobia.
2. Since he was five or six years old.
3. A friend's cat bit him.
4. Yes, sometimes. (He can't be in the same room as a cat. He has to ask people to take the cat out of the room.)
5. He's going to a therapist. (After three sessions he can look at a photo of a cat and touch a toy cat.)
6. Yes, he's optimistic. (He thinks one day he might have a cat as a pet.)

Extra support
If you have time, you could have SS listen to the recording with the audio script on page 124 so they can see exactly what they understood. Translate/explain any new words or phrases.
4 PRONUNCIATION /ɪ/ and /æt/, sentence stress

- Here SS learn a useful pronunciation rule and practice pronouncing the /ɪ/ and /æt/ sounds.

**Pronunciation notes**

- There are two clear spelling/pronunciation rules for words with /ɪ/ but there are a few common exceptions, like *live* (v), which trip SS up sometimes. By this time SS will instinctively pronounce most of these words correctly, and it is just a question of making an effort to remember the tricky ones like *child/children* and *since*, which they may mispronounce.

- /ɪ/ between consonants is usually pronounced /ɪt/, e.g., *win.*
  - /ɪ/ + one consonant + e is usually pronounced /æt/, e.g., *line.* SS should try to learn the exceptions, e.g., *give.*

a  - Focus on the activity and give SS, in pairs, two minutes to put the words in the right column.

b  - Play the recording for SS to listen and check. Check answers.

<table>
<thead>
<tr>
<th>7.2</th>
<th>CD3 Track 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>fish /ɪ/</td>
<td>bike /æt/</td>
</tr>
<tr>
<td>children</td>
<td>child</td>
</tr>
<tr>
<td>in</td>
<td>I’ve</td>
</tr>
<tr>
<td>live</td>
<td>like</td>
</tr>
<tr>
<td>minute</td>
<td>life</td>
</tr>
<tr>
<td>since</td>
<td>line</td>
</tr>
<tr>
<td>win</td>
<td>mine</td>
</tr>
</tbody>
</table>

- Play the recording again for SS to listen and repeat. Give more practice if these sounds are a problem for your SS.

**Study Link** SS can find more practice of these sounds on the MultiROM and on the *American English File 2* Website.

c  - Elicit how to say the two sentences. Drill the pronunciation and then have SS practice saying them in pairs.

d  - Here SS practice sentence rhythm in *How long have you...?* questions, to prepare for the speaking activity in 5.
  - Play the recording. Pause after each section of the question for SS to repeat, building up to the complete question. Encourage them to copy the rhythm. Then have them practice for a couple of minutes in pairs.

5 SPEAKING

- Focus on the chart, and instructions. Elicit the past participles of the four verbs (*known, lived, been, had*). Focus on the example in the speech bubbles.

**Extra support**

Check SS can make the questions correctly by getting them to ask you some of the questions first. Give short, natural answers with *for* and *since* and some more information if you can as a model for how SS should answer.

- Give SS a minute to choose six questions.
- Focus on the speech bubbles. Have SS ask and answer in pairs. Monitor, making sure they are using *for* and *since* correctly and are not mispronouncing *since*. Get feedback from different pairs.

**Extra photocopyable activities**

**Grammar**

present perfect + *for* and *since* page 163

**Communicative**

**Class survey** page 207 (instructions on page 180)

**Homework**

**Study Link Workbook** pages 58–59
Lesson plan

The lives of famous movie directors, Quentin Tarantino, Alfred Hitchcock, and Sofia Coppola, provide the context for reading, talking, and listening about people’s lives. The grammatical focus is the contrast between the past and present perfect, and students learn common verb phrases for giving biographical information, e.g., be born, graduate, etc. In Pronunciation SS get more practice of word stress.

Optional lead-in (books closed)

Write IMPORTANT MOMENTS IN OUR LIFE on the board and write be born, go to school underneath. Give SS, in pairs, two minutes to write down other important moments using verb phrases, e.g., graduate, go to college, get a job, fall in love, get married, etc. (See verbs in exercise 1 below.) Elicit the phrases and write them on the board. Then do 1a.

1 VOCABULARY & PRONUNCIATION

a • Books open. Focus on the list of verbs. Elicit/teach the meaning of events (things that happen to you). Go through the verbs, making sure SS understand them all.
   • Give SS time to mark the stress on the highlighted words.

b 7.4
   • Play the recording for SS to listen and check their answers. Play the recording again for SS to repeat.

Extra idea

You could have SS mark the expressions: E = everybody does it, S = some people do it, M = most people do it.

2 READING & SPEAKING

a • Write Alfred Hitchcock and Quentin Tarantino on the board and ask SS What do these two men have in common? Elicit that they are both movie directors. You could also try to elicit more information about them, e.g., their nationality (Hitchcock was British, Tarantino is American), their most famous movies (Hitchcock: Psycho, Rear Window, etc. Tarantino: Pulp Fiction, Reservoir Dogs, etc.)
   • Focus on the movie stills and on the two questions. In pairs SS quickly answer the questions.

   1 The Birds: Hitchcock
   Kill Bill: Tarantino
   2 The movies are “thrillers,” i.e., exciting movies often involving a crime and usually with violent scenes.

b • Focus on the information about the lives of the two movie directors. Put SS into pairs and set a time limit for SS to read the facts and to mark them H or T.
   Check answers.

   H: 1, 3, 5, 6, 7, 10, 11, 13
   T: 2, 4, 8, 9, 12, 14, 15

   • Have SS underline any words or phrases they don’t understand and try and guess the meaning with their partner. Deal with any questions about vocabulary.

   • Put SS into pairs. Give them a couple of minutes for A to reread the biographical information about Hitchcock, and B about Tarantino. They should try to remember as much as they can.

   • Now A (book closed) tells B everything he/she can remember about Hitchcock. B (book open) listens and helps, e.g., by jogging A’s memory with a word or phrase. SS change roles.

Extra support

Write the following prompts on the board to help SS to remember their information:

Where/when born?
School?
Married? Children?
Muse?
Actor?
Oscar for best director?
Died?
3 GRAMMAR present perfect or simple past?

- Give SS a minute or so to answer question 1. Check answers and elicit a few examples.

All the verbs are in the **past tense** because he is dead (he was born, he went to school, he died, etc.).

- Now focus on question 2 and give SS a minute or so to answer it. Check answers and elicit a few examples.

Point out that if you are talking about the life of a person who is dead, you only use the simple past. If you are talking about the life of someone who is still alive, you will probably use the present, the past, and the present perfect.

**Past tense** he was born, he went to work, he began his career, etc.

This tense refers to past events in his life, e.g., his childhood and early life.

**Present tense** his muse is Uma Thurman, he says he hates drugs and violence

This refers to a situation which is true now in the present.

**Present perfect** he has directed Uma Thurman in several of his most successful movies, he has been nominated for an Oscar, he hasn't won one yet.

This tense refers to past actions but which are still connected to the present, i.e., he might direct Uma Thurman in another movie, he might win an Oscar in the future, etc.

- Tell SS to go to Grammar Bank 7B on page 138. Go through the rules with the class. Model and drill the example sentences.

**Grammar notes**

- The contrast between the simple past and the present perfect was first focused on in lesson 4A. (See Grammar Bank 4A on page 132.)

- Point out that the present perfect is used in the two examples about Tarantino because his career as a movie director hasn’t finished. He is still a movie director and will probably make more movies. The past tense is used for Alfred Hitchcock because the sentences refer to a finished period of time. Hitchcock won’t make any more movies.

- Focus on the **A** box and explain that since can only be used with the present perfect. For can be used with both the present perfect and simple past (see examples about Tarantino and Hitchcock.)

- Focus on the exercises for 7B on page 139. SS do the exercises individually or in pairs. Check answers.

  a. 1 X He finished school last year.
      2 ✓
      3 ✓ She has lived in Hollywood since 2004.
      4 X My sister had her baby yesterday!
      5 ✓ I’ve worked there for twenty years.
      6 ✓
      7 X They were married for a year.

  b. 1 has she lived, moved
     2 did Picasso die, did he live, left
     3 have they been

- Tell SS to go back to the main lesson on page 79.

4 SPEAKING

- In this activity SS put into practice the contrast between the simple past and the present perfect by talking about a member of their family.

- Focus on the activity and give SS five minutes to think about who they are going to talk about and to prepare their answers to the questions. Stress that it should be an older relative, not a younger one.

- Focus on the question prompts and quickly elicit the questions. You could demonstrate the activity by having the class ask you about one of your grandparents or elderly relatives.

**Extra support**

Have SS write the questions in their notebooks before they ask them. When they ask the questions, get them to ask them from the prompts and not just read them.

b. Sit SS in pairs, ideally face to face. Set a time limit for A to interview B. Encourage B to give as much information as possible and A to ask extra questions where possible. SS change roles.

5 LISTENING

- Focus on the photo and the question and elicit the answer that they are both movie directors.

- Explain the task and focus on the chart and the speech bubbles. In pairs, SS quickly try to guess what connection there might be between the things in the chart and Sofia Coppola.

- Listen to their ideas, but don’t tell them if they are right or not.

- Play the recording once and tell SS not to write anything, just to listen, to see whether they guessed the connection correctly. Play the recording again. SS take notes on the chart.

**Extra support**

Tell SS they can take notes in English or their own language. Pause the recording as necessary to give SS time to write their answers.

- Have SS compare their answers with a partner’s and play the recording again if SS need it. Then elicit answers. Don’t expect SS to have all the information given.

<table>
<thead>
<tr>
<th>New York 1971: She was born.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Godfather</strong>: Her father was making this movie when she was born. She appeared in the movie as a little baby.</td>
</tr>
</tbody>
</table>

| The Godfather Part III (Mary Corleone): She played the part of the Godfather’s daughter in this movie. |
| The movie was a disaster. People said bad things about her. She stopped being an actress. |

| California Institute of Art: She studied fine arts and photography there. |
| 1999 - The Virgin Suicides: The first movie she directed. |

| Spike Jonze: She married him in 1999 (now separated). |
| Lost in Translation: made in 2003, made her famous, she became the first American woman to be nominated for an Oscar for best director. |
P Good evening and welcome to Movie of the Week. Tonight we are going to see Sofia Coppola’s movie Lost in Translation. This movie came out in 2003, and it gave the young director her first Oscar nomination. Before it starts, Anthony, can you tell us a little bit about her.

A Well, of course as you know, Sofia Coppola is the daughter of Francis Ford Coppola, so you could say that she was born with a camera in her hand. She was born in New York in 1971 while her father was making the movie The Godfather, and in fact she actually appeared in the movie – she was the little baby in the baptism scene.

After she graduated from school, she decided to become an actress, but her career as an actress didn’t last long. When her father made The Godfather Part III, he gave his daughter a part in the movie. She played Mary Corleone, the Godfather’s daughter. But it was a disaster, and the movie critics wrote terrible things about her. So she stopped being an actress, and she went to the California Institute of Art, where she studied fine arts and photography. Then she decided to become a movie director.

Nineteen-ninety-nine was a really big year for her. She directed her first movie, The Virgin Suicides, and this time the critics thought she was great. She also got married to the movie director Spike Jonze – but they separated after a few years.

And then in 2003 she made her next movie, which is the one we’re going to see now, called Lost in Translation. Lost in Translation was the movie that made Sofia Coppola famous. For this movie she became the first American woman to be nominated for an Oscar for best director, although she didn’t win it.

P Thank you very much, Anthony. And now, let’s watch Lost in Translation.

Extra support
If you have time, you could have SS listen to the recording with the audioscript on page 124 so they can see exactly what they understood. Translate/explain any new words or phrases.

d SS ask and answer the questions in pairs. Get feedback from the class.

Extra photocopiable activities
Grammar
present perfect or simple past? page 164

Communicative
Two movie stars page 208 (instructions page 180)

HOMEWORK
Study Link Workbook pages 60–61
Lesson plan

This lesson is about what people were like when they were in school and how they have changed now that they are adults. A news story about the "famous rebel" Mick Jagger of the Rolling Stones and an interview with a school teacher provide the context for SS to learn used to for talking about things you did for a period of time in the past, (e.g., I used to go to a high school in my town) or for a past situation or state that has changed (e.g., I used to have very long hair when I was a teenager). The form of this structure is very simple, but an exact equivalent may not exist in your SS' language. Used to is also the focus for Pronunciation, and in Vocabulary SS learn the names of school subjects. The lesson finishes with SS talking about their own school experiences.

Optional lead-in (books closed)

Write HIGH SCHOOL on the board and ask SS to tell you about a typical school in their country, e.g., How old are students when they start/finish school? How many students are there in class? Are classes mixed or just boys or just girls? Do students behave well or badly?

1 READING

a. Books open. Focus on the picture of a classroom and have SS, in pairs, talk about how it is similar or different from the school they went/go to, e.g., My school is/was different because there are/were boys and girls, and we don't/didn't wear a uniform. Discuss as a class.

b. Focus on the photo of Mick Jagger and ask where he is. (In a school.) Have SS read the article quickly and answer the question.

Maybe. Mick Jagger says he used to argue with teachers and break the rules, but his friend says that he was a "good student." The author of the article seems to believe the friend more; as Mick Jagger's school records show that he was a very good student.

c. Have SS read the article again and try to guess from context what the highlighted words mean. Check answers.

- drama: theater and acting
- honored: felt very proud and happy
- at war: fighting, in conflict
- a mass protest: a lot of people protesting/complaining together
- appalling: awful, terrible
- deteriorated: got worse
- bright: intelligent

2 GRAMMAR used to

a. Give SS a few minutes to find the six sentences in the article. Elicit the sentences from the class and write them on the board.

He used to be a rebel.
He didn't use to do the homework.
He used to break the rules.
Mick didn't use to be a rebel.
He used to work hard.
He used to play a lot of sports.

b. Now give SS a minute to answer the two questions.

The past.
Things that happened (or were true) for a long time.

b. Focus on the six sentences on the board and model and drill the pronunciation.

b. Tell SS to go to Grammar Bank 7C on page 139. Go through the rules with the class. Model and drill the example sentences.

Grammar notes

- Used to only exists in the past and is used for past habits or states. SS may not have an equivalent form in their language. If they do have an equivalent verb, it may also exist in the present (for present habits), which means SS may try to say I use to for present habits rather than using the simple present and an adverb of frequency. (I usually ...) Typical mistake: I use to go to the gym every Friday.

A SS might confuse used to + base form with the past of the verb use, e.g., I used my dictionary when I did my English homework. As well as having a completely different meaning, the two verbs are pronounced differently (used to is pronounced /yuzt/ and used (past of use) is /yuζ/).

- Focus on the exercises for 7C on page 139. SS do the exercises individually or in pairs. Check answers.

a 1. He used to have short hair.
2. He used to be heavy.
3. He didn't use to wear glasses.
4. He used to wear a school uniform.
5. He didn't use to drink wine.

b 1. Where did you use to go to school?
2. I didn't use to like vegetables when I was a child.
3. My sister used to hate math in school.
4. What did you use to do in the summer?
5. They didn't use to live near here.
6. This building used to be a theater.
7. Did your brother use to study here?

- Tell SS to go back to the main lesson on page 81.
3 LISTENING

a • Focus on the two photos of Melissa and have SS say how she has changed. (She used to have shorter hair. Now she has long hair. She used to look untidy. Now she looks neat.) Encourage SS to use *used to* in their answers.

b • Tell SS that they are now going to hear Melissa talking. Focus on the two questions. Play the recording. Check answers.

Extra idea
Pause the recording at the point marked * in the audioscript and have SS guess what they think her job is.

She was a little bit of a rebel. Now she is a teacher.

c • Focus on sentences 1–8 and quickly run through them, dealing with any questions about vocabulary.

b Play the recording again, pausing and replaying as necessary. SS mark the sentences true or false.

b Check answers. Elicit why the F sentences are false.

1 T
2 F She didn't use to write graffiti or anything like that.
3 F She liked English.
4 T
5 T
6 T
7 F She wanted to be a lawyer.
8 F They said, "Don't be a teacher."

Extra support
If you have time, you could get SS to listen to the recording with the audioscript on page 124 so they can see exactly what they understood. Translate/explain any new words or phrases.

4 PRONUNCIATION sentence stress

a • Focus on the warning box and point out that the affirmative form (*used to*) and the negative and interrogative form (*use to*) are pronounced the same.

b Focus on the task. Play the recording for SS to underline the stressed words. Check answers.

Extra challenge
You could ask SS to guess and underline the stressed words before they listen to the recording. Elicit again the kind of words that are usually stressed/unstressed (see Pronunciation notes in 3D).

b Focus on the task and play the recording. SS write the six *used to* sentences they hear. Pause and replay as necessary.

b Elicit the sentences and write them on the board.

Extra challenge
You could ask SS to guess and underline the stressed words before they listen to the recording. Elicit again the kind of words that are usually stressed/unstressed (see Pronunciation notes in 3D).

b Focus on the task and play the recording. SS write the six *used to* sentences they hear. Pause and replay as necessary.

b Elicit the sentences and write them on the board.

5 VOCABULARY school subjects

a • Give SS time to match the pictures and school subjects and then compare their answers with a partner's.

1 math 2 history 3 geography 4 science
5 PE 6 literature 7 foreign languages
8 computer science
b 7.9
- Play the recording for SS to listen and repeat. Model and drill the pronunciation of *subjects* /ˈsʌbdʒəktz/.
- Tell SS, individually or in pairs, to cover the words in a, look at the pictures and try to remember the words.

<table>
<thead>
<tr>
<th>7.9</th>
<th>CD3 Track 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>math</td>
<td></td>
</tr>
<tr>
<td>history</td>
<td></td>
</tr>
<tr>
<td>geography</td>
<td></td>
</tr>
<tr>
<td>science</td>
<td></td>
</tr>
<tr>
<td>physics</td>
<td></td>
</tr>
<tr>
<td>chemistry</td>
<td></td>
</tr>
<tr>
<td>biology</td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td></td>
</tr>
<tr>
<td>literature</td>
<td></td>
</tr>
<tr>
<td>foreign languages</td>
<td></td>
</tr>
<tr>
<td>computer science</td>
<td></td>
</tr>
</tbody>
</table>

7.10
It's *all over now*
Well, baby used to stay out all night long
She made me cry, she done me wrong
She hurt my eyes open, that's no lie
Tables turn and now her turn to cry
Because I used to love her, but it's all over now
Because I used to love her, but it's all over now
Well, she used to run around with every man in town
She spent all my money, playing her high class game
She put me out, it was a pity how I cried
Tables turn and now her turn to cry
Because I used to love her ...

Well, I used to wake in the morning, get my breakfast in bed
When I'd gotten worried she'd ease my aching head
But now she's here and there, with every man in town
Still trying to take me for that same old clown
Because I used to love her ...

**Extra photocopiable activities**

**Grammar**
*used to* page 165

**Communicative**
How have you changed? page 209 (instructions on page 181)

**Song**
*It's all over now* page 226 (instructions page 219)

**HOMEWORK**

*Study Link* | *Workbook* pages 62–63

---

7 SONG 🎵 *It's all over now*

7.10
- Here SS listen to a song that was recorded by the Rolling Stones.
- If you want to do this song in class, use the photocopiable activity on page 226.
Lesson plan

We often assume that most inventors are men. This lesson challenges this assumption and shows that women were responsible for several significant inventions of the last century. These inventions provide the context for the introduction of the present and past forms of the passive. In Vocabulary the focus is on verbs that are frequently used in the passive, e.g., designed, discovered, based (on). The lesson also focuses on the pronunciation of -ed endings and sentence stress in passive sentences. The title of the lesson is a pun on the famous saying of the Greek philosopher, Plato, "Necessity is the mother of invention."

Optional lead-in (books closed)

Write the following phrase on the board:

THE MOST USEFUL INVENTION OF THE LAST CENTURY WAS ...

Give SS, in pairs, two or three minutes to complete the sentence by deciding what they think was the most useful invention of the 20th century.

Write SS ideas on the board. Then have SS vote, with a show of hands, for the most useful invention. Now do exercise 1a.

1 LISTENING

a  ● Books open. Focus on the photos. Give SS, in pairs, a couple of minutes to guess which five things were invented by women. Don't check answers at this point.

b  ● Focus on the task and play the recording for SS to complete 1–5 with the names of the inventions. Check answers. Find out if SS had guessed correctly.

  ● Model and drill pronunciation and make sure SS understand what all the words mean, e.g., disposable = you throw it away after you have used it once, bulletproof = bullets from a gun can't go through it.

1 The dishwasher
2 Windshield wipers
3 Disposable diapers
4 White-out
5 The bulletproof vest

c  ● Focus on the questions. Play the recording again for SS to listen for more detail. Pause the recording after each invention to give SS time to write their answers. Have SS compare what they understood with a partner, then play the recording a third time if necessary. Check answers.

Extra idea

Ask a few more questions to check comprehension, e.g., Who was Josephine Cochrane? (A rich American woman.) Was the car invented by a woman? (No, by a man.) Why has the invention of disposable diapers helped many women? (Because they used to spend many hours a day washing diapers.) etc.
mother, and her invention made her a very rich woman. And finally... Police officers, soldiers, and politicians all over the world are protected by something that was invented by a woman. In 1966 Stephanie Kwolek invented Kevlar, a special material that was very light but extremely strong, much stronger than metal. And this material is used to make the bulletproof vest. Her invention has probably saved thousands of lives.

P Thanks very much, Sally. So... if you thought that everything was invented by men, think again.

**Extra support**

If you have time, you could have SS listen to the recording with the audioscript on page 124 so they can see exactly what they understood. Translate/explain any new words or phrases.

d • Focus on the question and get answers from the whole class.

**2 GRAMMAR** passive

a • Focus on the task and give SS time to make five true sentences. Check answers.

1 The dishwasher was invented by an American woman.
2 Disposable diapers were invented by Marion Donovan.
3 More than 55 million diapers are used every day.
4 Ms. Graham's invention is called white-out today.
5 Police officers all over the world are protected by the bulletproof vest.

b • Focus on the two sentences, a and b, and read the three questions aloud to the class. Elicit answers from the whole class, getting a majority opinion on each one and confirming if it is right or wrong.

Depending on your SS' previous knowledge of English and their L1, they may or may not be familiar with the grammatical term the passive.

1 Yes
2 No. In a the emphasis is more on the American woman, in b the emphasis is more on the dishwasher.
3 b

c • Tell SS to go to Grammar Bank 7D on page 138. Go through the rules with the class. Model and drill the example sentences.

**Grammar notes**

• This lesson provides an introduction to the passive and SS are taught present and past forms only.
• The formation of the passive is not difficult for SS as it is composed of known items: the verb be and a past participle.
• The passive is often used in English where other languages use an impersonal subject.

**Extra challenge**

You may want to point out to SS that all other tenses of the passive are made simply by changing the tense of be, e.g., will be made, has been made, etc.

• Focus on the exercises for 7D on page 139. SS do the exercises individually or in pairs. Check answers.

a 1 are/were made
2 is/was cut
3 was broken
4 is played
5 were recorded
6 are educated

b 1 Last night we were stopped by the police.
2 A lot of fast food is eaten by American teenagers.
3 At the Moulin Rouge was painted by Toulouse-Lautrec.
4 Weekly meetings are organized by the marketing manager.
5 This book was published by Oxford University Press.

• Tell SS to go back to the main lesson on page 83.

**3 READING & VOCABULARY**

a • This exercise teaches/reviews verbs that are often used in the passive and that SS will later use in SPEAKING.

• Focus on the text and the verbs in the box. Give SS three minutes to complete the text using the past participle of the correct verb from the box.

b • Give SS a minute or so to reread the text again and decide, in pairs, which one is most surprising. Get feedback, asking SS to say why they were surprised. Deal with any questions about vocabulary. Explain/translate words and phrases that SS don't know.

**Extra idea**

Ask SS to choose five words or phrases from the text that they want to learn and to write them with their translation in their notebooks. Get some feedback on which words SS have chosen.

**Extra challenge**

Have SS read the text again and try to remember the information. Then tell SS to cover the text. Write on the board:

*The bikini*
*Light bulbs*
*Harry Potter*
*Penicillin*
*Spiders*
*Sherlock Holmes*

SS, in pairs, try to remember as much as they can from the text for each thing. Then get feedback from the whole class to see how much they can collectively remember.
4 PRONUNCIATION -ed, sentence stress

- This activity reviews the pronunciation of -ed endings.

Pronunciation notes

- -ed can be pronounced in three different ways:
  1. -ed is pronounced /t/ after verbs ending in these unvoiced sounds: /k/, /p/, /t/, /s/, /ʃ/, and /tʃ/, e.g., looked, hoped, laughed, passed, washed, watched.
  2. After voiced endings -ed is pronounced /d/, e.g., arrived, changed, showed.
  3. After verbs ending in /t/ or /d/ the pronunciation of -ed is /t̪d̪/, e.g., hated, decided.

- The difference between 1 and 2 is very small and only occasionally causes communication problems. The most important thing is for SS to be clear about rule 3, i.e., when they should pronounce -ed /t̪d̪/.

a. Focus on the chart and remind SS that the -ed ending can be pronounced in these three different ways.

b. Give SS, in pairs, a couple of minutes to try and put the verbs in the right place. They might find the /t/ and /d/ ones the most difficult to distinguish between.

b 7.12
- Play the recording for SS to check their answers.
- Then play the recording again for SS to underline the stressed syllable in each multisyllable verb.

<table>
<thead>
<tr>
<th>/d/</th>
<th>/t/</th>
<th>/t̪d̪/</th>
</tr>
</thead>
<tbody>
<tr>
<td>designed</td>
<td>discovered</td>
<td>named</td>
</tr>
<tr>
<td>used</td>
<td>based</td>
<td>produced</td>
</tr>
<tr>
<td>directed</td>
<td>invented</td>
<td>painted</td>
</tr>
</tbody>
</table>

7.12 CD3 Track 13

c 7.13
- In this exercise SS practice pronouncing the participles in context.
- Play the recording and have SS repeat the sentences, trying to copy the rhythm. Elicit from SS which words are stressed (the “information” words).
- Give further practice as necessary.

7.13 CD3 Track 14
1. The movie was based on a true story.
2. These clothes were designed by Armani.
3. This cheese is produced near here.
4. My sister was named after our grandmother.
5. These pictures were painted by my aunt.
6. Garlic and ginger are used a lot in Chinese cooking.
Review: How to get there
Function: Buying tickets
Language: What time does the next boat leave? How long does it take?

Lesson plan
In this lesson Ss learn to buy tickets for travel and ask about the trip. In Social English, Allie and Mark enjoy their boat trip and begin to talk about the future.

Study Link: These lessons are on the American English File 2 Video, which can be used instead of the Class Audio CD for these lessons (see Introduction page 9). The main functional section of each episode (the second section) is also on the MultiROM, with additional activities.

Optional lead-in (books closed)
Review what happened in the previous episode by eliciting the story from Ss, e.g., What was the matter with Allie? (She had a headache and a cough.) What did she do? (She went to the pharmacy and bought some aspirin.) What did she and Mark plan for her last day? (A boat trip and dinner in the evening.)

HOW TO GET THERE

Focus on the photo and ask What's Allie wearing? What do you think they're going to do?
Focus on the questions. Play the recording once the whole way through and tell Ss just to listen. Then play it again, pausing if necessary to give Ss time to mark the sentences T or F.
Get Ss to compare their answers with a partner's before checking answers. Get Ss to correct the false ones.

1 F She's feeling better.
2 T
3 T
4 T
5 F An important phone call.

Extra support
Let Ss listen again with the audioscript on page 125. Deal with any questions about vocabulary.
Point out that cab and taxi are synonyms. (Taxi is an abbreviation of taxi-cab.)

CD3 Track 15
(audioscript in Student Book on page 125)
M = Mark, A = Allie
M Hi, Allie. How are you feeling today?
A Much better.
M Good. Are you going to be warm enough with just that sweater? It might be a little cold on the boat.
A I'll be fine. Are we going to walk to the bay?
M No, it's too far. It's better if we get a cab.

A How long does it take by cab?
M About ten minutes.
A And how long’s the boat trip?
M I'm not sure. I think it's an hour. Why?
A Well, I have to be back here by 1:00 - I'm expecting an important phone call.
M Not from Brad, I hope.
A Well, actually... No, of course not! From the New York office.
M OK. Let's go.

• Ask a few more questions to check comprehension, e.g., How long does it take to get to the bay by cab? (Ten minutes.) How long is the boat trip? (About an hour.) Who is Allie expecting a phone call from? (The New York office.)

BUYING TICKETS

a 7.15
Tell Ss to cover the conversation. Focus on the picture. Ask Where are Mark and Allie? (At the boat.)
If you think that Ss won't cover the conversation, you could have them close their books at this stage and write the first task on the board.
Play the recording once. Check answers.

The next boat leaves at 10:00 a.m. The trip takes an hour, and costs $20.

b 7.15 7.16
Now tell Ss to uncover the conversation (or open their books). Explain that the YOU HEAR part is what they need to understand, and the YOU SAY part contains the phrases they need to be able to say.
Give Ss a minute to read through the conversation and guess the missing words. Then play the recording again, for them to complete the conversation.

CD3 Tracks 16+17
M = Mark, B = boatman, A = Allie
M Good morning. (repeat)
B Good morning, sir.
M What time does the next boat leave? (repeat)
B At 10 o'clock.
A How long does it take? (repeat)
B About an hour.
M Where exactly does the boat go? (repeat)
B It goes under the bridge, around Angel Island and past Alcatraz, and then back here.
A Can we get anything to eat or drink on the boat? (repeat)
B Yes, ma'am, there's a snack bar.
M Can I have two tickets, please? (repeat)
B Sure. Two adults.
M How much is that? (repeat)
B That's $40.
M Here you are. (repeat)
B Thank you, sir.
M Thank you.

• Go through the conversation line by line and check answers.
c 7.16
- Now focus on the YOU SAY phrases. Tell SS they’re going to hear the conversation again. They repeat the YOU SAY phrases when they hear the beep. Encourage them to copy the rhythm.
- Play the recording, pausing if necessary for SS to repeat the phrases.
- Put SS into pairs, A and B. A is the ticket seller, B is Mark/Allie. Tell B to close his/her book and try to remember the phrases. Then A and B change roles.

Extra support
Let SS practice the conversation first in pairs, both with books open.

SOCIAL ENGLISH on the boat

a 7.17
- Focus on the questions and the photo. Ask Where are they? and elicit that they’re on the boat.
- Go through the questions with SS and make sure they understand them.
- Play the recording at least twice. Let SS compare their answers with a partner’s and then check answers.

1 No.
2 No. Because it’s a long way from London and she would miss her family and friends.
3 A prison.
4 It’s cold.
5 To take a photo of the two of them.

b 7.18
- Play the recording, pausing for SS to repeat each phrase. Encourage them to copy the rhythm.
- In a monolingual class have SS decide together what the equivalent phrase would be in their language. Point out that Could you take a photo …? is a little more polite than Can you …? and that wonder = ask yourself.
- In a monolingual class have SS decide together what the equivalent phrase would be in their language.

CD3 Track 18
(audioscript in Student Book on page 125)
M = Mark, A = Allie, B = boatman
M So, what do you think of San Francisco?
A It’s beautiful, Mark. I love it.
M Better than London?
A Not better. Different.
M Do you think you could live here?
A No, I don’t think so.
M Oh. Why?
A Well, it’s a long way from London. I think I’d miss all my family and friends.
M Could you live somewhere else – but in Europe?
A Maybe. Why do you ask?
M Oh, no reason. I just wondered.
On your left you can see the island of Alcatraz.
M Look, can you see that building? That used to be the prison, but it was closed in 1963. It’s a museum now.
A Where are we going for dinner tonight?
M It’s a surprise.
A I’m really looking forward to it.
M Me too.
A Brr. I’m cold.
M Do you want to borrow my coat?
A No. It’s OK. I’m going to miss you, Mark.
M Hey, excuse me! Could you take a photo of us, please?
B Sure. Are you ready?
A Ready.
B Say cheese!

Extra challenge
Have SS role-play the conversation between Mark and Allie in pairs using the audioscript on page 125. Let SS read their parts first and then try to act it out from memory.

HOMEWORK
Study Link Workbook page 66
Lesson plan

In this seventh writing lesson SS write a description of a building in their city, and consolidate the use of the passive from lesson 7D. The writing skills focus is on organizing a description and correcting spelling mistakes. SS may need to do some research, on the Internet or in a library, to find information for this writing, so it may be best to assign it for homework, or you could make it a class project.

- Focus on the photos and ask SS if they know where it is (Milan), and if anyone has ever been there.
- Focus on the instructions. Go through the words in the box and check SS remember their meaning.
- Set a time limit for SS to read the description and fill in the blanks. Have SS compare their answers with a partner's and then check answers.

2 designed 3 completed 4 statue 5 windows
6 roof 7 view 8 steps

- Give SS a few minutes, in pairs, to underline any words or phrases they don't know. Go through them, e.g., spire (= a tower that ends in a point)

- Focus on the questions and instructions. Give SS a few minutes, in pairs, to match the questions and paragraphs. Check answers.

Is there a view from the building? 5
Describe the building outside. 3
Describe the building inside. 4
How much does it cost to go in? 6
What's the most beautiful building in your city? Where is it? 1
Who was it designed by? When was it built? 2

Extra idea

Have SS cover the description and try to remember five things about the Duomo.

- Focus on the instructions and ask Where's the spelling mistake in paragraph 1? Elicit that it is beautiful, and that the correct spelling is beautiful. Get SS to continue in pairs. Check answers.

paragraph 2 people – people
paragraph 3 although – although
paragraph 4 interesting – interesting
paragraph 5 clear – clear
paragraph 6 appropriately – appropriately

Write a description of a building in your city

SS will probably not have all the information they need, so tell them to first research on the Internet or in a library. Then give SS at least 15 minutes to write the description in class, following the instructions, or assign it for homework. Ask SS to attach a photo of the building or scan one in if they write on a computer.

If SS do the writing in class, get them to exchange their descriptions with another student to read and check for mistakes before you collect them.

For instructions on how to use these pages, see page 27.

GRAMMAR

1 c 2 a 3 b 4 c 5 a 6 a 7 b 8 c 9 c 10 a

VOCABULARY

a 1 since 2 since 3 for 4 for 5 since
b 1 fall 2 graduate 3 get 4 retire 5 be
c 1 history 2 geography 3 math
4 science 5 biology

PRONUNCIATION

a 1 since 2 book 3 ugly 4 scarf 5 school
b afraid favorite directed discovered invented

CAN YOU UNDERSTAND THIS TEXT?

a She is 100 and she still drives a car. She has only had one accident.
b 4, 6, 7
c 1 people who are 100 or more
2 received
3 stupid
4 broken
5 Although the accident happened/Although she had an accident
6 It makes me angry
7 most important/biggest
8 terrible

CAN YOU UNDERSTAND THESE PEOPLE?

CD3 Track 20

1 A How long have you lived in Chicago, Matt?
   B Not very long. After college I lived in Detroit for six months, and I moved to Chicago a year ago.
   A Do you like it?
   B Yes, it's great. I love it.

2 A Is your sister married, John?
   B Well, she was married for 15 years, but she just got divorced.
   A Do you think she'll ever get married again?
   B I don't think so.

3 A Have you always liked sports?
   B No, I used to hate phys ed when I was in school.
   A So when did you start running?
A few years ago, A friend asked me to come with him, and I really enjoyed it.

Do you run every day?

Yes, every morning before work. Except when it's raining.

What's your favorite subject?

Well, I kind of like history and geography, but I think I like literature best.

What about math and science?

They're definitely not my favorites. I'm really bad at them.

And on this side of the Mall, you can see the Lincoln Memorial, honoring Abraham Lincoln, president of the United States from 1861 to 1865. Construction was begun in 1914 and was completed in 1922. The building was designed by the architect Henry Bacon. It was based on a Greek temple with Doric columns. Each column represents one state.

Good afternoon, everyone, and welcome to the Market Street Museum. Before you start your visit, I'd like to tell you a little bit about the museum. It was opened in 1952 by the governor of our state. Here on the main floor there's a collection of pictures painted by our local artist, Margaret Kennedy. They show the city as it used to be in the last century.

If you go upstairs, you can see our famous collection of old children's toys - there are some from the 19th century, and the oldest is over 200 years old. Here in the entrance hall you can see there is a museum shop, where you can buy postcards and other souvenirs. There is also an excellent guidebook, which costs just $3.95.

The museum is open until five thirty today, so you have plenty of time, and I hope you enjoy your visit.

Can you say this in English?

I have...
File 8 overview

In this file the general topic area is lifestyle and daily routine, and the simple present is reviewed throughout. In the first lesson SS learn compounds with some, any, etc. in the context of people who hate weekends. In 8B quantifiers a lot of, how much, etc. are reviewed and extended: too much/too many, not enough, etc. through a text and questionnaire about body age. 8C brings together phrasal verbs that have come up throughout the course and some new ones, and focuses on their word order. It also looks at why some people are better than others first thing in the morning. Finally, in 8D two identical twins who were separated at birth, but are remarkably similar, provide a context for So am I, Neither do I.

Lesson plan

In this lesson SS learn how to use something, anything, nothing, etc. These words will be familiar to SS by this stage, but here they are focused on in detail. The context is an article about three people who hate weekends, mainly due to the obligations of their jobs, which leads to SS talking about their own weekends. The vocabulary focus is on the contrast between -ed and -ing adjectives, and SS also look at the pronunciation of the letter a in nobody, nothing, and somebody, and the irregular pronunciation of a in anybody, etc. The lesson ends with the listening activity where SS hear about a man who spent the weekend trapped in an elevator.

Optional lead-in (books closed)

Write the following sentence on the board, completing the start and finish times for you.
My ______ starts on Friday at (time) and ends on Sunday at (time).

Elicit the missing word (weekend) and explain why it starts and ends at these times for you, e.g., because you finish work on Friday evening and start again on Monday morning.

Then put SS into pairs to tell each other when their weekends start and end and why. See who has the longest and the shortest weekend.

1 READING

a • Books open. Do this as an open class question and elicit the reason. (Because I don't have to go to work/school, etc.) If there is anybody who says no, ask them to explain why.

b • Focus on the article and tell SS to read it quickly once and say what they think the three people do. Get SS' responses, but don't tell them if they're right or wrong.

c • Tell SS they are going to hear sounds from the places the people spend time in on the weekend. Play the recording for SS to check. Check answers.

Marco is a waiter.
Mara is a housewife.
Sergio is a soccer player.

8C Sound effects:
1 busy restaurant
2 washing dishes, children crying
3 soccer game

d • Focus on the instructions and give SS a few minutes to complete the sentences. Have them compare their answers with a partner's before you check answers.

1 Marco 2 Sergio 3 Mara 4 Sergio 5 Mara 6 Marco

Extra challenge

Have SS complete the sentences in pairs from memory and say why the people feel as they do.

e • Now focus on the blanks in the text. Show how number 1 has been completed with anywhere, and elicit the completion for 2 (anything). Make sure they realize that they have to look carefully at the whole sentence to know how to complete the words.

l • Let SS complete the rest individually or in pairs.

Check answers.

2 anything 3 anybody 4 anything 5 somebody 6 nobody 7 nowhere 8 nothing 9 nobody 10 something 11 anywhere 12 somewhere

• Finally go through the three texts and explain/translate any words or expressions that SS didn't understand, e.g., be on my feet (= stand up), day off (free day), etc.

2 GRAMMAR something, anything, nothing, etc.

a • Focus on the instructions and give SS a few moments to complete the rules in pairs. Check answers.

1 things 2 people 3 places

Extra challenge

Ask SS What's the difference between something, anything, and nothing? and see if they can explain some of the rules to you before going to the Grammar Bank.

b • Tell SS to go to Grammar Bank 8A on p. 140. Go through the rules and model and drill the example sentences.
Grammar notes

- SS may have problems with the negative form. The typical mistakes are:
  1. using nobody/anything/where with a negative verb, e.g., I didn't see nobody. (Point out that you cannot use a "double negative" in English.)
  2. using anybody/anything/where in one-word answers to convey a negative meaning, e.g., Who did you see? Anybody.

- To talk about people there are two alternative forms: somebody/someone. They are identical in meaning, although it may be easier for SS to get used to using one form.

- something (like some) is also used in question form to make an offer or request, e.g., Would you like something to drink? Could you go somewhere for me this afternoon? To avoid overloading SS, it may be best to focus on this rule only if SS bring it up.

- Focus on the exercises for 8A on page 141. SS do them individually or in pairs. Check answers.
  
  a. 1 anything 2 Somebody 3 somewhere 4 anything 5 anywhere 6 something 7 nobody 8 anything
  b. 1 Nothing 2 Nowhere 3 Nobody
  c. 1 I didn't do anything. 2 I didn't go anywhere. 3 I didn't see anybody.

- Tell SS to go back to the main lesson on page 89.

3 PRONUNCIATION /i/ /ou/ [æ] /ə /

- Focus on the three sound pictures and elicit the words and sounds: egg /i/ phone /ou/ up /ə /

- Focus on the sentences and the pink letters. Give SS, in pairs, a few minutes to say them aloud and decide which sound they are.

- 8.2
  
  c. Play the recording once for SS to listen and check. Check answers. Play the recording again for SS to listen and repeat.

  8.2  CD3 Track 23
  1 Nobody knows where he goes.
  2 Somebody's coming to lunch.
  3 I never said anything.
  4 I've done nothing since Sunday.
  5 Don't tell anybody about the message.
  6 There's nowhere to go except home.

4 VOCABULARY adjectives ending in -ed and -ing

- Focus on the two sentences and elicit that tired = how you feel, tiring = It makes you feel tired.

- Focus on the adjectives and point out that we use the -ed adjectives mainly for people, because they refer to feelings, e.g., I'm tired. We use the -ing adjectives mainly for things (and sometimes people) that produce the feeling, e.g., This book is boring.

- Not all adjectives that end in -ed also exist ending in -ing, e.g., I'm feeling stressed. My job is very stressful. NOT My job is very stressing.

- Check that SS understand the meaning of all the adjectives.

- Be careful with excited/exciting. It can be misleading in some languages.

- Drill the pronunciation of the adjectives. Remind SS that the -ed is pronounced in the same way as regular past verbs, i.e., /t/ /d/ /d/, and have them underline the stress.

Extra challenge

You could elicit/teach some more -ed/-ing adjectives, e.g., surprised/surprising, frightened/frightening, etc.

- Focus on the exercise and give SS a few minutes to do it in pairs. Check answers.

| 1 bored | 2 boring | 3 depressing | 4 depressed |
| 5 relaxed | 6 relaxing | 7 interested | 8 interesting |
| 9 exciting | 10 excited |

5 SPEAKING

- Focus on the questionnaire. Elicit that the first group of questions are all with Do you ...?, the second with Did you ...?, and the third with Are you going to ...?

- Have SS choose a few questions to ask you. Encourage them to ask follow-up questions to demonstrate the activity.

Extra support

Write Where? When? What? Why (not)?, etc. on the board to remind SS to ask more questions.

- SS interview each other in pairs. Have A interview B with the first section, then B interviews A with the second, etc. until both SS have answered all of the questions. Monitor and help, encouraging SS to keep the conversation going. Have SS share their answers with the class.

6 LISTENING

- Focus on the pictures and instructions. Ask SS What do you think the story is about? and elicit some vocabulary to help SS understand the story, e.g., elevator, press the button, alarm, etc.

- Now play the recording once the whole way through. Let SS compare their answers with a partner's. Then play it again before you check answers.
Extra support
Have SS listen again and answer these questions:
1 What does Steve do? (He’s a businessman.)
2 What was he planning to do that weekend? (Go skiing with his wife.)
3 Which floor is Steve’s office on? (The 12th.)
4 What did he do when the elevator stopped? (He pressed the button again, pressed the alarm and shouted, and tried to call his wife.)
5 Why couldn’t he call his wife? (His cell phone didn’t work.)
6 What did he do on Saturday and Sunday? (He slept.)
7 What did Kate do when Steve didn’t come home? (She called the police.)
8 What did the police do? (They looked for him but couldn’t find him.)
9 When did Steve get out of the elevator? (On Monday morning.)
10 What’s Steve going to do in the future? (He’s going to walk up the stairs to his office.)

- Focus on the instructions. Tell A to use the first four pictures. Tell B to use the audioscript on page 125 to help correct A. B then uses the second four pictures and A corrects.
- Finally ask SS Have you ever been stuck in an elevator? What happened?

Extra photocopiable activities

Grammar
something, anything, nothing, etc. page 167

Communicative
Is it true? page 211 (instructions page 181)

HOMEWORK
Study Link Workbook pages 67–68
Lesson plan
In this lesson SS review quantifiers and learn new ones: a little/few, too much/many, not enough. The presentation is a magazine article about how people's calendar age (their real age) is not necessarily the same as their body age. The pronunciation focuses on pronouncing the new words correctly, e.g., enough, and on understanding linked speech. The lesson ends with a questionnaire where SS find out their own body age. Depending on the level of your class, you may want to do more or less review of countability and basic quantifiers (see Optional lead-in and Extra support).

Optional lead-in (books closed)
Review countability. Write on the board in two columns:
1 coffee vegetables
2 bread cookies
3 meat sweets
Ask SS What's the difference between the words in column 1 and 2? and elicit that the words in column 1 are uncountable and normally used in the singular, but the words in column 2 are countable and can be used in singular and plural. Elicit a few more words for each column, e.g., water, rice, apples, etc. and remind SS that not only food words are countable and uncountable, e.g., books are countable, free time is uncountable.
Ask SS When do we use a, some, and any? and elicit that you use a with singular countable nouns and some/any with plural countable nouns and uncountable nouns, some in affirmative sentences and any in negatives and questions, e.g., I ate a cookie and some bread. I didn't eat any vegetables or any fruit.

2 READING
a • Books open. Focus on the instructions. Give SS a minute to read the introduction and answer the questions together. Check answers.
1 No. Our calendar age is the number of years we have lived. Our body age depends on our lifestyle, genes, etc.
2 By answering questions about our lifestyle.
3 Change our lifestyle.

b • Focus on the photo, and ask SS if they think Tariq looks his calendar age (32). Then focus on the article and give SS three minutes to read it to find the good and bad things. Have SS compare their answers with a partner's, and then check answers. Make sure SS use the third person singular when they tell you about Tariq's good and bad habits.

Possible answers
Good: plays squash, eats a lot of fresh food and fruit, doesn't drink much alcohol.
Bad: doesn't get enough exercise, eats too much meat, doesn't drink enough water, drinks a lot of coffee, is too busy, works too much, smokes, only uses sunscreen on the beach, is usually pessimistic.

c • Focus on the instructions. Have SS, in pairs, discuss their advice. Have SS share their ideas with the class and write them on the board.

d • SS read the doctor's verdict. Did any of them give the same advice?
- Ask SS what they think his body age is. Encourage SS to say why they think his body age is older (or younger) than his calendar age.
- Tell SS that after he had answered the questionnaire and taken some tests, his body age was established as 37.

Extra idea
Write the headings from the article on the board. A (book closed) says as much as he/she can remember about the first three. B (book open) prompts and corrects. They change roles for the last three headings.
- Finally check any new vocabulary, e.g., tense, skin, give up smoking, etc.

2 GRAMMAR quantifiers, too, not enough
Extra support
If you didn't do the optional lead-in, do it here.

a • This exercise reviews what SS should already know.
Focus on the instructions. Stress that SS must say why one is right and the other wrong while they are doing the exercise. Check answers, and elicit the rules from them.
1 much Use much with uncountable nouns.
2 many Use many with plural countable nouns.
3 a lot of Use a lot of + uncountable or countable nouns.
4 a lot Use a lot without a noun.
5 None In short answers none = zero quantity. It can refer to countable or uncountable nouns.

b • Here the new language of the lesson is introduced.
Focus on the instructions and get SS to match in pairs. Check answers.

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

c • Now tell SS to go to Grammar Bank 8B on page 140.
Go through the rules and model and drill the example sentences.
Grammar notes

• **Too, too much / many**
  SS often use too much + adjective. Typical mistake: *it's too much big*.
  It is also important to point out the difference between **too** and **very**:
  *It's very big.* (= a statement of fact, neither good nor bad)
  *It's too big.* (= more than it should be/than you want)

• **(Not) enough**
  The main problem here is the pronunciation of enough *'enəf* and the different position: **before** nouns but after adjectives.

• **A little / a few**
  These words are used more often in short answers than in full sentences. They are often avoided by using much and many, e.g., *I don't eat much meat* is more common than *I only eat a little meat.*

• Focus on the exercises for 8B on page 141. SS do them individually or in pairs. Check answers.

<table>
<thead>
<tr>
<th>1</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>too</td>
<td>too many</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>too much</td>
<td>a few</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>water enough</td>
<td>time enough</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>too much</td>
<td>a little</td>
</tr>
<tr>
<td>b</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>too</td>
<td>too many</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>too many</td>
<td>too many</td>
</tr>
</tbody>
</table>

• Tell SS to go back to the main lesson on page 91.

3 PRONUNCIATION /ə/ /ə/ /ə/ /ə/ linking

• This exercise helps SS with the pronunciation of some of the more irregular words from the lesson.

• Focus on the sound pictures and elicit the words and sounds: up /ə/ boot /ə/ bike /ə/ egg /ə/.

• Have SS, in pairs, say the words aloud to identify the one with a different sound.

b 8.4

• Play the recording once for SS to check answers.

<table>
<thead>
<tr>
<th></th>
<th>CD3 Track 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>up</td>
<td>/ə/</td>
</tr>
<tr>
<td>boot</td>
<td>/ə/</td>
</tr>
<tr>
<td>bike</td>
<td>/ə/</td>
</tr>
<tr>
<td>egg</td>
<td>/ə/</td>
</tr>
<tr>
<td>busy</td>
<td>1</td>
</tr>
<tr>
<td>should</td>
<td>2</td>
</tr>
<tr>
<td>little</td>
<td>3</td>
</tr>
<tr>
<td>water</td>
<td>4</td>
</tr>
</tbody>
</table>

• Play it again, pausing after each word for SS to repeat.

c 8.5

• Here SS practice deciphering connected speech. As an example, write on the board: *It's an old house.* Remind SS that when a word ends with a consonant sound and the next word begins with a vowel sound they are linked together and sound like one word, especially when people speak quickly. Draw linking marks on the sentence between *It's* and *an*, and between *an* and *old* to show them.

• Play the recording once for SS to hear the six sentences. Tell them just to listen, not to write. Then play the recording again, pausing after each sentence to give SS time to write.

• Check answers, eliciting the sentences onto the board.

<table>
<thead>
<tr>
<th>8.5</th>
<th>CD3 Track 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I don't have enough time to exercise.</td>
</tr>
<tr>
<td>2</td>
<td>I eat a lot of vegetables.</td>
</tr>
<tr>
<td>3</td>
<td>I only have a few friends.</td>
</tr>
<tr>
<td>4</td>
<td>I'm too busy to help you.</td>
</tr>
<tr>
<td>5</td>
<td>You drink too much coffee.</td>
</tr>
<tr>
<td>6</td>
<td>I have a little free time this afternoon.</td>
</tr>
</tbody>
</table>

d 8.5

• Play the recording again pausing for SS to repeat the sentences and copy the rhythm.

4 SPEAKING

• Focus on the questionnaire. Go through the questions making sure SS understand them all. Give SS three or four minutes to circle their answers.

• Stress that they should circle, not underline.

• Focus on the instructions and speech bubbles. Allow at least five minutes for SS to interview each other.

Extra challenge

Have the person who is answering the questions close his/her book. The person asking the questions should read out the alternatives and then ask for more information.

• Tell SS to go to Communication Body age? on page 111. They work out their own body age.

• If you think some of your SS will be sensitive about their calendar age or possible body age, stress that the results are secret — they don't have to tell anybody.

Extra idea

You could have SS interview you and work out your body age if you feel relaxed about the possible results!

• Tell SS to go back to the main lesson on page 91.

d 8.5

• Focus on the instructions and speech bubble. Tell SS they should make at least three recommendations for their partner based on their answers to the questionnaire. Remind them to use should/shouldn't for advice.

• Ask a few SS if their partner has given them good advice.

Extra photocopiable activities

Grammar
*too, too much / many, enough, etc.* page 168

Communicative
But on the other hand . . . page 212 (instructions on page 181)

HOMEWORK

**Study Link Workbook** pages 69–70
Waking up is hard to do

Lesson plan
This lesson provides a gentle introduction to phrasal verbs and how they work. Phrasal verbs are an important feature of English and are very frequently used by native speakers. SS need to be able to understand them and to use very common ones like turn on/off, get on with, look for. In Vocabulary, common phrasal verbs that SS already know are reviewed and some new ones are introduced. The grammar of phrasal verbs is analyzed, focusing mainly on the position of object pronouns, e.g., turn it off. In Pronunciation, SS are given practice in pronouncing the letter g correctly. The topic of the lesson is how SS feel in the morning, and whether they are “morning” or “evening” people. SS read about some new research done at a university that suggests that our “body clock” is determined by our genes.

Optional lead-in (books closed)
Draw a clock on the board and quickly review telling the time. Ask SS What time do you usually get up? and do a class survey to find out who gets up the earliest/latest in the class (during the week).

1 VOCABULARY phrasal verbs

a • Books open. Focus on the instructions and give SS a few minutes to match the questions and pictures. Make sure SS remember the meaning of all the verbs, e.g., the difference between wake up (= stop sleeping) and get up (= leave your bed). Check answers.

b • Have SS cover the questions and look at the pictures. Elicit the seven questions from the whole class. Then have SS remember them in pairs.

Extra support
Have SS write the number of the question next to the picture, and then ask the questions in this order. This will help them to remember the questions.

c • Still with the questions covered, SS ask and answer the questions using the pictures as prompts. Have a few pairs share their answers with the class.

d • Tell SS to go to Vocabulary Bank Phrasal verbs on page 153. Explain that phrasal verbs are verbs + off, on, etc., like get up, turn on, where the meaning of the two words together is usually not the same as the two words individually.

A Technically a phrasal verb is a verb + particle. The particle can be a preposition or an adverb. However, at this level it is not a problem if you call them “prepositions,” which many of them are anyway, rather than confusing SS with a new term.

• Focus on a. SS match the verbs and pictures individually or in pairs. Check answers and meaning.

1 looked up (found in a reference book or on the Internet)
2 get along with (have a good relationship with)
3 stay up (not go to bed)
4 fill out (complete)
5 turn up (make the volume, or temperature, higher)
6 put away (put in cupboards, drawers, etc.)
7 pick up (take from the floor)
8 be over (finish)
9 throw away (put in the trash can)
10 find out (get information about)
11 give up (stop doing something)
12 turn down (make the volume, or temperature, lower)

• Focus on b. Give SS a few minutes to test themselves or each other. Encourage them to say the complete sentence, as learning phrasal verbs in context makes it easier to remember their meaning.

• Focus on c and the list of phrasal verbs SS already know. Go through them and make sure SS remember what they mean, either explaining or translating them.

• Tell SS to look at the color coding. Go through the explanations. Tell SS that they will be looking at the difference between the groups in the Grammar Bank.

Study Link • SS can find more practice of these phrases on the MultiROM and on the American English File 2 Website.

• Tell SS to go back to the main lesson on page 92.

2 GRAMMAR word order of phrasal verbs

a • Here SS focus on the grammar of phrasal verbs. Focus on the pictures and instructions. Have SS compare which words they have underlined and check answers. The alarm clock in the first two sentences, it in the third.

b • Have SS complete the rules in pairs. Check answers.

1 noun 2 pronoun

c • Tell SS to go to Grammar Bank 8C on page 140. Go through the rules, and remind SS that the green phrasal verbs in the Vocabulary Bank are type 1, the red are type 2, and the blue are type 3.

Grammar notes
• SS will probably ask How do we know if a phrasal verb that takes an object is type 2 or type 3? There is no easy rule. Tell them:

1 To always put phrasal verbs into an example sentence, and if they are type 2, to write the object in the middle, e.g., turn (the radio) down.

2 In a dictionary, a type 2 phrasal verb will always be given with sth/sb between the verb and the particle, e.g., turn sth down.
• Now focus on the exercises for 8C on page 141. SS do them individually or in pairs. Check answers.

a 1 down 2 up 3 back 4 for 5 away 6 on
7 out 8 down
b 1, 5, 6, and 8
c 1 it up 2 them up 3 it on 4 it up 5 them off
6 them away 7 it off

• Tell SS to go back to the main lesson on page 92.

d • The easiest way to remember the rule about putting pronouns between the verb and particle is to learn set phrases, like Turn it off, Pick it up, etc.

• Focus on the sentences and give SS a minute to match them.

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

• Tell SS to cover A–H and try to remember them.

• Then tell SS to close their books. Read out sentences 1–8 and elicit A–H from the whole class. You could repeat this a couple of times to get them to respond faster.

3 READING

a • Here SS read an article about some research done at the University of Surrey, in the UK, which explains why some people are good in the morning and others aren’t.

• Focus on the words in the box, and ask SS if they can translate them. If they can’t, let them look them up in a dictionary. Model and drill the pronunciation.

b • Focus on the instructions. Check that SS understand that researchers in 2 are people who are doing research. Give SS three minutes to read the article, and choose a, b, or c.

• Have SS compare their choices. Then check answers.

1 a 2 a 3 c 4 b

Extra support

Have SS read the article individually and then choose the correct option in pairs.

4 LISTENING & SPEAKING

a • Here SS listen to a person answering the kind of questions that were in the research questionnaire.

• Focus on the instructions. Play the recording once. Check answers.

He’s a morning person.

b • Focus on the questions. Give SS time to read them and see if they can remember any of the answers. Tell SS just to write numbers or a few words, not complete sentences. Play the recording again. Let SS compare answers, and then play it once more if necessary. Check answers.

• Focus on the instructions. Put SS into pairs. A (book open) interviews B (book closed) and takes notes. Encourage SS to ask for more information where appropriate. SS change roles.

1 magazine editor
2 Monday to Friday, 8 till 4
3 5:45
4 morning
5 morning
6 He doesn’t mind it.
7 Because he finishes work early, so he can be with his daughter in the afternoon.
8 Yes, he’d like to work four days a week.

Extra support

Pause the recording after each answer to give SS time to write. Allow SS to write their answers in L1 if they like. The objective is to understand what he says.

Extra support

(audio script in Student Book on page 125)
I = interviewer, D = David
I Excuse me. Could I ask you a few questions? We’re doing some research.
D Sure. What’s it about?
I Well, we want to find out if you are a morning or an evening person.
D OK, fine.
I OK, and what’s your name?
D David Cape.
I And, what do you do, David?
D I’m a magazine editor.
I OK, and when do you work?
D Monday to Friday, eight till four.
I What time do you get up in the morning?
D At 5:45. I have to get up early because I start work at 8:00, and it takes me an hour to get to work.
I What time do you go to bed?
D Probably around 10 o’clock.
I If you have a test, do you study best in the morning, afternoon, or at night?
D Let me think. I haven’t taken a test for a long time, but when I was a student, I used to study better in the morning.
I And… if you exercise, when do you prefer to do it?
D In the morning, definitely. I love going for a long walk or cycling. It’s really great early in the morning because you feel that you’re the only person in the world who’s awake at that time.
I Do you like your work schedule?
D I don’t mind it. Finishing work early means I can pick up my daughter from school and take care of her in the afternoons. It’s true that I can’t really have a social life during the week, because I go to bed at ten, but that’s OK.
I All right, and the last question. Would you like to change your work schedule?
D Well, yes, I would. I’d like to work four days a week, maybe working more hours in the day and have a three-day weekend. Then I could spend three full days a week with my family.
I That’s great. Thank you very much for your time.
Extra idea

Have SS interview you first. If you are neither a morning nor evening person, explain that you are “in the middle.”

- Have a class discussion and find out if the majority of the class are morning, evening, or “middle” people.

5 PRONUNCIATION /ɡ/ and /dʒ/

a • Here the focus is on the pronunciation of the letter g. Focus on the sound pictures and elicit the words and sounds: girl /ɡ/ and jazz /dʒ/.

- Focus on the first word in the box and ask SS Is it /ɡ/ or /dʒ/? Elicit that it’s /dʒ/, and get SS to write it in the second column.

- SS continue in pairs with the other words. Tell them that if they’re not sure about a word, to say it aloud both ways, and decide which sounds best.

b • Play the recording once for SS to check. Then play it again, pausing after each word or group of words for SS to repeat.

Pronunciation notes

- g is always pronounced /ɡ/ before a, o, and u.

- Before e, i, and y, it can be /ɡ/ or /dʒ/.

- You may also want to remind SS that j is always /dʒ/, and that gh and gu as in ghost, guest are pronounced /ɡ/.

c • Focus on the sentences. Model and drill them with the whole class. Then have SS practice saying them in pairs.

6 SONG 🎵 I say a little prayer

• Here SS listen to a song made famous by Aretha Franklin in the 1960s.

- If you want to do this song in class, use the photocopiable activity on page 227.

I say a little prayer

The moment I wake up
Before I put on my makeup
I say a little prayer for you
And while combing my hair, now,
And wondering what dress to wear, now,
I say a little prayer for you

Forever, forever, you’ll stay in my heart
And I will love you
Forever, forever, we never will part
Oh, how I’ll love you
Together, together, that’s how it must be
To live without you
Would only mean heartbreak for me.
Lesson plan

This lesson is based on the true case of identical twins who were separated at birth, but reunited 40 years later. The twins provide the context for presenting the structure So am I, Neither am I. At this level SS will find it hard to manipulate this structure with any fluency. For this reason, in Speaking SS just practice using the present forms So am/do I, Neither am/do I. The vocabulary focus is on different words/phrases used to express similarity, and in Pronunciation SS look at vowel and consonant combinations that can be pronounced in different ways.

Optional lead-in (books closed)

Have SS ask each other how many brothers and sisters they have, and how old they are. Have them share answers with the class. Elicit the word twin and find out if anyone knows a twin. You could also teach identical and non-identical twin.

1 LISTENING

a • Books open. Focus on the top photos, and elicit descriptions from SS, e.g., The man on the left has dark hair, etc.
   • Ask SS if the two men look similar and elicit that they are twins.

b • Focus on the instructions. Give SS a minute to read the introduction and answer the questions in pairs. Check answers.
   1. Identical twins.
   2. Because they were adopted by two different families when they were babies.
   3. When they were 39 years old.

Grammar notes

- The main problem SS may have is thinking that So (do) I is used to agree with a statement and Neither (do) I to disagree. It is important to stress that both are used to say that two people have the same opinion or do the same thing, but we use So, etc. when it is a statement and Neither, etc. when it is a statement.
- SS will probably already know the expression Me too, which is a "short cut" way to express So do I, etc. You may want to teach SS the negative version, Me neither.
- Neither can be pronounced /nɪðər/ or /niðər/.

2 GRAMMAR so, neither + auxiliaries

a • Focus on the instructions and have SS complete the rules in pairs. Check answers.

| 1 So (am, have, etc.) I | 2 Neither (did, do, etc.) I |

b • Tell SS to go to Grammar Bank 8D on page 140. Go through the rules and model and drill the examples.

Grammar notes

- The main problem SS may have is thinking that So (do) I is used to agree with a statement and Neither (do) I to disagree. It is important to stress that both are used to say that two people have the same opinion or do the same thing, but we use So, etc. when it is a statement and Neither, etc. when it is a statement.
- SS will probably already know the expression Me too, which is a "short cut" way to express So do I, etc. You may want to teach SS the negative version, Me neither.
- Neither can be pronounced /nɪðər/ or /niðər/.

Focus on the exercises for 8D on page 141. SS do them individually or in pairs. Check answers.

3 READING & VOCABULARY

a • Focus on the instructions, and check that SS understand the questions. Give them a few minutes to read and answer the questions in pairs. Check answers.
b. Focus on the sentences and have SS complete them in pairs. Check answers.

1 like 2 as 3 both 4 so 5 neither 6 similar

- Point out that the So... Neither... structure can be used with all persons, e.g., I live in London and so do my parents/they, etc.

**Extra challenge**
You may also want to teach the rules for the position of both, i.e., before the main verb but after be.

c. Say the first two sentences about yourself. Encourage SS to ask for more information.
- Then give SS a few minutes to complete the sentences with a family word.
- For 4, 5, and 6 they need to add other words, too. They can use the same family member more than once.
- SS discuss their answers with a partner. Get feedback by eliciting different sentences from several pairs.

**4 PRONUNCIATION**
-vowel and consonant sounds, sentence stress

a. Point out that in English certain letters or combinations can be pronounced in different ways.
- SS in pairs choose the odd word out.

b. **8.10**
- Play the recording once for SS to check. Check answers.

<table>
<thead>
<tr>
<th>8.10</th>
<th>CD3 Track 31</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 so</td>
<td>no</td>
</tr>
<tr>
<td>2 they</td>
<td>neither</td>
</tr>
<tr>
<td>3 two</td>
<td>twice</td>
</tr>
<tr>
<td>4 identical</td>
<td>incredible</td>
</tr>
<tr>
<td>5 food</td>
<td>good</td>
</tr>
<tr>
<td>6 now</td>
<td>know</td>
</tr>
<tr>
<td>7 speak</td>
<td>great</td>
</tr>
<tr>
<td>8 been</td>
<td>free</td>
</tr>
</tbody>
</table>

1 do 2 both 3 two 4 identical 5 food 6 know 7 great 8 been

- Let SS practice in pairs, or play the recording again, pausing after each group for SS to repeat.

**Pronunciation notes**
Do is unusual, o at the end of a word is usually pronounced /ʊə/.
Two is unusual, tw is usually pronounced /tw/.
Great is unusual. There are very few words where ea is pronounced /eə/, the most common being great, break, and steak. The most typical pronunciation of ea is /iː/ as in each.

- Play the recording once and pause for SS to repeat each line. Then tell them to underline the stressed words. Play the recording again for them to check.

**8.11**

| 1 A I like tea. | 3 A I don't smoke. |
| B So do I. | B Neither do I. |
| 2 A I'm tired. | 4 A I'm not hungry. |
| B So am I. | B Neither am I. |

- Point out the stress pattern with So do I/Neither do I.

d. **8.12**
- Focus on the instructions. Explain that SS are going to hear a sentence on the recording, and they have to say that they are the same after the beep.
- Play the recording and pause after the first sentence to elicit So do I from the whole class. Continue, eliciting the bold sentences in the audioclip below.

<table>
<thead>
<tr>
<th>8.12</th>
<th>CD3 Track 33</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like chocolate.</td>
<td>(So do I.)</td>
</tr>
<tr>
<td>I'm tired.</td>
<td>(So am I.)</td>
</tr>
<tr>
<td>I'm not hungry.</td>
<td>(Neither am I.)</td>
</tr>
<tr>
<td>I don't like basketball.</td>
<td>(Neither do I.)</td>
</tr>
<tr>
<td>I'm going out tonight.</td>
<td>(So am I.)</td>
</tr>
<tr>
<td>I have a big family.</td>
<td>(So do I.)</td>
</tr>
<tr>
<td>I'm not American.</td>
<td>(Neither am I.)</td>
</tr>
<tr>
<td>I live in an apartment.</td>
<td>(So do I.)</td>
</tr>
</tbody>
</table>

- Play the recording again, eliciting the sentences from individual SS by pointing to a student before each sentence. Repeat the exercise until SS are responding quickly and accurately.

**5 SPEAKING**

a. Focus on the instructions. Make sure SS understand all the categories, and give them a few minutes to complete the sentences.

b. Go through the instructions and focus on the speech bubbles. Demonstrate by going to individual SS and saying I love (whatever kind of music you like) until somebody says So do I. If they don't like it, encourage them to say a complete sentence, e.g., I don't like it/I hate it.
- Tell SS to stand up and start saying their sentences from a to each other to find someone who is the same. Stop the activity when one student has a name for all his/her sentences.

**Extra photocopiable activities**

**Grammar**
So do I! page 170

**Communicative**
So do I! page 214 (Instructions page 182)

**HOMEWORK**

- Study Link Workbook pages 73–74

125
8

PRACTICAL ENGLISH ON THE PHONE

Review: Checking out
Function: Making phone calls
Language: Can I speak to...? Can I leave a message?

Lesson Plan

In this final Practical English lesson, review expressions for checking out of a hotel, and learn language for making phone calls. Allie and Mark have their last dinner together. They both have something important they want to say to each other.

Study Link: These lessons are on the American English File 2 Video, which can be used instead of the Class Audio CD for these lessons (see Introduction page 9). The main functional sections of each episode (the second section) is also on the MultiROM, with additional activities.

Optional lead-in (books closed)

Review what happened in the previous episode by eliciting the story from SS, e.g., What happened on Allie's last morning? (They went on a boat trip.) Why did she want to be back early? (Because she was expecting an important phone call.) What do they have planned for the evening? (Dinner.)

CHECKING OUT

a. 8.13

- Books open. Focus on the photo and ask Where's Allie? (At the hotel reception.) Where has she just been? (On a boat trip with Mark.)
- Focus on the questions. Play the recording once the whole way through and tell SS just to listen. Then play it again, pausing if necessary to give SS time to answer the questions.
- Have them compare their answers with a partner's before checking answers.

1. Tomorrow morning.
2. This evening.
3. At 9:15.
4. At 7:15.
5. To call New York.

Extra Support

If you have time, you could have SS listen to the recording with the script on page 125 so they can see exactly what they understood. Translate/explain any new words or phrases.

- Elicit the key phrases Allie uses, e.g., Could you prepare my bill? Could you order me a cab? And write them on the board if necessary.

b. 8.14

- Tell SS to cover the conversation. Focus on the picture and ask SS Who is she calling? (The New York office.)
- If you think that SS won't cover their books, you could have them close their books at this stage and write the first task on the board.
- Play the recording once or twice. Check answers.

1. Lisa Formosa
2. She gets the wrong number.
3. Good.
4. She got the job in Paris.

Making Phone Calls

- Now tell SS to uncover the conversation (or open their books). Explain that the YOU HEAR part is what they need to understand, and the YOU SAY part contains the phrases they need to be able to say.
- Give SS a minute to read through the conversation and guess the missing words. Then play the recording again for them to complete the conversation.

CD3 Tracks 35+36

AL = Allie, L = Lisa
A
AL Hello.
AL Hello. Is that MTC? (repeat)
A Sorry, you've got the wrong number.
AL Oh sorry. (repeat)
B MTC New York. How can I help you?
AL Hello. Can I speak to Lisa Formosa, please? (repeat)
B Just a moment. I'll put you through.
C Hello.
AL Hi, is that Lisa? (repeat)
C No, I'm sorry. She's not at her desk right now.
AL Can I leave a message, please? (repeat)
C Sure.
AL Tell her Allie Gray called. I'll call back in five minutes. (repeat)
B MTC New York. How can I help you?
AL Hello. Can I speak to Lisa Formosa, please? (repeat)
B Just a moment. I'm sorry, the line's busy. Do you want to hold?
AL OK, I'll hold. (repeat)
L Hello.
AL Hi, Lisa. It's Allie Gray. (repeat)
L Allie, hi. How's California?
AL Great, great. Well? Is it good news or bad news?
L It's good. You got the job in Paris!
AL Oh wonderful! That's fantastic!
**Go through the conversation line by line with SS and check answers. Point out:**

*put through = connect*

*Is that (Lisa)? NOT Are you Lisa?*

*Hi, Lisa. It's Allie NOT I'm Allie.*

*hold = wait and is very typical on the phone, as is Hold on (a minute/moment).*

**C 8.15**

• Now focus on the YOU SAY phrases. Tell SS they're going to hear the conversation again. They repeat the YOU SAY phrases when they hear the beep. Encourage them to copy the rhythm.

• Play the recording, pausing if necessary for SS to repeat the phrases.

• Put SS into pairs, A and B. A is Allie (book closed), B is all the other people (book open). Tell A to close his/her book and try to remember the phrases. Then A and B change roles.

**Extra support**

Let SS practice the conversation first in pairs, both with books open.

**SOCIAL ENGLISH** saying good-bye?

**A 8.16**

• Focus on the photo. Ask *Where are they?* and elicit that they're in a restaurant. Ask *What do you think they're saying?* And see if anyone comes up with *Cheers.*

• In this last episode it would be a good idea to just let SS listen the first time to see how the story ends. Play the recording. Build up as much suspense as possible by pausing after Mark says *I have something to tell you,* and after Allie says *I have something to tell you, too* and get SS to predict what they're going to say. Give them time to react to the ending before doing the T/F sentences.

• Focus on the sentences and make sure SS understand everything, *e.g., relationship.* Play the recording again.

• Let SS compare their answers with a partner's and then check answers. Have SS correct the false ones.

<table>
<thead>
<tr>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T</td>
</tr>
<tr>
<td>2</td>
<td>F She thinks it's a problem that they live so far apart.</td>
</tr>
<tr>
<td>3</td>
<td>F To another office but with the same company.</td>
</tr>
<tr>
<td>4</td>
<td>T</td>
</tr>
<tr>
<td>5</td>
<td>F She's going to be Mark's boss.</td>
</tr>
</tbody>
</table>

**B 8.17**

*Check comprehension by asking a few more questions, e.g.,*

1. *What does Mark say they need to talk about?* (The future.)
2. *How far apart do they live at the moment?* (6,000 miles = approximately 9,600 km.)
3. *How far apart are they going to be soon?* (300 miles = approximately 480 km.)
4. *What is Mark's new job?* (Marketing manager in the new office in Paris.)
5. *What is Allie's new job?* (Director in the new office in Paris.)

• Ask SS if they think their relationship will work in Paris or not, and elicit all their ideas.

**B 8.17**

• Focus on the *USEFUL PHRASES.* Have SS see if they can remember any of the missing words. Play the recording again and check answers (see audioscript above).

• Play the recording, pausing for SS to repeat each phrase. Encourage them to copy the rhythm.

• In a monolingual class have SS decide together what the equivalent phrase would be in their language.

**C 8.17**

*CD3 Track 38*

<table>
<thead>
<tr>
<th>A</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = Allie, M = Mark</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>M</td>
</tr>
<tr>
<td>A = Allie, M = Mark</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A Thanks for everything.</td>
</tr>
<tr>
<td>2</td>
<td>M Cheers! To us.</td>
</tr>
<tr>
<td>3</td>
<td>A What do you mean?</td>
</tr>
<tr>
<td>4</td>
<td>M Isn't that amazing?</td>
</tr>
<tr>
<td>5</td>
<td>M What's the matter?</td>
</tr>
<tr>
<td>6</td>
<td>M I don't believe it.</td>
</tr>
</tbody>
</table>

**HOMEWORK**

[Study Link] [Workbook page 75]
In this final writing lesson SS write an article giving their opinion about the weekend. The writing skills focus is on using connectors, and the article repeats language from File 8. This lesson introduces SS to the idea of a very simple discursive composition.

**a** Focus on the article and the instructions. Go through the words in the box and check SS remember their meaning.
- Set a time limit for SS to read the article and fill in the blanks. Have SS compare their answers with a partner’s and then check answers.

2 who
3 Another
4 above all
5 However
6 Secondly
7 Although
8 which
9 general

- Point out:
  - the way *First of all, secondly* are used to introduce different points.
  - the use of *However* to begin a paragraph that contrasts with the previous one.
  - the use of *in general* to sum up.

**b** Focus on the instructions and sentences. Give SS a few minutes to read the article again and mark the sentences T or F. Check answers, asking why the F sentences are false.

1 F She works in an office.
2 T
3 F She doesn’t like it because the supermarket is always crowded.
4 F Her mother-in-law makes the lunch.
5 T

- Ask a few more questions to check comprehension, e.g., *What time does she get up during the week? Why does she hate it in the winter? What does she like doing in her free time?*

**Extra idea**
Have SS cover the article. Put SS into pairs, A and B. A remembers as much as possible about the good side, B about the bad side.

**Write about what you think of the weekend**
Either give SS at least 15 minutes to write the text in class, following the instructions, or assign for homework.

**Extra support**
To help SS plan the content, have them discuss orally first what they think is the good side and the bad side of their weekends.
If SS do the writing in class, have them exchange their texts with another student to read and check for mistakes before you collect them.
A: I work in computers.
B: Are you married?
A: Divorced.
B: So am I.

8.19
CD3 Track 40

A: Morning.
B: Good morning.
A: I'm really tired. I didn't get enough sleep last night.
B: Why not?
A: I went out for dinner with an old friend from college, and I went to bed late.
B: What time?
A: One a.m., and then I had to get up at seven. I'm terrible in the morning.
B: Are you? I'm the opposite. I'm at my best in the morning. Say, where did you go to college?
A: Cal State.
B: Yeah? So did I! When did you finish?
A: In 2002. What about you?
B: I finished in 2000.
A: What did you major in?
B: Spanish and Portuguese.
A: I studied economics.
B: Economics? I used to know a woman who majored in economics at Cal State.
A: What was her name?
B: Anna ... Anna Chen. Don't tell me you know her?
A: Know her? I married her.
B: You're joking! I don't believe it. What a coincidence!

CAN YOU SAY THIS IN ENGLISH?

SS' own answers.
What a week!

File 9 overview
File 9 only has two lessons that present new language, 9A and 9B. 9A presents the past perfect, which is then recycled in reported speech in 9B. File 9 Review & Check review the grammar, vocabulary, and pronunciation of the whole book.

Lesson plan
In this lesson the past perfect is presented through the context of a Sunday newspaper feature where six strange-but-true stories are collected from around the world every week. The pronunciation section reviews several of the vowel sounds focused on during the course, and the vocabulary highlights some of the adverbs from the stories, e.g., suddenly, immediately, etc. The lesson ends with a communication game.

Optional lead-in (books closed)
Review irregular past participles, by saying a verb from the Irregular Verb list on page 135 and eliciting the simple past and past participle. Then ask SS When do you use past participles? and elicit in the present perfect (with have) and the passive (with be). Now they’re going to learn another tense where you use the past participle of the verb.

1 SPEAKING & READING
a • Books open. Focus on the pictures and phrases. Tell SS in pairs to find the correct picture for each detail and try to work out what the bold words mean. Check answers, and if necessary explain/translate the words.

screaming (crying loudly in a high voice) 1
a ticket (money you have to pay for a bus trip) 2
a raffle (where tickets are sold and the winner gets a prize) 3
snoring (breathing noisily when you are asleep) 4
arrested (taken by the police to be questioned) 5
amazed (very surprised) 6

b • Focus on the stories and instructions. Give SS a few minutes to read the stories. Then in pairs they match them with their endings. Check answers.

Extra support
Read the first story out loud with the class. Then ask SS to find the ending and elicit that it is E. Have SS continue in pairs.

c • Write the six headings on the board. Then have SS, in pairs, read the stories again, and then cover the text and try to retell the stories using the pictures to help them.

2 GRAMMAR past perfect
a • Focus on the sentences and have SS answer the questions in pairs, or answer them as a whole class. Check answers.

1 b happened first  2 had + the past participle (= the past perfect)

b • Check that SS have underlined the right verbs (had discovered, had stolen, had seen, had given, had worked, had lost, had gone, had left). Elicit that all these actions happened before the main part of the story.

c • Tell SS to go to Grammar Bank 9A on page 142. Go through the rules and chart. Model and drill the examples.

Grammar notes
• The form and use of this tense is not normally problematic for most SS.
• The past perfect is very common after verbs like realized, remembered, saw, etc.

Focus on the exercises for 9A on page 143. SS do them individually or in pairs. Check answers.

3 PRONUNCIATION vowel sounds, sentence stress
a • This exercises reviews vowel sounds in sentences that practice the past perfect. Focus on the sound pictures and elicit the example words and sounds: horse /ɔː/, fish /ɪ/, up /ʌ/, train /eɪ/, bird /ɜː/, tree /iː/.

Now focus on the pink letters in each sentence. Elicit that the sound in the first sentence is /ʌ/, and the sound picture is C, up.

In pairs, SS match the sentences and sound pictures. Monitor and encourage them to say the words and sentences out loud. Check answers.

Extra support
Play the recording once the whole way through for SS to hear the sentence rhythm. Elicit that had is not stressed in (affirmative) sentences.

Play it again, pausing after each sentence for SS to repeat and copy the rhythm.
4 VOCABULARY adverbs

a • Here SS learn some high frequency adverbs that came up in the reading text. Focus on the sentences and instructions. Check answers.

| 1 accidentally | 2 unfortunately | 3 suddenly
| 4 luckily | 5 immediately |
| 2 and 4 are opposites |

• Point out that adverbs usually describe a verb, but can also describe a whole sentence or phrase, e.g., unfortunately, luckily.

Extra challenge

You might also like to point out that:
- fortunately also exists and is a synonym for luckily.
- the expression by mistake is often used instead of accidentally.

b • Focus on the instructions and give SS a minute to complete the sentences, in pairs or individually. Check answers.

| 1 accidentally | 2 suddenly | 3 immediately
| 4 Unfortunately | 5 Luckily |

• Give SS a few minutes to complete the sentences. Have SS share answers with the class, accepting all endings that fit the meaning of the adverbs.

Possible completions
1 nobody saw her.
2 the phone rang.
3 hadn't brought an umbrella.
4 started making dinner.
5 lost it.

Extra support

Demonstrate the activity. Write this sentence on a piece of paper.

When Jason had finished his homework, he turned on the TV.

Then write on the board:
When Jason ________ his homework, he turned on the TV. (+)

Tell SS that you have written the complete sentence on a piece of paper, and that you want them to guess the missing words. Tell them what's missing is a past perfect verb, and that the (+) sign means that it is affirmative. Ask a student to say the whole sentence with the missing verb. If he/she says it with had done, say that it is possible, but not what you have on your piece of paper, and say Try again. Continue until the student (or another one) says had finished.

- Monitor while SS are doing the activity, and encourage them to say the sentences with the right rhythm.
- Fast finishers could write their own sentences and read them to their partner with the verb removed. Their partner guesses the missing verb.

Extra photocopiable activities

Grammar
past perfect page 171
Communicative
Match the sentences page 215 (instructions page 182)

HOMEWORK

(Study Link) Workbook pages 76–77
Lesson plan
This lesson provides a clear and simple introduction to reported (or indirect) speech, which will be focused on in more detail in American English File 3. The context for the presentation is a classic song, *Then he kissed me*, which has some clear examples of the target language. In Vocabulary SS practice distinguishing between say, tell, and ask, and Pronunciation reviews the pronunciation of some common past participles.

Optional lead-in (books closed)
Draw a picture of a man and a woman on the board and tell SS that they are at a club. Establish that they don’t know each other. Draw a speech bubble by the man’s face and elicit ideas for what the man says to try to start a conversation with the woman, e.g., *What’s your name? Do you want to dance?*, etc. Try to elicit five or six ideas and write them on the board. Get the women in the class to vote which is the most unusual one/the best one/the worst one. Now do exercise 1a.

1 SPEAKING & LISTENING
a • Focus on the pictures and give SS a couple of minutes, in pairs, to order them 1–8. You could elicit the first one from the whole class (C). Don’t check answers yet.

Suggested story
Dean met Millie at a club. They danced together. He walked her home.
(The stars were shining.) He kissed her. She said, “I love you.” He said, “I love you, too.” He took her home to meet his parents (mom and dad). Then he said, “Will you marry me?” Millie said, “Yes.” They got married (in a church.)

b • Now focus SS’ attention on the song and the verbs in the three boxes. Elicit the simple past of each verb, e.g., ask—asked, etc.
• Now give SS time, in pairs, to complete the song with the verbs from the boxes in the simple past, using the glossary to help them.

c • Play the recording for SS to check their answers.

<table>
<thead>
<tr>
<th>9.2</th>
<th>CD3 Track 42</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Then he kissed me</em></td>
<td></td>
</tr>
</tbody>
</table>
| Well, he *walked* up to me and he *asked* me if I *wanted* to dance. He looked kind of nice, and so I *said* I might take a chance. When he *danced* he held me tight, and when he *walked* me home that night, all the stars were shining bright. And then he kissed me.

| 1 | sentences A and B |
| 2 | sentences C and D |
| 3 | simple present |
| 4 | simple past |

b • Tell SS to go to Grammar Bank 9B on page 142. Go through the rules with the class. Model and drill the example sentences.

Grammar notes
• This is an introduction to reported (or indirect) speech. The reporting of sentences and questions is covered here but not reported commands, e.g., *He asked me to open the window.*

• SS tend to confuse the verbs *say* and *tell*. Typical mistake: *He said me that he was tired.*
Focus on the exercises for 9B on page 143. SS do the exercises individually or in pairs. Check answers.

a 1 she was tired  
2 he didn’t like rock music  
3 he’d/would make a reservation  
4 he’d/had seen that movie twice  
5 she lived in the city  
6 they could do it  
7 she had seen the movie on TV

b 1 liked football  
2 she liked  
3 if I was tired  
4 if they had been to Brazil  
5 where I had lived before  
6 if he could swim  
7 where he was from

Tell SS to go back to the main lesson on page 103.

c This exercise gives SS extra practice converting direct speech to reported speech. Focus on the task and tell SS that the sentences in quotation marks are more of the conversation between Dean and Millie. Give SS, in pairs, a couple of minutes to complete the sentences. Check answers.

2 He asked her if she wanted a drink.  
3 She said (that) she wasn’t thirsty.  
4 He asked her if she would go out with him.  
5 He asked her if he could walk her home.  
6 He asked her where she lived.  
7 She said (that) she lived nearby.  
8 He told Millie (that) he had fallen in love at first sight.

Extra challenge
Have SS cover their answers in the right-hand column with a piece of paper so they are covering what they wrote but can see the beginning of the sentences e.g., He said that, etc. SS look at the direct speech on the left and try to remember the reported speech, uncovering the sentences one by one to see if they were right.

3 VOCABULARY say, tell, or ask?
Focus on the task and give SS time to complete the sentences. Have them compare their answers with a partner’s before you check answers.

Extra support
If SS are having problems with say/tell, have them look back at the note in Grammar Bank 9B on page 142.

1 asked 2 told 3 said 4 asked 5 said 6 told 7 told 8 told

4 PRONUNCIATION rhyming verbs
a This review exercise focuses on the pronunciation of past participles. Focus on the two columns and demonstrate the activity. Give SS, in pairs, three minutes to match the rhyming verbs.

Play the recording for SS to check their answers.

9.3 CDS Track 43
said – read  
paid – played  
cought – bought  
kept – slept  
spent – meant  
told – sold  
flew – knew  
heard – preferred  
could – stood

Play the recording again for SS to listen and repeat.

Extra idea
Have SS cover the past participles in B and just look at the ones in A. They try to remember the rhyming verbs.

5 SPEAKING
a Focus on the task and the example in the speech bubble. Give SS a minute or so to choose their five questions. Put SS into pairs and give them time to ask each other their five questions and write down the answers.

b Have SS change partners and explain that they must now tell their new partner what questions they asked their first partner and what that person answered. To do this they must change both the question and answer into reported speech. Focus on the example in the speech bubble and if necessary demonstrate the activity.

Give SS time to report their conversations to their new partners.

Extra photocopiable activities
Grammar  
reported speech page 172  
Communicative  
Who said what? page 216 (instructions page 182)

HOMEWORK  
Study Link Workbook pages 78–79
The last two sections in File 9, Review and Check Grammar and Review and Check Vocabulary and Pronunciation are intended to help SS review for a final end-of-course test.

**GRAMMAR**

The grammar is divided up by files and gives the Grammar Bank page reference. SS should read through the rules again, and then test themselves with the exercises. They can either do this File by File or all at once. We suggest doing them in pairs or small groups in a final class, where SS can talk together about which is the right answer and why, but they can also be done individually or at home.

### File 1
- 1 c
- 2 a
- 3 c
- 4 a
- 5 b

### File 2
- 1 c
- 2 c
- 3 a
- 4 b
- 5 c

### File 3
- 1 b
- 2 b
- 3 a
- 4 a
- 5 c

### File 4
- 1 c
- 2 a
- 3 c
- 4 a
- 5 a

### File 5
- 1 c
- 2 a
- 3 c
- 4 b
- 5 c

### File 6
- 1 b
- 2 a
- 3 b
- 4 b
- 5 c

### File 7
- 1 b
- 2 c
- 3 b
- 4 b
- 5 c

### File 8
- 1 a
- 2 b
- 3 c
- 4 b
- 5 b

### File 9
- 1 a
- 2 b
- 3 b
- 4 c
- 5 c

**VOCABULARY**

This section provides exercises to test SS on all the Vocabulary Banks of American English File 2. If possible, give SS time to review the Vocabulary Banks before doing the exercises. If this is not feasible, the exercises should show which ones SS need to look back at. We suggest doing them in pairs or small groups in a final class, where SS can talk together about which is the right answer and why, but they can also be done individually or at home.

### Extra photocopiable activities

**Grammatical review and check page 173**

**Communicative**

Review questions page 217 (instructions page 182)
Photocopiable material

- There is a Grammar activity for each main (A, B, C and D) lesson of the Student Book.
- There is a Communicative activity for each main (A, B, C and D) lesson of the Student Book.
- There are eight Song activities. These can be used as part of the main lesson in the Student Book or in a later lesson. The recording of the song can be found in the main lesson on the Class Audio CD.
- There is a Workbook Answer Key for the activities in the Workbook.

Using extra activities in mixed-ability classes

Some teachers have classes with a very wide range of levels, and where some SS finish SB activities much more quickly than others. You could give these students a photocopiable activity (either Communicative or Grammar) while you help the slower students. Alternatively, some teachers might want to give faster students extra oral practice with a communicative activity while slower students consolidate their knowledge with an extra grammar activity.

Tips for using Grammar activities

The Grammar activities are designed to give students extra practice in the main grammar point from each lesson. How you use these activities depends on the needs of your students and the time you have available. They can be used in the lesson if you think all of your 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, have students work individually or in pairs. Allow students to compare before checking the answers.
- Some of the activities have a final 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 for homework, encourage students to use this stage to test themselves.
- If students are having trouble with any of the activities, make sure they refer to the relevant Grammar Bank in the Student Book.
- Make sure that students keep their copies of the activities and that they review any difficult areas regularly. Encourage them to go back to activities and cover and test themselves. This will help with their review.
1A questions
a 1 How are you today?
   2 Where are you from?
   3 Where do you live?
   4 Do you live in an apartment or a house? / Do you live in a house or an apartment?
   5 Where are your parents from?
   6 Where are you living in New York?
   7 What do you do in your free time?
   8 Why are you studying English?
   9 What was your favorite subject at school?
  10 What kind of movies do you watch?
  11 What did you have for breakfast?
  12 What are you going to do this weekend?
  13 Are you going to take a vacation this year?
  14 Did you watch television last night?

1B simple present
2 don't work 3 do you have 4 don't eat 5 do you want
6 watches 7 get along 8 go 9 do you live
10 takes 11 do you drink 12 don't smoke
13 doesn't travel 14 do Linda get up 15 take
16 finishes 17 do you listen to 18 don't go
19 doesn't see 20 doesn't your father like

1C simple present or present continuous?
  a 2 I'm watching 3 don't like 4 hate 5 Do you want
  6 I'm studying 7 have 8 Are you using 9 is waiting
  10 need 11 I'm not working 12 want 13 He is studying
  14 He is taking 15 He's working 16 wants 17 needs

1D relative clauses
  a 2 where, borrow 3 who/that cuts 4 where, keep
  5 that, light 6 that, wear 7 who/that answers
  8 where, live 9 who/that writes 10 that, listen to
  11 who/that writes 12 where, buy 13 that, cut
  14 that, put 15 where, relax

2A simple past: regular and irregular
  2 Did … have 3 was 4 stayed 5 thought 6 didn't go
  7 did … do 8 Did … go 9 saw 10 spent 11 bought
  12 didn't buy 13 took 14 did … stay 15 stayed
  16 were 17 went 18 did … study 19 didn't like
  20 didn't … like 21 was 22 left 23 took 24 was
  25 did … happen 26 arrived 27 went 28 Did … see
  29 came 30 wasn't 31 Did … have

2B simple past or past continuous?
  a 2 rang, was driving 3 heard, were sunbathing
  4 was looking, took 5 was having, saw
  6 saw, was walking
  7 looked 3 didn't see 4 were holding
  5 weren't waiting 6 didn't know 7 was 8 decided
  9 went 10 looked 11 were waiting 12 took
  13 stopped 14 got 15 walked 16 gave 17 was talking
  18 ran 19 was carrying 20 said 21 was waiting
  22 thought 23 were 24 said

2C questions with and without auxiliaries
  a 2 Where do manga comics come from? Japan
  3 Where did John Lennon die? New York
  4 Which country won the 2006 World Cup? Italy
  5 When did the Vietnam war end? 1975
  6 Who invented the electric light bulb? Thomas Edison
  7 Who directed the Star Wars movies? George Lucas
  8 When did the first man walk on the moon? 1969
  9 Where do polar bears live? The North Pole
  10 Which actor played Spiderman? Toby Maguire
  11 How many countries belong to the United Nations? 192

2D so, because, but, although
  a 2 d because 3 I so 4 a so 5 I but 6 he because
  7 e although 8 b although 9 f but 10 c so
  b 2 Although 3 but 4 so 5 because 6 but 7 but
  8 but 9 because 10 Although

3A going to, present continuous
  a Suggested answers
  2 I'm going to rain 3 I'm going to buy a car
  4 I'm going to take a bus 5 I'm going to watch television
  6 I'm not going to swim 7 I'm going to go to Paris
  8 I'm going to go to the movies / watch a movie

3B will / won't (predictions)
  a 2 d She'll come back 3 She'll be 4 They'll be
  5 l won't have 6 j He'll get 7 g You'll feel
  8 c She'll … lose 9 i He'll get 10 k It'll rain
  11 b You'll pass 12 e won't like

3C will or going to?
  a 2 He's going to stay 3 He's going to travel 4 I'll call
  5 I'll take 6 are you going to do 7 I'm going to stay
  8 we're going to have 9 I'll make 10 I'm going to have
  11 I'll bring 12 I'll have 13 Are you going to stay
  14 I'm going to catch 15 I'll pay 16 I'll pay
  17 I'm going to paint 18 I'll help
**3D tense review**

2 Does ... have 3 isn’t playing 4 wrote
5 is giving/is going to give 6 are ... doing
7 did ... get, took 8 were arguing 9 were ... doing
10 does ... get 11 was driving 12 do ... do
13 won’t hurt 14’m not working
15 are ... doing/going to do, Do ... want
16 are ... going to study 17’ll meet 18 went
19 did ... go 20 was walking

**4A present perfect or simple past?**

cat, ate, eaten
fly, flew, flown
hear, heard, heard
lose, lost, lost
read, read, read
see, saw, seen
win, won, won
work, worked, worked
write, wrote, written

b 2 She’s never eaten octopus.
3 Have they ever been late for work?
4 We’ve never seen a Tarantino movie.
5 She’s written more than ten mystery novels.
6 I haven’t read The Lord of the Rings.
7 Have you ever worked in a clothing store?
8 He’s won three gold medals.
9 They haven’t lost a game this year.
10 I’ve heard three of their CDs.

b 2 haven’t 3 saw 4 was 5 liked 6 Have ... ever lost
7 have 8 did ... happen 9 was 10 did ... do
11 called 12 made

**4B present perfect + yet and already**

a 3 Has he eaten the sandwich yet? No, he hasn’t.
4 Has he turned off the computer yet? Yes, he has.
5 Has he drank his coffee yet? Yes, he has.
6 Has he cleaned up his desk yet? No, he hasn’t.
7 Has he put away his CDs yet? Yes, he has.
8 Has he made his bed yet? No, he hasn’t.
9 Has he put away his clothes yet? No, he hasn’t.
10 Has he finished talking on the phone yet? No, he hasn’t.

**4C comparative adjectives and adverbs**

a 2 She’s happier than her husband.
3 Men drive faster than women.
4 Florida is hotter than New York.
5 The sandwiches are more expensive than the cakes.
6 Tom works more slowly than Greg.
7 Laura speaks Italian better than Jake.
8 Soccer is more popular than tennis.
9 Singapore is farther than Tokyo.

b 2 isn’t as happy as her 3 don’t drive as fast as men
4 isn’t as hot as Florida 5 aren’t as expensive as the
sandwiches 6 doesn’t work as fast as Greg 7 doesn’t
speak Italian as well as Laura 8 isn’t as popular as
soccer 9 isn’t as far as Singapore

**4D superlatives**

a 2 Who’s the most generous person you’ve ever met?
3 What’s the best restaurant you’ve ever been to?
4 What’s the cheapest hotel you’ve ever stayed in?
5 What’s the coldest place you’ve ever visited?
6 What’s the longest trip you’ve ever taken?
7 What’s the most delicious food you’ve ever eaten?
8 Where’s the most dangerous place you’ve ever been to?
9 What’s the most exciting book you’ve ever read?
10 Where’s the farthest you’ve ever been on vacation?

b 2 3 worst 4 5 6 best 7 the most
8 in the most 9 the most expensive 10

**5A the infinitive**

a 2 not to tell 3 to see 4 to sell 5 to shut 6 not to lose
7 to do 8 to build 9 to be 10 to take photos
b 2 She went to the travel agency to book tickets.
3 She went to the bakery to buy some bread.
4 She went to Zara to buy some new clothes.
5 She went to the Internet cafe to send some e-mails.
6 She went to the gym to get some exercise.
7 She went to the park to go for a walk.
8 She went to the bank to get some money.
9 She went to the gas station to get some gas.

**5B infinitive or verb + -ing?**

a 3 to come 4 not talking 5 to see 6 to earn
7 relaxing / to relax, not doing / not to do 8 to give
9 to learn 10 winning 11 not to hit 12 drinking
13 to go 14 stopping 15 going 16 to be 17 to go
18 Eating 19 not to understand 20 remembering

**5C have to, don’t have to, must not**

a 2 don’t have to pay 3 must not smoke 4 have to drive
5 have to wear 6 don’t have to come 7 don’t have to pay
8 have to wear 9 must not park 10 have to be
11 have to turn off 12 must not play

**5D verbs and prepositions**

a 2 out of 3 under 4 around 5 toward 6 along
7 through 8 up 9 into 10 down 11 across

**6A first conditional**

2 I’ll miss 3 miss 4 I’ll be 5 I’m 6 will be 7 is
8 I’ll lose 9 lend 10 you’ll buy 11 buy 12 you’ll start
13 start 14 you’ll never get 15 don’t get
16 you’ll never pay 17 help 18 won’t do 19 don’t do
20 won’t learn 21 don’t learn 22 won’t pass
23 don’t pass 24 won’t go

**6B second conditional**

a 2 I wouldn’t do that if I were you.
3 Would you clean my room if I gave you a dollar?
4 If I could remember her name, I’d talk to her.
5 You’d feel better if you exercised more.
6 If she weren’t sick, she’d go to class.
7 I’d ask somebody if I spoke Japanese.
8 What would you do if you won the lottery?

b 2 wouldn’t go 3 would you do 4 I’ll see 5 rains
6 studied 7 she’d lend 8 don’t hurry up
6C may or might?
2 may/might fall 3 may/might like 4 may/might be
5 may/might buy 6 may/might go 7 may/might not come
8 may/might meet 9 may/might call
10 may/might take 11 may/might be 12 may/might sell

6D should or shouldn’t?
a 2 shouldn’t spend 3 should turn down 4 should go
5 shouldn’t wear 6 shouldn’t leave 7 should get up
8 should practice 9 shouldn’t play 10 should learn
11 should see 12 should be

7A present perfect + for and since
a 2 have ... known, They've known, for years
3 hasn't eaten since 4 They've been married since 1972
5 have ... had, I've had, since 6 hasn't worked for
7 They've been, since 8 has ... worked, She's worked, for
9 have ... been, I've played, since 10 hasn't rained for

7B present perfect or simple past?
a 1 was, I've seen, saw
2 Have ... ever been, took, did ... last, learned
3 have ... known, We've been, Did ... meet, worked
4 They've lived, lived, met, leave, retired
5 have ... been, Didn't ... go, didn't have 6 She's been, got

7C used to
2 He used to have 3 He didn't use to eat
4 He didn't use to wear 5 He used to be
6 He didn't use to play 7 She didn't use to have
8 She used to wear 9 She didn't use to play
10 She used to wear 11 She used to play
12 She didn't use to ride

7D passive
2 was made 3 are checked 4 was painted
5 are written 6 isn’t locked 7 was bitten
8 was ... sold 9 was worn 10 were built
11 was given 12 were stopped

8A something, anything, nothing, etc.
1 somewhere 2 somebody, nobody
3 anything, nowhere 4 nobody 5 something
6 anywhere 7 Somebody, anybody
8 anything, nothing, anything

8B too, too much / many, enough, etc.
2 lot of 3 Any 4 money-enough 5 no 6 too-much
7 a few 8 too-many 9 too-much 10 too-much
11 enough-safe 12 too-many 13 too-many
14 experience-enough 15 too-much 16 a little
17 enough 18 very-few 19 too-many 20 too-much

8C phrasal verbs
a 2 picking up 3 looking for 4 putting away
5 turning up 6 trying on 7 taking off 8 looking up
9 writing down 10 going back
c 2 3 pay them back 4 take it back 5
6 put them away 7 call me back 8
9 looking for it 10

8D So do I / Neither do I
3 Neither can 4 Neither am 5 So did 6 Neither did
7 So have 8 So was 9 Neither would 10 So am
11 So do 12 Neither am 13 So was 14 So did
15 Neither have 16 So do 17 So am 18 Neither will
19 So do 20 Neither can

9A past perfect
a 2 was, hadn't taken 3 wasn't working, hadn't turned it on
4 arrived, had gone out 5 They'd never flown, were
6 couldn't, had disappeared 7 She'd just had, wasn't
8 ran, hadn't paid 9 arrived, hadn't brought
10 had to, she'd lost 11 could, they'd studied
12 was, she'd been

9B reported speech
a 2 that they had lost the game 3 that he had found the key
4 we spoke English 5 why she was angry
6 it was too crowded 7 the police were coming
8 when he would be home
b 2 It's my mother's car. 3 I'm staying in that hotel.
4 I've never been in love before. 5 I'll be back.
6 Do you want some chocolate? 7 Did you see/Have you
seen anything strange? 8 I can't swim!

9 review and check
1 have ... known
2 haven't finished
3 did ... graduate
4 didn't like
5 rain
6 Can ... help
7 does ... work
8 painted
9 'll lend
10 Have ... eaten
11 are ... going
12 would ... do
13 've ever seen
14 were ... doing
15 remember
16 was built
17 flying
18 won't get
19 's ... written
20 're going to visit / 're visiting
a) Put the words in the right order to make questions.

1. name / your / is / what
   What is your name?

2. how / you / are / today
   Fine, thank you.

3. from / you / where / are
   From Mexico.

4. live / you / where / do
   In Mexico City.

5. in / an / apartment / you / do / live / or / a / house
   In an apartment.

6. parents / are / from / where / your
   My mother's Mexican and my father's Peruvian.

7. New York / living / are / in / where / you
   In a student residence near Washington Square.

8. do / do / free / what / time / you / in / your
   I read a lot and play volleyball.

9. studying / English / are / why / you
   Because I want to travel and English helps.

10. school / subject / what / your / was / at / favorite
    I really liked history.

11. watch / of / do / what / kind / movies / you
    I love science fiction movies.

12. breakfast / have / did / what / you / for
    Coffee and cereal.

13. you / do / what / are / this / weekend / going / to
    I'm going to have dinner with some friends.

14. a / vacation / year / are / you / this / to / going / take
    No, I have too much work!

15. last / you / did / television / watch / night
    Yes, I watched the news and a movie.

b) Test your memory. Cover the questions. Look at the answers. Can you remember the questions?

c) Ask a partner the questions.
Complete the sentences with the simple present of the verbs in parentheses.

1. I _______ yoga every morning. (do yoga)
2. My parents _________ . (not work)
3. What time _________ lunch? (you / have)
4. I _________ meat. (not eat)
5. When _________ to go shopping? (you / want)
6. Jim _________ television every morning. (watch)
7. My mother and I _________ very well. (get along)
8. _________ to the gym every day? (they / go)
9. Excuse me, _________ here? (you / live)
10. She always _________ a shower before breakfast. (take)
11. How much coffee _________ ? (you / drink)
12. We _________ at work. (not smoke)
13. He _________ by plane very often. (not travel)
14. Why _________ at 6:00? (Linda / get up)
15. They sometimes _________ a taxi home. (take)
16. He _________ work at 5:00. (finish)
17. What kind of music _________ ? (you / listen to)
18. They _________ away on the weekend. (not go)
19. She _________ him very often. (not see)
20. Why _________ me? (your father / not like)

16–20 Excellent. You can use the simple present very well.

11–15 Good, but check the rules in the Grammar Bank (Student Book page 126) and look at the exercise again.

1–10 This is difficult for you. Read the rules in the Grammar Bank (Student Book page 126). Then ask your teacher for another photocopy and do the exercise again at home.
a) Complete the sentences with the simple present or present continuous of the verbs in parentheses.

A What **are** you **doing** (do)?
B I **am** **watching** (watch) this movie.
   It's a musical.
A But you **do not like** (not like) musicals!
B I know, I usually **hate** (hate) them. But this one is really good. **Do you want** (want) to watch it?
A Not right now, Susie's here and we
B **are studying** (study) for our English test.
A Yes, we **have** (have) a test every Friday.

A **Are you using** (use) this computer now?
B No, the boss **is waiting** (wait) for me in the other office. Why?
A Because I **need** (need) to use it.
B What's wrong with your computer?
A It **is not working** (not work) right now and I **want to** (want) to send an e-mail.
B OK.

A How's your son?
B He's fine. He's in college now.
A Really? What **is he studying** (study)?
B Medicine. He's going to be a doctor. He **is taking** (take) his final exams at the moment. How's your daughter?
A She's fine, too. She **is working** (work) in a store right now. She **wants** (want) to go traveling this summer, so she **needs** (need) to earn some money.

b) Practice reading the conversations with a partner.
a Complete the definitions with who, that, or where and the correct form of a verb in the box.

keep buy put light borrow wear write
live build write answer cut cut listen to relax

1 A builder is a person who builds houses.
2 A library is a place where you put books.
3 A hairdresser is somebody who cuts your hair.
4 A bank is a place where you keep your money.
5 Matches are things you use to light a fire.
6 A cap is something you wear on your head.
7 A receptionist is a person who answers the phone.
8 A zoo is a place where animals live.
9 A composer is somebody who writes music.
10 An MP3 player is something you use to listen to music with.
11 A journalist is a person who builds a newspaper or magazine.
12 A bookstore is a place where you buy books.
13 Scissors are things you use to cut paper with.
14 Lipstick is something you put on your lips.
15 A health spa is a place where you relax and feel good.

b Test your memory. Cover the definitions. Look at the pictures. Can you remember the definitions?
Complete the conversations with the simple past of the verbs in parentheses.

1 A Susan! You’re back! How was it?
   B No. It was awful.
   A Why? What happened?
   B We stayed in a really boring hotel, and James thought the city was dangerous at night so we didn’t go out much in the evening.
   A What did you do during the day?
   B Yes, we saw all the famous things, but we spent a lot of money in restaurants. And James bought very expensive souvenirs for all his family! I didn’t buy anything.

2 A Is this your first time in the US?
   B No, I took a vacation in New York two years ago.

A Really? I know New York well! Where did you stay?
B We stayed at a hotel near Times Square. I can’t remember the name.
A When were you in New York?
B I went to school there.
A Really? What did you study?
B Hotel management. But I didn’t like it much.
A Why?
B Why do you stay (not like) it?
A It’s boring. I leave after the first year.

3 A What’s the problem?
B Somebody took my clothes and my bag when I was in the ocean!
A When did this happen?
B Well, I arrived at the beach at nine o’clock this morning and I went for a swim at about ten.
A Did you see the person take your bag?
B No. When I came out of the ocean my bag was not there.
A Did you have anything valuable in your bag?
B Yes! My cell phone, my credit cards...
A Well, come with me to the police station, sir.
a) Look at the pictures and write the sentences. Use the simple past and past continuous.

1. They were playing golf when it started to rain. (play, start)

2. His cellphone ________ when he ________. (ring, drive)

3. We ______ the news when we ________ in Florida. (hear, sunbathe)

4. He ________ at the tower when someone ________ his bag. (look, take)

5. I ________ a coffee when I ________ her. (have, see)

6. She ________ an accident when she ________ to the stores. (see, walk)

b) Complete the story with the simple past or past continuous of the verbs in parentheses.

When Alex Jones arrived at JFK International Airport she ________ (look) around but she ________ (not see) anybody there to meet her. A lot of people ________ (hold) cards with names on them, but they ________ (not wait) for her. She ________ (not know) what to do, but it ________ (be) a beautiful, sunny day so she ________ (decide) to go to the hotel on her own.

She ________ (go) outside and ________ (look) for a taxi. A lot of people ________ (wait), so she ________ (take) the airport bus into New York. The bus ________ (stop) in Manhattan, near her hotel, and she ________ (get) off.

She ________ (walk) into the hotel and ________ (give) her name, Alexandra Jones. She ________ (talk) to the hotel receptionist when suddenly a man ________ (run) up to her. He ________ (carry) a card which ________ (say) “Mr. Jones.”

“Ms. Jones? I’m terribly sorry! I ________ (wait) for you at the airport but I ________ (think) you ________ (be) a man!”

“That’s OK,” ________ (say) Alex. “It happens to me all the time!”
a Make questions using the simple present or simple past. Then circle the correct answer.

1. Who / write / Pride and Prejudice
   Who wrote Pride and Prejudice? Jane Austen / Charles Dickens

2. Where / come from / manga comics
   Where do manga comics come from? Japan / China

3. Where / die / John Lennon
   ? Los Angeles / New York

4. Which country / win / the 2006 World Cup
   ? Italy / Brazil

5. When / end / the Vietnam War
   ? 1963 / 1975

6. Who / invent / the electric light bulb
   ? Thomas Edison / Alexander Bell

7. Who / direct / the Star Wars movies
   ? Steven Spielberg / George Lucas

8. When / walk on the moon / the first man

9. Where / live / polar bears
   ? the North Pole / the South Pole

10. Which actor / play / Spiderman
    ? Toby Maguire / Orlando Bloom

11. How many countries / belong to / the United Nations
    ? 127 / 192

12. Which machine / invent / Marconi / in 1895
    ? the television / the radio

13. Who / marry / Tom Cruise in 2006
    ? Katie Holmes / Nicole Kidman

14. When / Nelson Mandela / become president of South Africa
    ? 1964 / 1994

15. Which country / have / a red and white flag
    ? Japan / Germany

b Test your memory. Cover the questions. Look at the answers. Can you remember the questions?
2D Grammar so, because, but, although

a Match the sentence halves and underline the correct word, so, because, but, or although.

1 We wanted to visit the museum, ___________
2 I took off my jacket ___________
3 They didn’t have much money, ___________
4 I didn’t study, ___________
5 He’s an intelligent student, ___________
6 They couldn’t get on the bus ___________
7 She didn’t go to bed, ___________
8 The beach looks beautiful, ___________
9 It was a very expensive restaurant, ___________
10 It was raining, ___________

a so / but I failed the test.
b because / although the water is very dirty.
c but / so we didn’t go to the park.
d because / although it was very hot inside.
e because / although she was very tired.
f so / but the food wasn’t very nice.
g but / so we couldn’t find it on the map.
h although / because it was too crowded.
i because / but he’s very lazy.
j so / because they didn’t buy any souvenirs.

b Complete the story with so, because, but, or although.

One night in Rio

Julian Black was a very famous singer, but he was also very lonely. In the evenings, if he wasn’t playing a concert, he was usually at home alone, watching television and reading. He knew a lot of people, he didn’t have any friends. Everybody knew Julian Black the singer, nobody knew the real man.

It was November and Julian was on a world tour with his band. They were in Rio de Janeiro. After the concert, Julian felt very tired, he went back to his hotel. He was wearing his sunglasses and hat he didn’t want people to recognize him. He got into the elevator with a young woman. She looked at him, she didn’t say anything. The elevator started going up. A moment later the elevator stopped. Julian and the woman waited, nothing happened. Julian pressed the emergency button, it didn’t work. Julian looked at the woman. “What do we do now?” he asked. They were both very worried.

Julian took off his hat and sunglasses. They began to talk while they were waiting. “What’s your name?” asked the woman. “Julian,” answered Julian. He was surprised she didn’t know who he was. It was a nice feeling. They talked about books and television shows.

An hour later, the elevator started working again. Julian got off at his floor. “Maybe I can see you again?” he asked. “That would be nice,” said the woman. Julian went back to his room. He was very tired, he couldn’t sleep. He felt very happy. His life was about to change.
a What’s going to happen? Write a + or − sentence with be + going to for pictures 1–8.

1. They’re going to play tennis.
2. It
3. He
4. He
5. She
6. He
7. They
8. They

b Look at Luke’s calendar. Write the questions and the answers. Use the present continuous.

1. When / go to the airport?
   “When’s he going to the airport?” “He’s going to the airport on Sunday.”

2. / meet Chris on Wednesday?
   “Is he meeting Chris on Wednesday?” “No, he isn’t.”

3. What / do on Sunday?

4. What / do on Friday morning?

5. / have dinner with Anna on Monday?

6. When / go to the dentist?

7. What / do on Friday night?

8. What / do on Saturday?

9. When / work?

10. / meet Chris on Thursday?
Read sentences 1–12 and match them to predictions a–l. Complete the predictions with will / won’t. Use the verbs in parentheses.

1 “There’s a new coffee machine in the office.”
2 “She’s going to live in France for a year.”
3 “I broke one of my mom’s best glasses.”
4 “We’re going to get tickets for the concert tonight.”
5 “The teacher isn’t going to be here tomorrow.”
6 “My brother’s going to sell his apartment in Washington.”
7 “I’m going to quit smoking.”
8 “She’s going to buy another cell phone.”
9 “My son has a degree in computer science.”
10 “I’m going on a walking vacation in Scotland.”
11 “I’m taking my driving test tomorrow.”
12 “I’m going to see Saw IV tonight.”

a “They __________ very expensive.” (be)
b “Don’t worry. You ___________.” (pass)
c “She ___________ probably ____________ it, just like the other two.” (lose)
d “She ___________ speaking French fluently.” (come back)
e “You __________ it. It’s very violent.” (not like)
f “The coffee ___________ very good.” (not be)
g “You ___________ much healthier.” (feel)
h “She ___________ furious.” (be)
i “I’m sure he ___________ a good job.” (get)
j “He ___________ a lot of money for it.” (get)
k “It ___________ every day.” (rain)
l “Great! So we ___________ the test!” (not have)
Complete the conversations with will or going to. Use the verbs in parentheses.

1. A Remember to turn off the lights when you leave.
   B Don’t worry, I won’t forget (not forget).

2. A What are Mike’s plans for the summer?
   B Well, first he stays with a friend in Italy, and then he travels around France and Spain.

3. A Here’s my phone number.
   B Thanks. I’ll call you tomorrow morning.

4. A How much is this sweater?
   B $24.99.
   A Fine. I’ll take it.

5. A What do you do tonight?
   B I’m staying at home. I have to study.

6. A Have you decided what to do on Saturday night?
   B Yes, we have tickets for the theater and after that we have dinner at that new Italian restaurant.

7. A I’ve had a terrible day today.
   B Sit down, I’ll make you a cup of tea.

8. A My parents are away this weekend, so I’ll have a party.
   B Great! I’ll bring some food.

9. A Would you like fruit juice or water?
   B I’ll have an orange juice, please.

10. A Are you staying here tonight?
    B No, I’ll catch the last train home. I have a round-trip ticket.

11. A I’ll pay for the coffee.
    B No, please. I’ll pay this time. It’s my turn.

12. A I’ll paint my apartment this weekend.
    B I’ll help you if you like.
Complete the conversations with the correct form of the verbs in parentheses: simple present, present continuous, simple past, past continuous, going to + base form, will / won’t + base form.

1 A They don’t answer (not answer) the phone after six o’clock. The office is closed.
   B OK, I’ll call (call) them tomorrow.

2 A __________ your brother __________ (have) a girlfriend?
   B Yes, he does. She’s Chilean.

3 A Our goalie __________ (not play) very well at the moment.
   B That’s unusual. He’s usually good.

4 A Who __________ (write) the music for the Star Wars movies?
   B I have no idea.

5 A The teacher __________ (give) us a test tomorrow.
   B Are you sure? Isn’t it next week?

6 A What __________ you __________ (do)?
   B I’m finishing my homework.

7 A How __________ they __________ (get) home last night?
   B They __________ (take) a taxi.

8 A Why couldn’t you sleep?
   B Because the neighbors __________ (argue) again.

9 A What __________ you __________ (do) when I called you?
   B I was in the shower.

10 A What time __________ he usually __________ (get) to work?
    B About 9:30.

11 A Did you hear about the elections?
    B Yes, I heard it on the news when I __________ (drive) home.

12 A What __________ you __________ (do)?
    B I work for a Korean software company.

13 A Doctor, I’m a little nervous.
    B Don’t worry, this __________ (not hurt).

14 A Hi, can you talk?
    B Yes, I __________ (not work) right now.

15 A What __________ you __________ (do) this afternoon?
    B Nothing. Why?
    A __________ you __________ (want) to go to the swimming pool?

16 A When __________ we __________ (study) the present perfect?
    B It’s the next lesson in the book.

17 A My plane is arriving at one o’clock in the afternoon.
    B Fine, we __________ (meet) you at the airport.

18 A Last October we __________ (go) to Peru.
    B Really, did you like it?

19 A What time __________ you __________ (go) to bed last night?
    B Not until 2:00!

20 A How was your weekend?
    B It was great. This time yesterday, I __________ (walk) on the beach.

16-20 Excellent. You can use the past, present, and future very well.

11-15 Good, but check the rules in the Grammar Bank (Student Book page 130) and look at the exercise again.

1-10 This is difficult for you. Read the rules in the Grammar Bank (Student Book page 130). Then ask your teacher for another photocopy and do the exercise again at home.
a Complete the chart.

<table>
<thead>
<tr>
<th>verb</th>
<th>past</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was / were</td>
<td>been</td>
</tr>
<tr>
<td>eat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>read</td>
<td></td>
<td></td>
</tr>
<tr>
<td>see</td>
<td></td>
<td></td>
</tr>
<tr>
<td>win</td>
<td></td>
<td></td>
</tr>
<tr>
<td>work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>write</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b Write sentences in the present perfect.
1 you / ever fly / in a helicopter
   Have you ever flown in a helicopter?
2 she / never eat / octopus
3 they / ever be / late for work
4 we / never see / a Tarantino movie
5 she / write / more than ten mystery novels
6 I / not read / The Lord of the Rings
7 you / ever work / in a clothing store
8 he / win / three gold medals
9 they / not lose / a game this year
10 I / hear / three of their CDs

A 1 Have you ever heard (ever / hear) the group The Darkness?
B No, I 2  . What kind of music do they play?
A Rock music. I 3  (see) them in concert last night.
B 4  (be) it a good concert?
A Yes, I really 5  (like) it.

A 6  you 7 (ever / lose) your car keys?
B Yes, I 8  .
A When 9  (happen)?
B In California. I 10 (be) there on vacation.
A What 11  you 12 (do)?
B I 13 (call) the car rental company. But they 14 (make) me pay $100 for the new keys.
Write questions and answers for the picture. Use the present perfect + *yet* / *already*.

1. clean up / his room
   
   *Has he cleaned his room yet?*
   *No, he hasn't.*

2. wash / his clothes
   
   *Has he washed his clothes yet?*
   *Yes, he's already done it.*

3. eat / the sandwich
   
   ?

4. turn off / the computer
   
   ?

5. drink / his coffee
   
   ?

6. clean up / his desk
   
   ?

7. put away / his CDs
   
   ?

8. make / his bed
   
   ?

9. put away / his clothes
   
   ?

10. finish / talking on the phone
    
    ?
a Write comparative sentences for the pictures using adjectives and adverbs.

1. I'm tall / my brother.
   I'm taller than my brother.

2. She's happy / her husband.


4. Florida is / hot / New York.

5. The sandwiches are / expensive / the cakes.

6. Tom works / slowly / Greg.

7. Laura speaks Italian / good / Jake.

8. Soccer is / popular / tennis.

9. Singapore is / far / Tokyo.

b Rewrite the sentences from a using as … as.

1. My brother isn't as tall as me.

2. Her husband

3. Women

4. New York

5. The cakes

6. Tom

7. Jake

8. Tennis

9. Tokyo
a) Write the questions with the superlative form of the adjective.

1. What / difficult / language you / learn
   What's the most difficult language you've ever learned?

2. Who / generous / person you / meet

3. What / good / restaurant you / be to

4. What / cheap / hotel you / stay in

5. What / cold / place you / visit

6. What / long / trip you / take

7. What / delicious / food you / eat

8. Where / dangerous / place you / be to

9. What / exciting / book you / read

10. Where / far / you / be on vacation

b) Work with a partner. Ask and answer the questions in a.

c) Are these sentences right (✓) or wrong (✗)? Correct the wrong sentences.

1. She is the older person I have ever met. ✗

2. This is the most beautiful place in the country.

3. My last job was the worse job I've ever had.

4. February is the shortest month of the year.

5. Golf is the most boring sport I have ever seen.

6. The service in this restaurant is the better in the city.

7. My first English teacher was the more patient person I have ever met.

8. You're sitting in most comfortable chair.

9. We rented the expensivest car on our vacation.

10. He was the funniest actor in the play.
a) Complete the sentences with **to + a verb**.

<table>
<thead>
<tr>
<th></th>
<th><strong>not lose</strong></th>
<th><strong>pass</strong></th>
<th><strong>be</strong></th>
<th><strong>see</strong></th>
<th><strong>take photos</strong></th>
<th><strong>shut</strong></th>
<th><strong>build</strong></th>
<th><strong>sell</strong></th>
<th><strong>do</strong></th>
<th><strong>not tell</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It's difficult <strong>to pass</strong> your driving test.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Promise <strong>to</strong> our secret to anyone.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>It was really nice <strong>to</strong> see you again.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>We've decided <strong>to</strong> build our house.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Who forgot <strong>to</strong> open the door?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>It's important <strong>to</strong> get your ticket. It has your seat number on it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Did you remember <strong>to</strong> do your homework?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>They're planning <strong>to</strong> send some money to their house.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Don't pretend <strong>to</strong> be happy if you aren't.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Is it possible <strong>to</strong> stay in here?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Why did she go there? Write sentences with **to + a phrase from the box**.

<table>
<thead>
<tr>
<th></th>
<th><strong>buy some bread</strong></th>
<th><strong>send some e-mails</strong></th>
<th><strong>go for a walk</strong></th>
<th><strong>get some exercise</strong></th>
<th><strong>book tickets</strong></th>
<th><strong>get some money</strong></th>
<th><strong>buy some new clothes</strong></th>
<th><strong>borrow a book</strong></th>
<th><strong>get some gas</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>She went to the library to <strong>borrow a book</strong>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>She went to the travel agency to <strong>send some e-mails</strong>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>She went to the bakery to <strong>buy some bread</strong>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>She went to Zara to <strong>buy some new clothes</strong>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>She went to the internet café to <strong>go for a walk</strong>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>She went to the gym to <strong>get some exercise</strong>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>She went to the bank to <strong>get some money</strong>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>She went to the bank to <strong>send some e-mails</strong>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>She went to the gas station to <strong>buy some gas</strong>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Complete the sentences with the infinitive or verb + -ing.

1. I can’t promise to be (be) on time.
2. Swimming (swim) is better exercise than running.
3. Would you like ___________ (come) to my party?
4. Do you mind ___________ (not talk) so loudly?
5. It was very interesting ___________ (see) my old school again.
6. He worked weekends ___________ (earn) more money.
7. She likes ___________ and ___________ (relax, not do) anything on Sundays.
8. We were unhappy with the service, so the restaurant offered ___________ (give) us a free dinner.
9. Is it difficult ___________ (learn) Japanese?
10. He’s very competitive. He thinks ___________ (win) is the most important thing.
11. She tried ___________ (not hit) the man, but she was driving too fast.
12. They spent all night ___________ (drink) coffee and studying.
13. Do you need ___________ (go) to the bathroom?
14. They drove without ___________ (stop) for fourteen hours.
15. We’re thinking of ___________ (go) to Paris for our vacation next year.
16. I’m very happy ___________ (be) here again.
17. I decided ___________ (go) camping because I didn’t have much money.
18. ___________ (eat) too much candy and junk food will make you unhealthy.
19. He pretended ___________ (not understand) the police officer.
20. Are you good at ___________ (remember) people’s names?

16–20 Excellent. You can use the infinitive and verb + -ing very well.

11–15 Good, but check the rules in the Grammar Bank (Student Book page 134) and look at the exercise again.

1–10 This is difficult for you. Read the rules in the Grammar Bank (Student Book page 134). Then ask your teacher for another photocopy and do the exercise again at home.
a Complete the sentences with have to / must not / don't have to + a verb from the box.

come pay smoke touch drive wear spend park play be turn off wear

1. You must not touch this door.
2. Children ____________________.
3. You ____________________ in here.
4. You ____________________ in one direction.
5. You ____________________ a jacket.
6. You ____________________ to class on Saturdays.
7. You ____________________ any money now.
8. You ____________________ sneakers in here.
9. You ____________________ your car here.
10. You ____________________ over 18 to see this movie.
11. You ____________________ your computer.
12. You ____________________ soccer here at night.

b Test your memory. Cover the sentences. Look at the signs and remember the sentences.
a Complete the sentences with a preposition of movement.

out of  over  along  up  down  across  through  into  under  toward  around

1 The police helicopter flew over the houses.
2 The rock star threw a television through the window.
3 A bird flew across the bridge.
4 They danced along the fire.
5 He walked into the saloon.
6 The cat ran across the wall.
7 The highway goes over that town.
8 A spider is climbing over the wall.
9 He jumped over the swimming pool.
10 The policemen fell over the stairs.
11 The dog swam across the river.

b Test your memory. Cover the sentences. Look at the pictures and remember the sentences.
Complete the stories with the correct form of the verbs in parentheses.

If I 1 talk to you now, I 2 ______ the bus. (talk, miss)

If I 3 ______ the bus, I 4 ______ late for work. (miss, be)

If I 5 ______ late for work, my boss 6 ______ angry with me. (be, be)

If my boss 7 ______ angry with me, I 8 ______ my job. (be, lose)

If I 9 ______ you $1,000, you 10 ______ a new guitar. (lend, buy)

If you 11 ______ a new guitar, you 12 ______ a band. (buy, start)

If you 13 ______ a band, you 14 ______ a job. (start, never get)

If you 15 ______ a job, you 16 ______ me the money back. (not get, never pay)

If I 17 ______ you with your homework, you 18 ______ it yourself. (help, not do)

If you 19 ______ it yourself, you 20 ______ anything. (not do, not learn)

If you 21 ______ anything, you 22 ______ your exams. (not learn, not pass)

If you 23 ______ your exams, you 24 ______ to college. (not pass, not go)
Grammar  second conditional

a Write second conditional sentences for the pictures.

1 If I / have more money, I / buy that dress
   If I had more money, I'd buy that dress.

6 If she / not be sick, she / go to class

7 I / ask somebody if I / speak Japanese

8 What / you do if you / win the lottery

b First or second conditional? Complete the sentences with the correct form of the verb.

1 I’ll be surprised if he _pays_ (pay) you back tomorrow.

2 If I were you, I ___________ (not go) to Alaska in the winter.

3 What ___________ (you / do) if you saw a snake in your bed?

4 If I don’t see you this evening, I ___________ (see) you on Friday.

5 Where will we go tomorrow if it ___________ (rain)?

6 She’d pass the tests if she ___________ (study) harder.

7 If you asked her nicely, she ___________ (lend) you the money.

8 If you ___________ (not hurry up), we’ll miss the train.
Complete the conversations with *may* or *might* + a verb.

<table>
<thead>
<tr>
<th></th>
<th>call</th>
<th>be (x2)</th>
<th>sell</th>
<th>go</th>
<th>meet</th>
<th>not come</th>
<th>like</th>
<th>take</th>
<th>take</th>
<th>buy</th>
<th>fall</th>
</tr>
</thead>
</table>

1 A Where are you going for your vacation?
   B I don’t know. I’m really busy at work, so I _______ not take a vacation this year.

2 A Look, Mom, I can ride a bicycle without using my hands!
   B Oh, be careful! You _______

3 A What’s this? It looks very strange.
   B It’s a special dish from my country. Try it, you _______

4 A Can I speak to Jack Linden, please?
   B I’m sorry, he’s in a meeting until 4:00.
   He _______ free after that. I’ll just check his schedule.

5 A I think I _______ this T-shirt.
   B Don’t be silly, it’s too small for you.

6 A Do you have any plans for this weekend?
   B We’re not sure yet. We _______ to the mountains.

7 A I _______ to class tomorrow.
   I think I’ll have to work late.
   B OK, but don’t forget to do the homework.

8 A Are you going to be in this evening?
   B I’m not sure. I _______ some friends for a drink.

9 A Are you going to send them an e-mail?
   B No, I think I _______ them.

10 A How are you getting home tonight?
   B It depends. If it’s raining, we _______ a taxi.

11 A Let’s go to that nice new restaurant.
   B Oh, no. My ex-girlfriend _______ there! It’s her favorite place to have dinner.

12 A What are you going to do with your old car?
   B I don’t know. I _______ it, but I probably won’t get much money for it.
a Write sentences giving advice for the people in the pictures. Use should / shouldn't + a verb.

1. He _should buy_ a new car.
2. She _shouldn't_ talk so long on
   the telephone.
3. She _should_ turn down
   the volume.
4. He _should go_ to the hairdresser.
5. He _should_ wear that shirt.
6. They _should_ leave their bags on the
   ground.
7. She _should_ go earlier.
8. You _should_ go to your English more.
9. He _shouldn't_ spend games on his
   computer all day.
10. He _should_ go to cook.
11. You _should_ go to see this movie. You'd love
    it!
12. She _should_ practice careful with her
    umbrella.

b Test your memory. Cover the sentences. Look at the pictures and remember the sentences.
a) Complete the sentences with the present perfect + for or since if necessary.

1. A How long have you lived here? (live)
   B We’ve lived here since 2001. (live)

2. A How long ________ they ________ each other? (know)
   B They ________ each other ________ years. (know)

3. She ________ three o’clock.
   (not eat)

4. They ________ 1972. (be married)

5. A How long ________ you ________ your cat? (have)
   B I ________ it ________ April 4th. It was a birthday present. (have)

6. He ________ three months.
   (not work)

7. They ________ at school ________ eight o’clock. (be)

8. A How long ________ she ________ in Paris? (work)
   B She ________ there ________ two years. (work)

9. A How long ________ you ________ on this team? (be)
   B I ________ for the Yankees ________ I was a teenager. (play)

10. It ________ a long time. (not rain)

b) Test your memory. Cover the sentences. Look at the pictures. Can you remember the sentences?
a Complete the conversations with the present perfect or simple past.

1 A How long have you been (be) a Star Wars fan?
   B Since I (be) five. I (see) all the movies many times. In fact I (see) Phantom Menace on DVD last week.

2 A (ever be) to the US?
   B Yes, I (take) a language course at NYU two years ago.
   A Really? How long (last) the course (last)?
   B A month. I (learn) a lot of English there.

3 A How long (know) Bill?
   B We (be) friends for a long time. For more than 20 years.
   A (meet) at school?
   B No, we (work) at the same restaurant in 1985.

4 A Where do your parents live?
   B They (live) in Miami since last year. But before that they (live) in Chicago.
   A Why (leave) Chicago?
   B Because my dad (retire).

5 A You look tired. How long (be) at work today?
   B Since eight o'clock this morning.
   A (not go) out for lunch with the others?
   B No, I (not have) time.

6 A Is your sister married?
   B Yes, she (be) married for a long time. About ten years.
   She (get) married when she was only 18.

b Practice reading the conversations with a partner.
Look at how Katie and Tony have changed. Write six sentences for each person about what they were like in the past.

**Tony in 1998**

1. He used to wear jeans.
2. long hair.
3. meat.
4. a tie.
5. an artist.
6. tennis.

**Katie in 1998**

7. a tattoo.
8. glasses.
9. the guitar.
10. dresses.
11. the piano.
12. a motorcycle.
a) Look at the pictures. Complete the sentences with present or past passive.

1. How is it pronounced? (pronounce)
2. It's a very old movie. It ________ in 1942. (made)
3. Nowadays all bags ________ at airports. (check)
4. This ________ by Picasso. (paint)
5. All the instructions ________ in Chinese! (write)
6. This door ________ at night. It's the emergency exit. (not lock)
7. A man ________ by a shark yesterday. (bite)
8. When ________ the house ________? (sell)
9. This dress ________ by Marilyn Monroe. (wear)
10. The Pyramids ________ nearly 5,000 years ago. (build)
11. I ________ it for my birthday. (give)
12. I forgot to turn my lights on and we ________ by the police. (stop)

b) Test your memory. Cover the sentences. Look at the pictures. Can you remember the sentences?
Complete the conversations with a word from the box.

somewhere nowhere somebody anybody nobody something anything anywhere nobody anything somebody anywhere nothing anything

1. A: Are you going anywhere this summer?
   B: We haven't decided yet. But my wife wants to go _______________ nice and hot.

2. A: Why are you looking out of the window?
   B: I think there's _______________ in the house across the street.
   A: But _______________ has lived there for years!
   B: I know, that's why I'm looking.

3. A: I'm so bored. There isn't _______________ to do in this town!
   B: That's not true. There are lots of things to do.
   A: But there's _______________ for young people to go.

4. A: I called your office at 2:00 today, but _______________ answered.
   B: Sorry. We were all at lunch.

5. A: I'm hungry, I need _______________ to eat.
   B: Well, there's food in the refrigerator.

6. A: Where did you go last night?
   B: I didn't go _______________. I was too tired. I stayed home.

7. A: _______________ told me that their new CD is very good.
   B: Really? I don't know _______________ who likes it.

8. A: Did you buy _______________ this afternoon?
   B: No, _______________. I didn't see _______________ I liked.
Choose the correct word or phrase for each sentence. Cross out the wrong form.

1. How much / many milk do you drink?
2. He knows a lot of / lot of important people in the company.
3. “How much exercise do you get?” “None / Any.”
4. I think I have enough money / money enough to pay for this.
5. I don’t drink no / any alcohol.
6. You should be friendly, but not too / too much friendly.
7. Could I have a little / a few water, please?
8. She spends too many / too much on shoes.
9. There were too many / too much mosquitoes outside.
10. I didn’t like my last teacher. She was too much / too impatient with me.
11. It isn’t safe enough / enough safe to walk here at night.
12. I can’t hear you. The children are making too many / too much noise.
13. Try not to spend too many / too much time on the homework.
14. You would get the job if you had enough experience / experience enough.
15. I have too many / too much clothes. I can’t decide what to wear.
16. We’re buying a few / a little things for our new apartment.
17. We stopped driving because it was too / enough foggy.
18. I’m going to have very little / very few free time this weekend.
19. There’s too many / too much pollution in this city.
20. He buys too many / too much books. He’ll never read them all.
What are the people doing? Complete the sentences with phrasal verbs.

1. She's **filling out** a form.
2. He's **looking at** her books.
3. He's **looking for** his pen.
4. She's **trying on** the glasses.
5. She's **turning up** the volume.

6. He's **putting on** his new suit.
7. They're **putting on** their cleats.
8. She's **writing down** a new word.
9. They're **looking at** the questions.
10. She's **taking off** to Italy.

Test your memory. Cover the sentences. Look at the pictures and remember the sentences.

Are the highlighted phrases right (✓) or wrong (✗)? Correct the wrong phrases.

1. Here's the form. Please **fill it out**. ✗
2. I'm waiting for an important call on my cell phone, so I can't **turn it off**.
3. When are you going to **pay them**?
4. This cell phone doesn't work. I'm going to **take it** to the store.
5. I know these are the right translations because I **looked them up**.
6. Oh no! Look at all those CDs on the sofa! Could you **put them away**, please?
7. I'm in class right now. Can you **call me**?
8. He never **throws anything away**.
9. She lost her bag and she spent hours **looking for it**.
10. He **gets along with her very well**.
Complete the conversations.

1 A I don’t like our new boss much.
   B __________ I. She’s very unfriendly.

2 A I’d like a drink.
   B __________ I. I’m really thirsty.

3 A I can’t swim.
   B __________ I. Maybe we should learn.

4 A I’m not sure where we are.
   B __________ I. Let’s ask someone.

5 A I passed the test!
   B __________ I! I got 92%.

6 A She didn’t send any postcards.
   B __________ I, but I sent a few e-mails.

7 A Mark has graduated from college.
   B __________ I. We’ll have to start looking for a job now!

8 A She was born in 1975.
   B Really? __________ I.

9 A That shirt’s too expensive. I wouldn’t buy it.
   B __________ I. It’s a horrible color, too.

10 A I’m going to catch the last bus.
    B __________ I.

11 A I have to go to work tomorrow.
    B __________ I. I hate working on Saturdays.

12 A He’s not a very hardworking student.
    B __________ I! I prefer seeing my friends.

13 A I was hoping to go to the party.
    B __________ I, but I was sick and I couldn’t go.

14 A They got married in 1998.
    B __________ I. But I got divorced a year later.

15 A We haven’t seen the Eiffel Tower yet.
    B __________ I. I only arrived in Paris yesterday.

16 A I want to go to the beach.
    B __________ I. It’s a beautiful day.

17 A He’s going to study in Canada.
    B __________ I. Which city is he going to?

18 A I won’t lend him any money.
    B __________ I. He never pays it back.

19 A I threw away my notes.
    B __________ I. I didn’t think we needed them.

20 A I can’t give up coffee.
    B __________ I. I have to have a cup to wake me up in the morning.
a Look at the pictures and complete the sentences. Use the simple past and the past perfect.

1. When they **got** (get) to the station the train **had already left** (already leave).
2. She **was** (be) very cold because she **didn’t take** (not take) her coat.
3. The printer **wasn’t working** (not work) because he **didn’t turn it on** (not turn it on).
4. The fire engine **arrived** (arrive) after the fire **went out** (go out).
5. They **never flew** (never fly) before and they **were** (be) very nervous.
6. I **couldn’t** (not can) take a photo of the crocodile because it **disappeared** (disappear) into the water.
7. She **just had** (just have) dinner, so she **wasn’t** (not be) hungry.
8. The waiter **ran** (run) after her because she **didn’t pay** (not pay) the check.
9. When he **arrived** (arrive) at the pool, he realized he **didn’t bring** (not bring) his swimsuit.
10. She **had to** (have to) pay again because she **lost** (lose) her ticket.
11. They **can** (can) speak French because they **studied** (study) it at school.
12. She **was** (be) tired because she **was in line** (be) in line all night.

b Test your memory. Cover the sentences. Look at the pictures and remember the sentences.
Change the direct speech to reported speech.

1. She asked if she was at the right party.
2. He told me.
3. He said.
4. He asked us if.
5. He asked her.
6. She said.
7. He told him.
8. She asked him.

Change the reported speech to direct speech.

1. He asked him if he could turn off his cell phone. "Can you turn off your cell phone?"
2. He told them it was his mother's car.
3. She said that she was staying in that hotel.
4. He told her he had never been in love before.
5. He said that he would be back.
6. He asked her if she wanted some chocolate.
7. They asked me if I had seen anything strange.
8. He said that he couldn't swim.
Complete the sentences with the correct form of the verb in parentheses.

1 A How long ________ you ________ each other? (know)
   B Since 2001. We met at college.

2 A Can I read your newspaper?
   B Sorry. I ________ it yet. (not finish)

3 A When ________ you ________ from college? (graduate)
   B Last year.

4 A I ________ the movie. (not like)
   B Neither did I.

5 A Do you think the weather will be good tomorrow?
   B I'm not sure. I think it might _________. (rain)

6 A I have some English homework to do.
   B ________ I ________ you? (help)

7 A Who ________ your brother ________ for? (work)
   B For a computer software company. He's a sales manager.

8 A That's a beautiful picture. Who ________ it? (paint)
   B I did.

9 A My cell phone isn't working. I don't know why.
   B Here! I ________ you mine. (lend)

10 A ________ you ________ in that restaurant? (eat)
   B Only once, but I wouldn't recommend it.

11 A Where ________ you ________ tonight? (go)
   B I'm not sure. I might see a movie.

12 A What ________ you ________ if you lost your job? (do)
   B I don't know. I hope it doesn't happen!

13 A What's the best movie you ________ ever ________? (see)
   B I can't think of just one – there are five or six.

14 A What ________ you ________ when the boss came into your office? (do)
   B Talking to my girlfriend on the phone.

15 A Don't forget it's Mom's birthday tomorrow.
   B Thanks. I must ________ to call her in the morning. (remember)

16 A That's a beautiful building over there.
   B Yes, it ________ in the eighteenth century. (build)

17 A Why don't your parents travel more often?
   B Because my father is very afraid of _________. (fly)

18 A There's no need to run. We're not late. The concert starts at 8:00.
   B But if we don't get there early, we ________ a good seat. (not get)

19 A What does your wife do?
   B She's a writer. She ________ already ________ three novels and she's writing a book of short stories. (write)

20 A Do you have any plans for next summer?
   B Yes, we ________ my cousin in Colombia. (visit)

18–20 Excellent. You understand the verb tenses presented in American English File 2 very well.

13–17 Good, but check the rules in the Grammar Bank (Student Book pages 126–142) for any questions that you got wrong.

0–12 This is difficult for you. Read the rules in the Grammar Bank (Student Book pages 126–142). Then ask your teacher for another photocopy and do the exercise again at home.
Communicative activity instructions

Tips for using Communicative activities

- We have suggested the ideal number of copies for each activity. However, you can often manage with fewer, e.g., one copy per pair instead of one per student.
- When SS are working in pairs, ask them to sit face to face if possible. This will encourage them to really talk to each other and also means they can’t see each other’s sheet.
- If your class doesn’t divide into pairs or groups, take part yourself, get two SS to share one role, or get one student to monitor, help, and correct.
- If some SS finish early, they can change roles and do the activity again, or you could have them write some of the sentences from the activity.

1. Student profile

A pairwork activity
SS interview each other and complete a form for their partner. The activity reviews question forms and provide the teacher with useful information about SS. Copy one sheet per person.

LANGUAGE What’s your first name? What do you do? Why are you learning English?

- Give each student one copy. Focus on the questions. Give SS, in pairs, a few minutes to decide what each question should be. Check answers. Model and drill the questions for SS to copy the rhythm.
  1. What’s your first name?
  2. What's your last name?
  3. Where are you from?
  4. Where do you live?
  5. What do you do?
  6. Where were you born?
  7. When were you born?
  8. What languages do you speak?
  9. What do you do (like doing) in your free time?
 10. Why are you learning English?
- Demonstrate the activity by having SS ask you the first two questions. Encourage them to ask you to spell your first and last name. Put SS in pairs to interview each other and write the information in the forms. Make sure they cover the questions and ask them from memory.
- You could collect the forms for your own reference.

Ideal couples Richard and Jill; Mark and Maria; David and Rebecca; Andy and Sara; Jon and Martina

1. At an art gallery

A pairwork information gap activity.
SS describe their pictures to each other to find ten differences between them. Copy one sheet per pair and cut into A and B.

LANGUAGE On the left there’s a painting of a woman. She’s smiling.
In my picture she isn’t smiling. She looks sad. 
prepositions of place parts of the body

- Pre-teach/review any words you think SS don’t know or may have forgotten, e.g., statue, attendant, sculpture, audioguide. Also pre-teach expressions they will need, e.g., on the left, etc.
- Put SS into pairs and give out the sheets. Sit A and B so they can’t see each other’s sheet. Focus on the instructions and explain that they both have a picture of the same art gallery, but there are ten differences between the two pictures.
- SS describe their pictures to each other and find and circle the differences. Demonstrate being both A and B, e.g.,
A In my picture, there’s a painting of a chair.
B In my picture, there’s a chair and a cat is sitting on the chair.
• SS continue in pairs to find nine more differences. Check the differences orally with the class, writing any difficult sentences on the board for SS to copy.

1 In A there's a painting of a woman looking sad. In B the woman is smiling.
2 In A a man and a woman with a child are looking at a picture. In B the child is sitting on the floor crying.
3 In A there's a painting of a chair. In B a cat is sitting on the chair.
4 In A a man and woman are sitting down and talking. In B they're looking at a guidebook.
5 In A a student is listening to an audioguide. In B the student doesn't have an audioguide.
6 In A a man is sitting on a seat reading a paper. In B a man is sitting on a seat sending a text message.
7 In A the girl in jeans has short hair. In B the girl in jeans has long hair.
8 In A a man is holding a camera and the security guard is sitting with his arms crossed. In B the man is taking a photo and the security guard is showing him the sign saying photos are not permitted.
9 In A there's a statue with no right arm. In B there's a statue with no left arm.
10 In A a woman is touching a sculpture. In B the woman is looking at the sculpture.

1 What's the word?

A group card game

SS practice giving definitions using relative pronouns. Copy and cut up one set of cards per four SS.

LANGUAGE It's a thing that/person who..., etc.
It's a kind of... It's like ...
You do it when ...

• If necessary, review language for giving definitions before you start. Put SS in small groups. Give each group a set of cards face down or in an envelope.
• Demonstrate the activity. Pick up a card and describe the word/phrase until SS guess it. Insist they say the exact word/phrase on the card with correct pronunciation before showing them the card.
• SS play the game, taking turns to take a card and define the word. Tell SS they must not use the word on the card. The first student in the group who says the word correctly gets the card. The winner is the student with the most cards.

Non-cut alternative Copy one sheet per pair of SS, and cut in half. Put SS into pairs and give them one half each. A begins by defining one of the words on his/her sheet. If B can say the word, then it's B's turn to give a definition.

2 Irregular simple past bingo

A grammar and pronunciation game

SS review irregular past tense forms. Copy and cut up one sheet per 20 SS. If you have more than twenty students, copy another sheet and give out the necessary number of extra cards. It doesn't matter if more than one pair have the same card.

• Put SS into pairs and give each pair a card. Give them time to remember the past tense of each verb.
• Tell SS they are going to play "past tense bingo." Explain that you will say the past tense of different verbs. If they have the base form of the verb on their card, they cross it through. When they have crossed through all nine verbs, they shout "Bingo!"
• Go to the Irregular verb list (Student Book page 155) and start saying the past tense verbs in random order. Use a pencil to check the verbs you have read out.
• When a student shouts "Bingo," have him/her read out the nine verbs saying the base form and the past tense. Check they are all verbs that you have checked. If the verbs are correct, the SS is the winner. If they have made a mistake, the game continues.

Extra idea Play the game with new cards, or have SS play in groups when one student reads out the past tenses.

2 It was a cold, dark night

B A reading and predicting activity

SS read a story paragraph by paragraph and predict what will happen next. Copy one sheet per person (or per pair).

LANGUAGE Simple past and continuous: She was driving past some trees when she hit something in the road.

• Give out one sheet per student or pair, face down. Make sure they have a piece of paper ready to cover the story before they start.
• Tell SS to turn over the sheet and cover everything except the pictures and the first paragraph. Tell SS to read it, or ask a student to read it aloud.
• Now tell SS to uncover the first question and elicit ideas. Encourage SS to give reasons for their suggestions. Don't tell SS who is right.
• Get SS to uncover the next paragraph. They will find the answer to the first question and come to the next question. Again elicit ideas. Continue this process, getting SS to read and predict the whole story.

2 Make your own quiz

C A general knowledge quiz

SS review question formation by writing their own quizzes. Copy one sheet per pair or group.

LANGUAGE Questions without auxiliaries: Who painted...? Who discovered ...? Who said ...?

• If necessary, review the difference between questions with and without auxiliaries.
• Put SS into pairs or groups of three or four. Give out one sheet per pair or group. SS put their names at the top or choose a team name.

• Explain that they are going to write their own quizzes. Go through the question stems, checking that they understand them. For questions 10–12 they invent their own questions (either with or without auxiliaries). Explain that SS can only write questions to which they know the answers.

• Set a time limit. Monitor and help, making sure that SS are writing sensible questions which other SS will have a chance of answering.

• Have each pair/group sit with another pair/group, and ask each other their questions. If it’s difficult for SS to move around, you could just get them to exchange quizzes and write the answers.

Extra idea Post the completed quizzes up around the room, and have SS go around reading the questions and writing down the answers. Then have a feedback session checking answers to see who got the most right.

2 Finish the sentences

D A group activity
SS race to complete sentences. Copy and cut up one sheet per four or five SS.

LANGUAGE Connectors: so, because, but, although

• Put SS in small groups (four or five). Give each group a set of strips in an envelope.

• Each group picks a strip and tries to complete the sentence in a logical and correct way. They should then write their sentence. As soon as they’ve written it, one SS comes to you with their sentence. If it’s correct, the group gets a point. Keep score on the board. If the sentence is not correct, the group rewrites it.

• Set a time limit, e.g., eight minutes. When the time is up, the group with the most correct sentences wins.

Non-cut alternative Put SS into pairs and give out one sheet per pair. SS work in pairs to complete the sentences. Set a time limit. When the time is up, get the pair who has completed the most to read out their sentences. The pair with the most correct sentences is the winner.

3 The optimist’s phrase book

B A pairwork activity
SS practice making positive predictions. Copy one sheet per pair or per student.

LANGUAGE I’m sure you’ll pass.
You won’t lose next time. Good luck, Cheer up, etc.

• Give out one sheet per pair or per student. Go through sentences 1–10 in You say and the responses.

• Focus on instruction a. Tell SS to imagine that they are all optimists. Focus on sentence 1 and elicit a prediction, e.g., I’m sure you’ll pass or You won’t fail.

• SS continue in pairs, writing positive predictions. Monitor and help/correct. Encourage SS to use I’m sure before the prediction where you think it sounds more natural.

• When SS have finished, have them compare with another pair to see which sounds most positive.

• Focus on instructions b and c. Have A read the You say sentences aloud. B responds from memory. Then they change roles. Encourage SS to use positive intonation in their responses.

3 I’ll / I won’t

C A pairwork activity
SS review offers and promises. Copy one sheet per pair and cut into A and B.

LANGUAGE I’ll (help you)! I won’t (forget)

• Put SS into pairs and give out the sheets. Sit A and B so they can’t see each other’s sheets.

• Focus on instructions a and b. Demonstrate the activity. Take the part of Student A and read the first sentence from You say. Tell the Bs to respond using I’ll/I won’t … + a verb from the box and a pronoun if necessary.

• If the Bs’ response is not right, tell them to try again and give them help if necessary. When Bs say I’ll answer it, say That’s right! and tell Bs to write it down.

• SS continue in pairs. When A has read all his/her sentences, SS change roles.

Extra challenge Have SS repeat the activity responding from memory.

Find someone who …

A A whole-class mingling activity
SS ask each other questions to complete a survey. Copy one sheet per student.

LANGUAGE
Going to and present continuous:
Are you going to study tonight? What are you going to study?
Are you going away next weekend? Where are you going?
3 Talk about it
A group board game
SS review past, present, and future tenses. Make one copy of the board game for every four SS. You also need one die per group and one counter per SS.

LANGUAGE Question formation in past, present, and future tenses.

- Put SS into small groups of 3 or 4. Give each group a copy of the board game and a die.
- If you don’t have dice, give each group a coin. SS toss the coin for their turn and move 1 for heads and 3 for tails.
- Explain the rules of the game. SS throw a die and move the corresponding number of spaces on the board. When they land on a space, they must talk for 30 seconds about the topic. Then each of the others in the group must ask them a question about the topic.
- SS play the game in their groups. The game finishes when someone reaches the finish space.

4 Are you telling the truth?
A pairwork activity
SS ask each other questions about experiences and try to find out if their partner is telling the truth or not. Copy one sheet per pair and cut into A and B.

LANGUAGE Present perfect (experience):
Have you ever won a trophy or a medal? Yes, I have.
When did you win it? What did you win it for?

- Put SS into pairs and give out the sheets. Sit A and B so they can’t see each other’s sheet.
- Focus on instruction a. Give SS time to complete the questions with the past participle and check answers.

A had, studied, been, spoken, met, left
B won, failed, sent, sung, had, seen

- Focus on instructions b and c. Demonstrate the activity. Have one student ask you one of their questions. Answer Yes, I have (even if you haven’t). Have SS continue asking more questions, and answer with the truth or with invented details. Finally, tell SS to guess if your story was true or not.
- SS take turns asking and answering. They should write T (true) or F (false) after each answer. When SS have finished, they compare their sheets and see whether they guessed right. Get feedback from some of the pairs.

Extra support Let A read B’s questions and vice versa before they start to give SS time to prepare their true and “invented” answers.

4 I haven’t done it yet
A pairwork activity
SS practice using the present perfect with yet and already. Copy one sheet per pair and cut into A and B.

LANGUAGE Present perfect:
Have you finished your homework?
No, I haven’t started it yet.

- Put SS into pairs and give out the sheets. Sit A and B so they can’t see each other’s sheets. Tell SS to read instructions a and b.
- Demonstrate the activity. Ask the As what their first question is (Have you finished your homework?) and elicit the correct response from B (No, I haven’t started it yet.)
- As ask all their questions. Bs choose a response. SS change roles.

Extra challenge Have A repeat the questions for B to answer from memory.

4 Which do you prefer? Why?
A pair/groupwork activity
SS say which of two things/activities they prefer and why. Copy and cut up one sheet per pair or per 4 or 5 SS. You can personalize the activity by writing two more cards.

LANGUAGE Comparative forms:
I prefer swimming in the ocean because it’s healthier.

- Put SS into pairs or groups of 4 or 5 and give out a set of cards face down.
- Demonstrate the activity by asking a student to pick a card and ask you. SS take turns picking a card and asking the other student(s) Which do you prefer, … or …? Why?
- Monitor while SS are talking, correcting any mistakes with comparative forms. When SS have finished, have a few pairs or groups say their answers.

Non-cut alternative Give out one uncut sheet to each pair or group. Have them discuss the topics on each card, saying which they prefer and why.

4 The best in town
A group roleplay
SS take turns playing the role of a tourist in their town. Copy and cut up one sheet per three SS.

LANGUAGE Superlatives: What the most famous place in the town? What’s the best souvenir to buy?

- Put SS into groups of three: A, B and C. Tell them that they are going to be tourists. When A is the tourist, B and C are local residents; when B is the tourist, A and C are local residents, etc. Each tourist has different questions.
- Give out the role cards and remind SS that they have to make the adjective in parentheses superlative.
- Demonstrate the activity. You are the tourist. Say Excuse me, can you help me? I’m a tourist. What are the most interesting monuments in this town? Elicit ideas.
- Remind the “local residents” that, as they are speaking to a tourist who doesn’t speak their language, they must explain everything in English. Remind the “tourists” that if a local resident uses a L1 word or expression, they should say I’m sorry, I don’t understand. What is(…)?
When SS have finished, get some feedback.

In a multilingual class have SS talk about the town where they are studying.

**Language school party**

**A whole-class roleplay activity**

SS practice making “small talk” at a party. Copy and cut up enough sheets for SS to have one card each.

**LANGUAGE**

*Hello I’m . . . Nice to meet you. What do you do? Really? Why are you learning English?*

Give each student one card. Tell SS to imagine that they are studying English at a language school in the US. On the first night there is a party at the school for all the new SS to get to know each other.

Tell SS to complete their role cards. Explain that they must invent a job, a reason for studying English, and a first name. Quickly check that SS have completed their role cards properly.

Go through the information on the card, pointing out that *Really? That’s interesting* is a response to hearing what other people’s jobs are; *I love your . . . Where did you get it/them?* is a comment on what other people are wearing; and *Excuse me. I need to . . .* is where they have to make an excuse to talk to someone else. Elicit ideas, e.g., *I need to get a drink, go to the restroom, go home now, etc.*

Have everybody stand up as if they were at a party. Demonstrate the activity by holding a role card and talking to a student, inventing your name, job, etc. Encourage the other student to ask you the questions, too. Then one of you makes an excuse to “escape.”

Set a time limit, e.g., five minutes, and tell SS to mingle and to try to talk to many SS at the party as they can.

**Extra idea** Put on some background music while SS talk to each other.

**Find someone who . . .**

**A whole-class mingling activity**

SS find someone in the class for each sentence and ask follow-up questions. Copy one survey per student. Before photocopying you can personalize the activity by adding two more sentences.

**LANGUAGE**

*The -ing form: enjoy cooking, stop smoking, good at dancing, etc.*

Elicit the questions SS need to ask, e.g., *Do you enjoy cooking? Do you like shopping for clothes?* Make sure SS don’t use a negative question for questions 2, 5, and 9.

Demonstrate the activity. Ask a student the first question. If he/she answers *Yes*, write his/her name on your sheet and ask a follow-up question(s), e.g., *What do you cook? What’s your favorite dish?* and write his/her answer in **More information**. If he/she answers *No*, say *Thank you* and ask other SS until you get a *Yes* answer.

Tell SS to write the name of a different student for each question. SS mingle, asking and answering questions. Have SS share some answers with the class.

**US rules, OK?**

**A pairwork activity**

SS decide if sentences about laws in the US are true or false, and then talk about the situation in their own country(ies). Copy one sheet per student.

**LANGUAGE**

*Modal verbs: You have to wear a helmet. You don’t have to have a dog license. You must be over 18 to ride a motorcycle. A café must not serve beer to anyone under 21.*

Give out one sheet per student and focus on the instructions for a. Go through sentences 1–15 and make sure SS understand them.

Put SS into pairs and set a time limit. Tell SS to decide if the sentences are true or false and to check the box.

Focus on the instructions for b and elicit their answers.

**Prepositions race**

**A brainstorm activity**

SS race to think of two answers for questions using a preposition of movement. Copy one sheet per pair or group of three or four SS.

**LANGUAGE**

*verbs + prepositions of movement: swim across, walk through, go up, etc.*

Put SS into pairs or groups of three or four and give out the sheets. Don’t go through all the questions but demonstrate the activity, eliciting answers to the first question, e.g., *You can swim across a swimming pool/river/lake, etc.*

Explain that the activity is a race. Each pair or group should have a “secretary” who writes down their answers clearly. The winner is the pair/group that can find the most correct answers in the time limit.

Set a time limit, e.g., five minutes, and tell SS to start. Give more time if you can see that SS need it.

When the time limit is up, check answers and find out which team has the most correct answers.

Encourage SS to use complete sentences when you elicit answers, e.g., *You hit a ball over the net in tennis and volleyball.*

**Suggested answers (but others are possible):**

You can . . .

*swim across* a river, lake, swimming pool, etc.

*walk through* a door, park, forest, etc.

*hit* something *over* a net in tennis, volleyball, badminton, etc.

*go up and down* a mountain, a hill, stairs, in an elevator, etc.

You can’t *go into* a movie theater, theater without a ticket.
You move pieces across the board in chess, checkers (accept names of games in SS' own language here). You can drive into a garage, a parking lot. You go around a track in track and field and cycling. A driver, a messenger, a waiter, etc. takes things from one place to another. SS' answers will depend on where they live. (To get to the US from Brazil, for example, you usually have to fly over Guyana, Venezuela, and the Dominican Republic.) You can put keys, money, a cell phone, etc., into your pocket/bag every day (and take them out). On our way to this school we go past, e.g., a park and a gas station. (SS' answers will depend on where they live.) When it's raining you can stand under an umbrella, a tree, etc. A cat can walk along a roof, branch, (narrow) wall, etc.

### 6. Guess my sentence

#### A. A pairwork activity

SS practice first conditional sentences by trying to guess the missing half of their partner's sentences. Copy one sheet per pair and cut into A and B.

| LANGUAGE | First conditional: If we don't hurry up, we'll be late. You won't pass the exam if you don't study. |

- Put SS into pairs and give out the sheets. Sit A and B so they can't see each other's sheet.
- Demonstrate the activity by writing on the board: If you live in the US for a year, _______.
- On a separate piece of paper write the complete sentence but don't show it to the class, e.g., If you live in the US for a year, you'll speak English perfectly. Tell the class that they have to guess the missing words in the sentence on the board. Elicit several possible completions until someone says what you have written on the paper, and then show the class the piece of paper.
- Focus on the sheets and explain that half of their sentences have blanks, and their partner has the complete sentences. SS take turns trying to guess the missing words in their incomplete sentences. They should continue guessing until they say the exact sentence their partner has. Their partner should help and prompt if necessary.
- Give SS a minute or so to read their sentences and think of possible completions, but not to write them.
- Student A begins by trying to guess his/her first sentence. Stress that SS should say the complete sentence each time, not just the missing words. When A correctly guesses the sentence, he/she writes in the missing words.
- Now B tries to guess his/her first sentence, etc.

### 6. It might rain

#### C. A group card game

SS practice making may/might sentences. Copy and cut up one set of cards for each group of three or four.

| LANGUAGE | I'm going to take an umbrella because it may/might rain. |

- Put SS into small groups of three or four. Put a set of cards face down in the middle.
- Tell SS to imagine that they are in the US on vacation. They are going to go out for the day and must say what they are going to take and why.
- Demonstrate the activity by picking up a card, e.g., sunglasses, and say I'm going to take some sunglasses because it might (or may) be sunny. Pick up another card, e.g., a cell phone, and say I'm going to take a cell phone because I might want to call my friends.
- Tell SS that if they make a correct sentence, they keep the card. The winner is the student with the most cards at the end. If a student makes an incorrect sentence, the card is put back at the bottom of the pile.
- SS now take turns picking a card and trying to make a correct sentence using I'm going to ... because + might or may ... . The game ends when all the cards have been won.
- Get SS' answers for each card by saying I'm going to take (my passport) because ... and eliciting a might/may sentence from the class.

**Non-cut alternative.** Do this as a pairwork activity without cutting up the cards. Give one sheet to each pair and they take turns making sentences.

**Suggested sentences (but others are possible):**
- umbrella – It may/might rain.
- chocolate – I may/might be hungry.
- a sweater – It may/might be cold.
- a map – I may/might get lost.
- a phrase book – I may/might speak to someone in English.
a cell phone – I may/might need to call someone.
my passport – I may/might want to change money.
a bottle of water – I may/might be thirsty.
a credit card – I may/might want to buy something.
a pair of sunglasses – It may/might be sunny.
a pen and some paper – I may/might write some postcards.
a camera – I may/might take some photos.
an address book – I may/might make a new friend.
an MP3 player – I may/might want to listen to music.
the name and address of my hotel – I may/might forget it.
guidebook – I may/might want to read about a place.

6 What should I do?

A group activity

SS practice giving advice to each other. Copy and cut up one sheet per group of three or four.

LANGUAGE What should I do? (I think) you should …
You shouldn’t … If I were you, I’d …

• Demonstrate the activity by inventing a problem, e.g., I want to buy a pet, but I live in an apartment. Quickly elicit/review the phrases from LANGUAGE by asking the class to give you advice.
• Put SS into groups of three or four. Give each group a set of cards face down or in an envelope.
• One student picks up a card and reads out his/her situation. Each student in the group has to try to give a different piece of advice. The student should say which piece of advice he/she thinks is the best, and give the card to that person. Now another student takes a card and the others offer advice. The student who is given the most cards is the winner.

Non-cut alternative Copy one sheet per pair and cut it in half (six problems each). A explains a problem to B and B gives advice. Then change roles.

7 Class survey

A whole-class mingling activity

SS practice asking and answering present perfect questions. Copy and cut up one set of cards. If you have more than 12 SS, give the extra SS a repeated card or make up some more questions and write them on pieces of paper.

If you have only teenage SS, you may want to omit numbers 8 and 11.

LANGUAGE Present perfect + for/since: How long have you lived in this town? For ten years. Since last August.

• Tell the class that they are going to do a survey. Explain that each student will ask a present perfect question to as many SS as they can. Give one card to each student and tell them to think what question they need to ask to find the answer, e.g., for card 1 the question will be: How long have you lived in your house?
• Check that SS know what question they are going to ask. Point out that the object is for each student to find the answer to the question on their card, e.g., Who has been in this school the longest?

T How long have you lived in your house or apartment?
S1 (I’ve lived there) for eight years.
S2 (I’ve lived there) since 2004, etc.

Set a time limit, e.g., 7–8 minutes. SS mingle and ask their question to as many SS as they can. Tell them to remember or write down the name of the student. Monitor and help. When the time limit is up, get the result of the survey from each student.

7 Two movie stars

A pairwork information gap activity

SS question each other to discover missing biographical information about an actor and actress using the present perfect and simple past. Copy one sheet per pair and cut into A and B.

LANGUAGE Simple past and present perfect:
When was she born? How old was he when he left school?
How many movies has she made?

• Put SS into pairs and give out the sheets. Sit A and B so they can’t see each other’s sheet. Explain that they have one complete biography and one with missing information.
• Give SS time to read both the biographies and answer any questions about vocabulary.
• Focus on the questions in a. Tell A and B to read the first biography they have again and to complete questions 1–7. Set a time limit, e.g., 7–8 minutes. Monitor and check that SS are writing correct questions.
• Quickly check all the questions before starting the activity. Elicit the questions and write them on the board.

Keira Knightley
1 Where was she born?
2 Why did she have a lot of problems at school?
3 How old was she when she made her first movie?
4 When did she become famous?
5 When did she leave school?
6 How many movies has she made since 1998?
7 How long has she lived in London?

Orlando Bloom
1 Where was he born?
2 Who was his father?
3 How old was he when he left school?
4 What was his first movie?
5 When did he become really famous?
6 How many movies has he made since 2001?
7 How long has he lived in London?

Focus on b. Students A and B take turns asking their questions and completing their biographies with the missing information.

Extra challenge You could have SS cover the complete biography and answer their partner’s questions from memory.

• When SS have completed their biographies, they discuss and write down what the actors have in common.
• Have SS share their answers. You may want to teach both.
They're both actors, they were both born in England, they both have one brother or sister, they were both dyslexic when they were young, they both left school when they were young (15 and 16), they both live in London.

Note: All the information correct at the date of publication.

7 How have you changed?

C A pairwork activity

SS complete a grid and then use the information to talk about past habits using used to and didn't use to. Copy one sheet per student.

LANGUAGE I used to play football but I don't now. I didn't use to like vegetables, but now I love them.

- Put SS into pairs and give out the sheets. Sit A and B so they can't see each other's sheets. Focus on instruction a. Go through sentences 1–10 and make sure SS know what they have to do. Demonstrate by giving some personal examples for sentences 1–3. Make it clear that SS only have to write words, e.g., basketball, the Rolling Stones, coffee and not complete sentences.
- Give SS time to write something in as many circles as they can (sometimes they may not be able to think of anything). Monitor and help.
- Now focus on instruction b. SS use what they have written in the circles to tell their partner about their past habits using I used to/I didn't use to. Again, demonstrate the activity yourself and give more information, e.g., I used to play basketball at school. I hated it because I was very bad at it, etc. If necessary, remind SS of the pronunciation of used to/didn't use to.
- SS work together, talking about their past habits. When they have finished, have SS share answers with the class.

7 What's it famous for?

D A quiz about the students' country

SS practice using present and past passives by discussing and compiling a list of famous buildings, movies, etc. which have been built, produced, etc. by people in their country. Copy one sheet per student/pair/group.

LANGUAGE Present and past passive:

It was built by … The movie was directed by … This dish is eaten a lot in my region.

I think this animal is only found in my country.

- Put SS into pairs or small groups. Give out the sheets. Focus on sentences 1–15 and go through them quickly, making sure SS understand everything.
- Set a time limit, e.g., 5 minutes, and tell SS to discuss each sentence and try to write the name of a building, person, book, dish, etc.
- When the time limit is up, join pairs/groups together to discuss what they have written. Encourage them to ask for extra information, e.g., When was (...) built? Who was the movie directed by?

8 Is it true?

A A pairwork activity

SS practice something/anything/nothing, etc. by agreeing with or contradicting a series of statements. Copy one sheet per student.

LANGUAGE Something, anything etc. No one in my family has long hair. Somebody in my family speaks English very well. I didn't go anywhere last night.

- Put SS into pairs and give out the sheets. Focus on the instructions and give SS time to check the sentences that are true for them.
- Demonstrate the activity by talking to the class about some of the statements, e.g., Sentence 1 isn't true for me. My brother has very long hair. Encourage the class to ask for more information, e.g., How old is your brother?
- SS take turns talking about each statement. Stop the activity when most pairs seem to have finished.

8 But on the other hand …

B A pairwork activity

SS compare information about their diet, lifestyle, etc. and practice using quantifiers. Copy one sheet per student.

LANGUAGE Quantifiers: I eat too much. I don't relax enough. But on the other hand, I play soccer twice a week.

- Put SS into pairs and give out the sheets. Focus on instruction a. Demonstrate the activity by completing the sentences yourself for My lifestyle, e.g., I think I worry too much. I don't see my friends enough. I'm too busy. But on the other hand, I enjoy life.
- Make sure SS understand that they should say something negative in all the sentences except the last one. Check that they understand the meaning of But on the other hand, … which is always used to introduce an opposite idea to the one previously mentioned.
- Give SS enough time to complete their sheets. Monitor to check that they are making correct sentences.
- Focus on instruction b. SS compare with a partner and decide how similar or different their answers are. Have SS share their answers with the class.

8 Phrasal verb questions

C A pairwork activity

SS ask each other a series of questions using phrasal verbs. Copy one sheet per student.

LANGUAGE Phrasal verbs:

Do you enjoy trying on clothes? Have you ever forgotten to turn off your cell phone in the movie theater? What's the best way to give up coffee?
• Put SS into pairs and give out the sheets. Give SS time to read all the questions and review the verbs.
• Focus on the instructions. Tell SS they can ask the questions in any order and that they should try to ask for more information.
• Demonstrate the activity by having SS ask you two of the questions. Give as much information as you can.
• Set a time limit, e.g., 6–8 minutes, and tell SS to take turns asking questions. Monitor and help as necessary. Have students share answers with the class.

8 A pairwork activity

SS discuss different topics using So do I/Neither do I when they find points in common with their partner(s). Copy and cut up one set of cards per pair. You can write two more topics on the blank cards.

LANGUAGE
A I have two brothers and sisters.
B So do I.
A I never have breakfast.
B Neither do I.

• Put SS in pairs and give each pair a set of cards face down. Explain the activity: A picks a card and makes up a few sentences about the topic. B listens and says if he/she is the same or different. If B finds something in common with A, he/she should try to use So (do) I/ Neither (do) I, changing the auxiliary according to the tense used, e.g., for my family:
A I have a brother and a sister.
B So do I.
A My father is retired.
B My father works. He's a civil servant.
• Demonstrate the activity with a student. Pick a card and start the conversation to find something in common.
• Set a time limit. SS take turns to pick a card and start talking. Monitor but don’t overcorrect.
• Stop the activity when you think SS have had enough practice or seem to be running out of steam.

Non-cut alternative Give each student an uncut sheet. They take turns choosing a topic and starting a conversation.

9 A whole-class mingling activity

SS mingle and try to match their sentence half to another to make a past perfect sentence. Copy and cut up enough cards for one card per SS. If you have more than 24 SS but still an even number, you can give the extra SS repeated cards. If you have a very small class, give two cards (a beginning and a different ending) to each SS.

If you have an odd number of SS, take one card yourself to make sure each SS has a match.

LANGUAGE Past perfect: I couldn’t go in the ocean because I hadn’t brought my swimsuit.

• Give each student one card. Explain or demonstrate the activity. SS must move around the class saying their half sentences to each other until they think they have found the half that matches theirs.
• Elicit that the sentence half containing the past perfect will always be the second half of the sentence.
• When two SS think their cards match, they show them to you. If it’s correct, they write the sentence on the board. They then help other SS find their matching halves.
• The activity finishes when everyone has found their matching half and all the sentences are on the board.

9 Who said what?

SS practice reported speech by remembering what people said in a picture of a classroom. Copy one sheet per student/pair and fold on the dotted line so only the picture with speech bubbles is visible.

LANGUAGE Reported speech:
Thelma said she couldn’t see the board.
The teacher asked if they had done the homework.

• Put SS into pairs and give out the sheets folded on the dotted line.
• Focus on the instructions. Give SS time to match the sentences to the speech bubbles and to write in the sentences. Check answers.

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

• Tell SS to turn over the sheets so that only the second picture is visible (the one without speech bubbles). Tell them not to look back at the first picture.
• Focus on instruction b. Elicit the answer to the first sentence. Tell SS that they must use reported speech because they are remembering and saying what somebody said. When somebody gets the right answer, tell SS to complete sentence A.
• Give SS time to complete sentences B–F. Check answers.

A Ana said (that) she had missed the bus.
B Susana asked what page it was.
C David said (that) he had left his book at home.
D The teacher asked if they had done the homework.
E Thelma said (that) she couldn’t see the board.
F Miriam asked if she could open the window.

9 Questions to review vocabulary and verb tenses

SS ask questions about key vocabulary areas using a range of verb tenses from Files 1–9. This could be used as final “pre-test” review. Alternatively, it could be used as an oral test. Copy and cut up one set of cards per pair.

LANGUAGE Questions and answers using a variety of vocabulary, structures, and verb tenses.

• SS work in pairs. Give each pair a set of cards. Set a time limit, e.g., ten minutes. SS take turns taking a card and asking their partner questions. Encourage SS to ask follow-up questions. Monitor, help, and correct.
## STUDENT PROFILE

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>First name</td>
</tr>
<tr>
<td>2</td>
<td>Last name</td>
</tr>
<tr>
<td>3</td>
<td>Nationality</td>
</tr>
<tr>
<td>4</td>
<td>Address</td>
</tr>
<tr>
<td>5</td>
<td>Occupation</td>
</tr>
<tr>
<td>6</td>
<td>Place of birth</td>
</tr>
<tr>
<td>7</td>
<td>Date of birth</td>
</tr>
<tr>
<td>8</td>
<td>Languages</td>
</tr>
<tr>
<td>9</td>
<td>Interests</td>
</tr>
<tr>
<td>10</td>
<td>Reasons for learning English</td>
</tr>
</tbody>
</table>

**a** Complete the questions you need to ask to fill in the form.

1. What _  ?
2. What _  ?
3. Where _  ?
4. Where _  ?
5. What _  ?
6. Where _  ?
7. When _  ?
8. What languages _  ?
9. What ___________________________ in your free time?
10. Why ___________________________ ?

**b** Cover the questions. Interview a partner and complete the form. Ask him / her to spell names and places if necessary.
Richard
Age 30
Job writer
Appearance very tall, dark hair
Personality intelligent, generous, very talkative
Women with a sense of humor
Women who talk a lot, women with very short hair
Ideal partner

Sara
Age 20
Job computer technician
Appearance short, with very short dark hair
Personality generous and funny, not very good at listening
Men who are open and friendly
Men who talk all the time
Ideal partner

Mark
Age 52
Job vet
Appearance short, a little heavy
Personality very kind, a little stingy
Outgoing women, women with long hair
Shy women, women who spend money all the time
Ideal partner

Rebecca
Age 21
Job model
Appearance tall, slim
Personality not very intelligent, not very careful with money, always on a diet
Sporty men with a sense of humor
Men who are shorter than her, men who aren’t generous
Ideal partner

David
Age 25
Job soccer player
Appearance tall, blond hair, good-looking
Personality funny, a little lazy
Attractive women who don’t talk much
Very intelligent women
Ideal partner

Jill
Age 31
Job journalist
Appearance tall, long blond hair
Personality good at listening, funny, a little shy
Intelligent men who are taller than her
Men who are stingy, men with long hair
Ideal partner

Andy
Age 21
Job student
Appearance long hair, thin, not very tall
Personality outgoing, not very hardworking
Women who make him laugh, women with short hair
Women who are stingy
Ideal partner

Martina
Age 19
Job hairdresser
Appearance not very tall, long blond hair
Personality funny, very talkative
Men who work hard
Men with long hair, very tall men
Ideal partner

Jon
Age 18
Job mechanic
Appearance short, thin, with dark hair
Personality very hardworking, funny, a little stingy
Women with long hair and a sense of humor
Quiet, shy women
Ideal partner

Maria
Age 24
Job nurse
Appearance long dark hair, not very tall
Personality open and friendly, very talkative
Men who are good with animals
Very talkative, thin men
Ideal partner
A Describe your picture to B. Find ten differences. Mark the differences on your pictures.

My picture is of an art gallery. There are four paintings …

B Describe your picture to A. Find ten differences. Mark the differences on your pictures.

My picture is of an art gallery. There are four paintings …
tired
lazy
happy
take a shower
go on vacation
go shopping
college
living room
station
travel agency
museum
supermarket
cat
credit card
sunglasses
foot
hair
ticket
pilot
actor
aunt
sister-in-law
chess
horse
<table>
<thead>
<tr>
<th>forget</th>
<th>mean</th>
<th>write</th>
<th>understand</th>
<th>fly</th>
<th>know</th>
</tr>
</thead>
<tbody>
<tr>
<td>think</td>
<td>go</td>
<td>sleep</td>
<td>get</td>
<td>leave</td>
<td>lose</td>
</tr>
<tr>
<td>run</td>
<td>come</td>
<td>speak</td>
<td>write</td>
<td>eat</td>
<td>break</td>
</tr>
<tr>
<td>wear</td>
<td>do</td>
<td>buy</td>
<td>cost</td>
<td>bring</td>
<td>know</td>
</tr>
<tr>
<td>think</td>
<td>steal</td>
<td>mean</td>
<td>win</td>
<td>shut</td>
<td>catch</td>
</tr>
<tr>
<td>become</td>
<td>say</td>
<td>throw</td>
<td>drink</td>
<td>steal</td>
<td>begin</td>
</tr>
<tr>
<td>tell</td>
<td>ring</td>
<td>grow</td>
<td>drive</td>
<td>win</td>
<td>have</td>
</tr>
<tr>
<td>buy</td>
<td>give</td>
<td>send</td>
<td>make</td>
<td>stand</td>
<td>put</td>
</tr>
<tr>
<td>swim</td>
<td>can</td>
<td>fall</td>
<td>lend</td>
<td>teach</td>
<td>catch</td>
</tr>
<tr>
<td>mean</td>
<td>meet</td>
<td>feel</td>
<td>fall</td>
<td>say</td>
<td>think</td>
</tr>
<tr>
<td>wake up</td>
<td>spend</td>
<td>read</td>
<td>grow</td>
<td>find</td>
<td>hit</td>
</tr>
<tr>
<td>take</td>
<td>sell</td>
<td>buy</td>
<td>lose</td>
<td>send</td>
<td>write</td>
</tr>
<tr>
<td>lend</td>
<td>choose</td>
<td>put</td>
<td>keep</td>
<td>become</td>
<td>make</td>
</tr>
<tr>
<td>bring</td>
<td>hear</td>
<td>fall</td>
<td>sing</td>
<td>break</td>
<td>ring</td>
</tr>
<tr>
<td>win</td>
<td>see</td>
<td>find</td>
<td>think</td>
<td>come</td>
<td>let</td>
</tr>
</tbody>
</table>
It was a cold, dark night

It was a cold, dark evening in November. It was six o’clock and people were going home from work. Vanessa was driving out of the town. She was in a hurry, but she wasn’t going home. She stopped to buy a bottle of water, and then got back into the car and continued driving.

**Where do you think she was going?**

She was driving to her friend’s house to have dinner. Her friend’s name was Martin. He was a farmer and he lived in the country. Vanessa was listening to the radio. She began to relax after a hard day at work. She was driving past some trees when suddenly she hit something in the road. She stopped and got out of the car.

**What do you think she saw?**

There was a dog lying in the middle of the road. It was dead. Vanessa moved the dog to the side of the road and then continued her journey. Suddenly she saw in the mirror that there was a black car behind her. When she turned right the car turned right and when she turned left the car turned left, too. It was following her!

**Why was the car following her?**

Vanessa was sure that the driver of the car was following her because the dead dog was his, and he was angry. Now he was flashing his lights.

**What do you think Vanessa did?**

Vanessa drove faster but the car drove faster, too. Suddenly the seven o’clock news started on the radio. It said: “The police are looking for a murderer who escaped from prison last night. Be careful! He is very dangerous.”

**How do you think Vanessa felt now? Why?**

Vanessa felt very afraid. Now she was sure that the man in the car was the murderer! She drove faster. Martin’s farm was very near now, but the black car was right behind her! At last she arrived at Martin’s farm. She got out of the car and ran up to the door. She rang the doorbell. “Martin! Help, help!” she shouted.

**Where do you think Martin was?**

Martin was in the kitchen making the dinner when the doorbell rang. He heard Vanessa shouting, so he ran to get his shotgun. He opened the door. At that moment the black car stopped next to Vanessa’s car. A tall man got out.

**Who do you think the man was?**

“That man is the murderer who escaped from prison last night,” Vanessa shouted. “He’s going to kill us.” “No, no!” said the tall man. “I’m not the murderer. The murderer is in there, in the back of your car!”

**When did the murderer get into Vanessa’s car?**

“I was driving behind you,” the tall man said, “and I saw you stop when you hit the dog. There was a man behind a tree. I saw him get in your car. I recognized him from the newspaper. He’s the murderer who escaped from prison last night. That’s why I was following you.” Martin ran to the car with his shotgun. He opened the back door. There was a man on the floor. “OK,” said Martin, “come out, with your hands up.”
's quiz

1. Who won the battle of __________________? 
2. Who discovered __________________? 
3. Who wrote __________________? 
4. Which team won __________________ in ________? 
5. Who invented __________________? 
6. Which country has __________________ flag? 
7. Who played the part of __________________ in the movie ________________? 
8. Who painted __________________? 
9. Who said __________________? 
10. __________________? 
11. __________________? 
12. __________________? 

a. In pairs, complete quiz questions 1–9. Then add three questions of your own. Remember, you must know the answers!

b. Ask another pair the questions and answer theirs. Who got the most right answers?
I was really tired, so …

I didn’t call you because …

It was a pretty good movie, but …

Although my job doesn’t pay very well, …

My father is French and my mother is Spanish, so …

He was driving fast because …

I wanted to buy some bread, but …

Although my boss is very friendly, …

She wasn’t feeling well, so …

I couldn’t come to class last week because …

She likes him a lot, but …

We really like that restaurant, although …

I wanted to improve my English, so …

I woke up in the middle of the night because …

We took our umbrella, but …

Although we played very well, …

The weather was very cold, so …

We couldn’t understand the man because …

They’re poor, but …

Although it was a five-star hotel, …
<table>
<thead>
<tr>
<th>Find someone who who will ...</th>
<th>Student's name</th>
<th>More information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 is going out tonight.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 is going to take care of children this weekend.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 is meeting a friend after class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 isn't coming to the next class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 is going abroad soon.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 is going away next weekend.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 is going to go to a gym tomorrow.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 isn't going to study tonight.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 is going to buy a new car soon.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 is having dinner at home tonight.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 is going to the movies this weekend.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### YOU SAY

1. I'm taking my driving test tomorrow.
2. I lost at tennis again.
3. I have a bad cold.
4. I'm going to cut my hair very short.
5. I'm going to see that new movie tonight.
6. I'm making a cake for dessert.
7. I'm going to be the new boss!
8. I'm going to Anna's party tonight.
9. I have a job interview tomorrow.
10. I'm going to a language school in San Francisco this summer.

### THE OPTIMIST SAYS

1. Good luck.
2. Cheer up!
3. Don't worry!
4. That's a good idea.
5. Oh, ___________
6. Mmm. I'm sure __________
7. Congratulations. I'm sure __________
8. Great! __________
9. Don't worry. __________
10. Fantastic! __________

---

**a** In pairs, complete THE OPTIMIST SAYS with positive predictions.

**b** A: read sentences 1–10. B: cover the optimist’s sentences. Respond from memory.

**c** Change roles.
A  a Read B sentences 1–8. If he / she says your RESPONSE sentences correctly, say “That’s right.” If not, say “Try again.”

YOU SAY ...
1 The phone’s ringing.
2 I can’t do my homework.
3 It’s very hot in here.
4 It’s a secret.
5 It’s Paul’s birthday tomorrow.
6 You left the door open.
7 I don’t have any money.
8 It’s very dark in here.

RESPONSE
I’ll answer it.
I’ll help you.
I’ll open the window.
I won’t tell anybody.
I’ll buy him a card.
I’ll close it.
I’ll lend you some.
I’ll turn on the light.

b Now respond to B’s sentences. Use a verb / phrase from the box. Begin with I’ll or I won’t. If B says “Try again,” make another sentence until B says “That’s right.” Then write it down.

teach  lend / mine  turn on / TV  not forget  carry  call / doctor  clean  get / glass of water

1 ____________________________
2 ____________________________
3 ____________________________
4 ____________________________

5 ____________________________
6 ____________________________
7 ____________________________
8 ____________________________

B  a Respond to A’s sentences. Use a verb / phrase from the box. Begin with I’ll or I won’t. If A says “Try again,” make another sentence until A says “That’s right.” Then write it down.

buy / card  turn on / light  answer  lend  open / window  not tell anybody  help  close

1 ____________________________
2 ____________________________
3 ____________________________
4 ____________________________

5 ____________________________
6 ____________________________
7 ____________________________
8 ____________________________

b Now read A sentences 1–8. If he / she says your RESPONSE sentences correctly, say “That’s right.” If not, say “Try again.”

YOU SAY ...
1 My bag’s very heavy.
2 The floor’s very dirty.
3 I left my book at home.
4 Please remember to call.
5 I don’t feel very well.
6 I’m thirsty.
7 I don’t know how to play chess.
8 The program’s starting in a minute.

RESPONSE
I’ll carry it.
I’ll clean it.
I’ll lend you mine.
I won’t forget.
I’ll call a doctor.
I’ll get you a glass of water.
I’ll teach you.
I’ll turn on the TV.
Talk about it

Take another turn

Music that I like / don't like
Sports that I like / don't like
My family
Last weekend
Your plans for next weekend
A movie that I really liked / didn't like
My favorite food
A good friend
My favorite day of the week
Why I'm learning English
Am I an optimist or a pessimist?
The last time I was at an airport
My free time
Yesterday
Next summer
Something I don't like doing
My job or studies
A painting or picture I like
Take another turn
A  a  Complete the questions with the verb in parentheses.
   b  Ask B questions 1–6. After each question ask B for more information (use the simple past). Decide if B is telling the truth. Write T (true) or F (false).
   c  Answer B’s questions. Say “Yes, I have,” and give more information. If you have really done it, tell the truth. If you haven’t, invent the details.

### Are you telling the truth? True or false?

1. Have you ever ________ a dream that came true? (have)  
   ____________

2. Have you ever ________ all night? (study)  
   ____________

3. Have you ever ________ in the newspaper or on TV? (be)  
   ____________

4. Have you ever ________ in front of a lot of people? (speak)  
   ____________

5. Have you ever ________ a famous person? (meet)  
   ____________

6. Have you ever ________ something in a bus or taxi? (leave)  
   ____________

B  a  Complete the questions with the verb in parentheses.
   b  Answer A’s questions. Say “Yes, I have,” and give more information. If you have really done it, tell the truth. If you haven’t, invent the details.
   c  Ask A questions 1–6. After each question ask A for more information (use the simple past). Decide if A is telling the truth. Write T (true) or F (false).

### Are you telling the truth? True or false?

1. Have you ever ________ a trophy or a medal? (win)  
   ____________

2. Have you ever ________ a very important test? (fail)  
   ____________

3. Have you ever ________ an e-mail or text message to the wrong person? (send)  
   ____________

4. Have you ever ________ in public? (sing)  
   ____________

5. Have you ever ________ an argument with your neighbors? (have)  
   ____________

6. Have you ever ________ a movie twice? (see)  
   ____________
A  
\[ a \] Ask B your questions.

- Have you finished your [question mark]
- Did you buy the [question mark]
- Don’t forget to get the [question mark]
- Do you want a [question mark]
- You look [question mark]
- Would you like to see [question mark]

\[ b \] Answer B’s questions with a phrase from the box.

- Sorry, I can’t. I haven’t been to the bank yet. I haven’t read it yet.
- Yes, I’ve already done it. No, thanks. I’ve already had three.
- Yes, I am. I’ve already passed all my exams! I’ve already washed them.

\[ c \] Cover the box. Answer B’s questions from memory.

B  
\[ a \] Answer A’s questions with a phrase from the box.

- No, I haven’t been to the store yet. No, I haven’t started it yet.
- No, I’ve already seen it. It’s terrible! It’s OK, I’ve already got them.
- No, thanks. I’ve already had one. I am. I haven’t taken a nap yet.

\[ b \] Ask A your questions.

- Can I borrow your [question mark]
- I need to wash my [question mark]
- Can you lend me some [question mark]
- Have you made a [question mark]
- Would you like another [question mark]
- You look [question mark]

\[ c \] Cover the box. Answer A’s questions from memory.
swimming in the ocean OR swimming in a swimming pool

studying in the evening OR studying on the weekends

sending e-mails OR sending text messages

working at home OR working in an office

a vacation with your family OR a vacation with your friends

staying at a campsite OR staying in a hotel

eating fish OR eating meat

traveling by car OR traveling by train

the summer OR the winter

watching a movie in the theater OR watching a movie on video or DVD

speaking in English OR writing in English

eating at home OR eating in a restaurant
Tourist A
What (interesting) thing to do?
What’s (beautiful) park?
What’s (dangerous) area?
Where’s (good) place to take a picture of the town?
What’s (easy) way to get around?
What’s (interesting) local festival?

Tourist B
What’s (famous) place in the town?
What’s (typical) thing to eat?
What’s (old) building?
What’s (popular) area to go out at night?
What’s (good) hotel here?
What’s (beautiful) place near here to go for a trip?

Tourist C
What’s (typical) thing to drink?
Where’s (exciting) nightlife?
What’s (good) souvenir to buy?
What’s (easy) way to meet some local people?
Where’s (good) shopping area?
What’s (famous) sports team?
You are a/an
You are learning English because

Hello, I'm ___________.
Nice to meet you.
What do you do?
Really?
That's interesting.
Do you like your job?

Why are you learning English?
I love your ...
Where did you get it / them?
Excuse me. I need to ...

You are a/an
You are learning English because

Hello, I'm ___________.
Nice to meet you.
What do you do?
Really?
That's interesting.
Do you like your job?

Why are you learning English?
I love your ...
Where did you get it / them?
Excuse me. I need to ...

You are a/an
You are learning English because

Hello, I'm ___________.
Nice to meet you.
What do you do?
Really?
That's interesting.
Do you like your job?

Why are you learning English?
I love your ...
Where did you get it / them?
Excuse me. I need to ...

You are a/an
You are learning English because

Hello, I'm ___________.
Nice to meet you.
What do you do?
Really?
That's interesting.
Do you like your job?

Why are you learning English?
I love your ...
Where did you get it / them?
Excuse me. I need to ...

You are a/an
You are learning English because

Hello, I'm ___________.
Nice to meet you.
What do you do?
Really?
That's interesting.
Do you like your job?

Why are you learning English?
I love your ...
Where did you get it / them?
Excuse me. I need to ...
<table>
<thead>
<tr>
<th>Find someone who who ...</th>
<th>Student's name</th>
<th>More information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 enjoys cooking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 doesn't like shopping for clothes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 has stopped smoking recently.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 thinks watching soccer is boring.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 doesn't mind doing housework.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 is good at dancing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 likes getting up early.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 spends a lot of time driving.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 can't study / work without listening to music.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 thinks eating meat is wrong.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 has started getting more exercise recently.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 is afraid of flying.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In pairs, read the sentences about the US and decide if you think they are true or false.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>You must not play loud music in your house after 9:00 p.m.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Children only have to stay in school until they are 14.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>If you have a dog, you must have a dog license.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>If you have a cat, you must have a cat license.</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>All cyclists have to wear a helmet.</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>You must be over 12 years old to have a cell phone.</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>TV programs before 9:00 p.m. must not include bad language.</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>All stores except newsstands must close on Sundays.</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>In most states, bars must not serve beer to anyone under 21.</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>You don't have to study a foreign language at school.</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td>In most states, you don't have to wear seat belts in the back of a car.</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td>Female senators have to wear skirts or dresses.</td>
</tr>
<tr>
<td><strong>13</strong></td>
<td>Parents don't have to send their children to school.</td>
</tr>
<tr>
<td><strong>14</strong></td>
<td>In some states, you don't have to be 18 to drive a motorcycle.</td>
</tr>
<tr>
<td><strong>15</strong></td>
<td>In some states, parents must not leave children under 12 alone at home.</td>
</tr>
</tbody>
</table>

Check with your teacher. Are they true or false in your country?
Can you think of ...?

2 places you can **swim across**

2 places you can **walk through**

2 sports where you **hit something over** a net

2 places where you can **go up and down**

2 places you can’t **go into** without a ticket

2 games where you **move pieces across** a board

2 places you can **drive into**

2 sports where you **go around** a track

2 jobs where people **take things from one place to another**

2 countries you have to **fly over** to get from your country to the US

2 things you **put into** (and **take out of**) your pocket / bag every day

2 places you **go past** on your way to this school

2 things you can **stand under** when it’s raining

2 things a cat can **walk along** but a person can’t
A

1. If we don’t hurry up, ___________________________.
2. You won’t pass the test if you don’t study.
3. If I don’t have time to do it today, ___________________________.
4. If you don’t take a jacket, you’ll be cold.
5. If you don’t drive more slowly, ___________________________.
6. If you give me your e-mail address, I’ll write to you.
7. I’ll wash the dishes if ___________________________.
8. If you don’t do your homework, the teacher will be angry.
9. We’ll have the party inside if ___________________________.
10. Will you pay me back tomorrow if I lend you some money?

B

1. If we don’t hurry up, we’ll be late.
2. You won’t pass the test if ___________________________.
3. If I don’t have time to do it today, I’ll do it tomorrow.
4. If you don’t take a jacket, ___________________________.
5. If you don’t drive more slowly, you’ll have an accident.
6. If you give me your e-mail address, ___________________________.
7. I’ll wash the dishes if you cook.
8. If you don’t do your homework, ___________________________.
9. We’ll have the party inside if it rains.
10. Will you pay me back tomorrow if ___________________________?
A  a  Complete the sentences about B.

1. If you could go on vacation anywhere in the world, I think you’d go to ______________.
2. If you won a trip to London for two people, I think you’d take ______________.
3. If you decided to learn another language, I think you’d learn ______________.
4. If someone invited you to a very expensive restaurant, I think you’d order ______________.
5. If you could meet a famous person, I think you’d choose ______________.
6. If you went to a karaoke evening, I think you’d sing "_______________."
7. If you could play any musical instrument, I think you’d choose ______________.
8. If someone offered to buy you a new car, I think you’d choose ______________.

b  Read the sentences to B. Were you right?

c  Listen to B’s sentences about you. Tell him / her if they are right or wrong, and why.

B  a  Complete the sentences about A.

1. If you won a lot of money, I think the first thing you’d buy would be ______________.
2. If you could live anywhere in the world, I think you’d choose ______________.
3. If somebody offered to teach you a new sport, I think you’d choose ______________.
4. If you could appear on a TV program, I think you’d like to be on "_______________."
5. If a friend wanted to buy you a pet, I think you’d ask for a ______________.
6. If you could choose your ideal job, I think you’d be a ______________.
7. If you could have something to eat or drink right now, I think you’d have ______________.
8. If you decided to go to an English-speaking country on vacation, I think you’d go to ______________.

b  Listen to A’s sentences about you. Tell him / her if they are right or wrong, and why.

c  Read your sentences to A. Were you right?
I want to improve my English pronunciation.

What should I do?

I’d like to learn another language.

Which one should I learn?

I want to see a good movie this weekend.

What movie should I see?

I’d like to go on vacation somewhere relaxing this year.

Where should I go?

I want to buy a new car.

What car should I buy?

I need to buy my father a birthday present.

What should I buy?

I can’t sleep at night.

What should I do?

I want to take some foreign visitors for a fantastic meal.

Where should I take them?

I want to buy my teacher a present.

What should I buy him / her?

I want to get in shape quickly.

What should I do?

I want to feel more relaxed.

What should I do?

I’d like to go to a new show or exhibition.

Where should I go?
1. Who has lived in their house / apartment the longest?
2. Who has had their car / motorcycle the longest?
3. Who has had their computer the longest?
4. Who has lived in this town / city the longest?
5. Who has had their backpack / bag the longest?
6. Who has been in this school the longest?
7. Who has been awake today the longest?
8. Who has been married the longest?
9. Who has worn glasses the longest?
10. Who has had their cell phone the longest?
11. Who has been a parent the longest?
12. Who has known their best friend the longest?
A

a. Read the biographies. Complete questions 1–7 to find out the missing information about Keira Knightley.

1. Where was Keira Knightley born?

2. What problems did she have at school?

3. How old was she when she made her first movie?

4. When was she famous?

5. Where did she go to school?

6. How many films has she made since 1998?

7. How long has she lived in London?

b. Ask B the questions and write the answers in the blanks in the biography. Answer B’s questions about Orlando Bloom. What do the actors have in common?

B

a. Read the biographies. Complete questions 1–7 to find out the missing information about Orlando Bloom.

1. Where was Orlando Bloom born?

2. How old was his father?

3. How old was he when he left school?

4. When did he make his first movie?

5. How long has he been acting?

6. How many films has he made since 2001?

7. How long has he lived in London?

b. Ask A the questions and write the answers in the blanks in the biography. Answer A’s questions about Keira Knightley. What do the actors have in common?
Communicative How have you changed?

Write a name or phrase in as many circles as you can.

1. A sport you used to play but don’t now.
2. A singer or band you used to listen to but don’t now.
3. A kind of food or drink you didn’t use to like but like now.
4. A game you used to play a lot but don’t now.
5. A pet you used to have but don’t have now.
6. Something you used to wear but don’t now.
7. A TV show you used to watch a lot but don’t now.
8. Something you didn’t use to do on weekends but do now.
9. An actor/actress you used to like but don’t now.
10. A bad habit you used to have but don’t now.

Compare your circles with a partner’s. Ask for / give more information about how and why you’ve changed.
What's it famous for?

1. A building in your town that was built more than 200 years ago.

2. A movie that was directed by somebody from your country.

3. A competition that was won by a person or team from your country.

4. Something that was invented by a person from your country.

5. Something that is made in your town / region.

6. A famous picture that was painted by somebody from your country.

7. A famous dish that is eaten a lot in your town / region.

8. A building that was designed by someone from your country.

9. A well-known movie that was made in your country.

10. A famous book that was written by someone from your country.

11. A place that was discovered by somebody from your country.

12. A wild animal or plant that is only found in your country.

13. A piece of music that was composed by somebody from your country.

14. A fictional character who was created by somebody from your country.

15. A well-known song that was written by someone from your country.
a Read the sentences. Check (✔) the ones that are true for you.

b Talk to your partner. Read the true sentences and give more information. Correct the wrong sentences.

Sentence 1 is true. No one in my family has long hair.
OR Sentence 1 isn’t true. My sister has very long hair.

c Listen to your partner. Ask for more information.

1. No one in my family has very long hair.
2. Somebody in my family speaks English very well.
3. I didn’t go anywhere last night.
4. I didn’t come to school with anybody today.
5. I saw something good on TV last night.
6. I bought something for somebody yesterday.
7. Nobody in my family smokes.
8. I went somewhere nice last weekend.
9. I didn’t speak to anybody before the class started.
10. I didn’t have anything for breakfast today.
11. I didn’t read anything in English yesterday.
12. There’s nothing I really want to buy right now.
13. I’m not planning to go anywhere this summer.
15. If I need information about something, I always look on the Internet first.
a) Complete the sentences. Try to write something positive after “But on the other hand, ...”.

b) Compare what you’ve written with a partner. How similar are you?

**My lifestyle**

😊 I think I ____________________________ too much.
😊 I don’t ____________________________ enough.
😊 I’m too ____________________________.
😊 But on the other hand, ____________________________.

**My diet**

😊 I don’t eat enough ____________________________.
😊 I eat too much ____________________________.
😊 I eat too many ____________________________.
😊 But on the other hand, ____________________________.

**My town / city**

😊 There are too many ____________________________.
😊 There’s too much ____________________________.
😊 There aren’t enough ____________________________.
😊 My town is too ____________________________.
😊 But on the other hand, ____________________________.

**On TV / the radio**

😊 There aren’t enough shows about ____________________________.
😊 There’s too much ____________________________.
😊 There are too many ____________________________.
😊 But on the other hand, ____________________________.
Ask and answer with a partner. Ask for more information.

What do you think is the best way to **give up** coffee?

Have you ever forgotten to **turn** your cell phone **off** in the movie theater?

Do you always **call** people **back** when they leave you a message?

Do you **throw** old clothes **away** or do you give them to other people?

How often do you **put** sunscreen **on**?

When do you **put** your clothes **away**?

Do you usually **write down** what you have to do the next day (or what you need to buy)?

How many things in your house do you **turn on** with a remote control?

When was the last time you **filled out** a form?

Do you usually **stay up** late the night before a test?

Do you **look up** new words when you read something in English?

Do you often **go away** on the weekend?

Do you **get along** with everybody in your family?

How many nights do you **go out** in a typical week?

Have you **taken** anything **back** to a store recently?
<table>
<thead>
<tr>
<th>I couldn’t go in the ocean because ...</th>
<th>... I hadn’t studied enough.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I couldn’t find the restaurant because ...</td>
<td>... I’d drunk too much coffee.</td>
</tr>
<tr>
<td>I didn’t recognize my friend because ...</td>
<td>... I hadn’t charged the battery.</td>
</tr>
<tr>
<td>I couldn’t sleep because ...</td>
<td>... the chef had put too much salt on it.</td>
</tr>
<tr>
<td>I couldn’t use my cell phone because ...</td>
<td>... she had changed the color of her hair.</td>
</tr>
<tr>
<td>I turned on the TV to watch football, but ...</td>
<td>... I hadn’t looked at the map.</td>
</tr>
<tr>
<td>I couldn’t read the menu because ...</td>
<td>... I hadn’t set the alarm.</td>
</tr>
<tr>
<td>I argued with my husband because ...</td>
<td>... I hadn’t brought my swimsuit.</td>
</tr>
<tr>
<td>I couldn’t eat the fish because ...</td>
<td>... I’d forgotten where I parked it.</td>
</tr>
<tr>
<td>I failed the test because ...</td>
<td>... I’d left my glasses at home.</td>
</tr>
<tr>
<td>I couldn’t find my car because ...</td>
<td>... the game had finished.</td>
</tr>
<tr>
<td>I didn’t wake up because ...</td>
<td>... he hadn’t washed the dishes.</td>
</tr>
</tbody>
</table>
Match sentences 1–6 with the people in the picture. Write the sentence in the speech bubble.

1 I can't see the board.  
2 I missed the bus.  
3 Can I open the window?  
4 I left my book at home.  
5 What page is it?  
6 Have you done the homework?

Who said what? Can you remember? Complete the sentences in reported speech.

A Ana said that ___________________________.
B Susana asked ___________________________.
C David said ___________________________.
D The teacher asked ___________________________.
E Thelma said ___________________________.
F Miriam asked ___________________________.

216
1. **Family**
   - Do you have any brothers and sisters? What do they do?
   - Who do you get along with best in your family?
   - Have you ever had a big argument with someone in your family?
   - Describe a person in your family.

2. **Personality**
   - Are you an optimist or a pessimist?
   - Do you know anyone who's very stingy? Describe him/her.
   - Who are you most similar to in your family?
   - What kind of personality would your “perfect partner” have?

3. **Sports**
   - Do you play any sports or exercise?
   - What sport do you like watching on TV?
   - What's the most exciting sports event you've ever seen?
   - What sport would you like to be good at?

4. **Music**
   - What kind of music do you like to dance to?
   - What's the best concert you've ever been to?
   - Do you like listening to music when you're studying?
   - If you had to do karaoke, what song would you sing?

5. **Clothes**
   - Where do you usually buy clothes?
   - What would you wear if you had an important interview?
   - Do you ever borrow clothes from friends or family?
   - Have you ever bought something but never worn it?

6. **Animals**
   - Do you have any pets?
   - Did you use to have any pets when you were a child?
   - Would you like to go on a safari?
   - If you could be an animal, which animal would you be?

7. **School**
   - Where did you go to elementary school?
   - Did you like it? Why (not)?
   - Describe the best teacher you've ever had.
   - What's (or was) your favorite subject at school?

8. **Vacations**
   - When did you last go on vacation? Where?
   - Did you have a good time? Why (not)?
   - What do you like doing when you're on vacation?
   - What's the best vacation you've ever had?

9. **Health and diet**
   - How much do you walk every day?
   - What do you eat too much of?
   - What don't you eat enough of?
   - Do you think you're very stressed? Why (not)?

10. **Time**
    - Do you have more or less free time than two years ago?
    - How long does it take you to get to school?
    - How much time a week do you spend doing homework?
    - What would you like to have more time for?

11. **Towns and cities**
    - What are the best and worst things about your town?
    - Do you like it, or would you like to live somewhere else?
    - What town would you most like to visit? Why?
    - What's the most beautiful town you've ever been to?

12. **Movies**
    - How often do you go to the movies?
    - What's the next movie you're going to see?
    - What's the best movie you've ever seen?
    - Who's your favorite director?
1. Ain't got no – I got life
   C
   Listening for specific words
   LANGUAGE Parts of the body, common nouns
   - Give each student a sheet. Focus on a and ask SS if songs in their language also use slang or incorrect grammar. Elicit that I ain't = I'm not or I haven't in this context. Then give SS in pairs a few minutes to complete the rest. Check answers.
   - Focus on b. Give SS, in pairs, a few minutes to say what they can see in the pictures. Check answers.
   - Now play the recording once, pausing as necessary for SS to write the words. Have SS compare answers with a partner and play the song again for SS to fill in the blanks.
   - Repeat if necessary and then check answers.

2. Imagine
   C
   Abstract nouns
   LANGUAGE Abstract nouns: brotherhood, hunger, etc.
   - Give each student a sheet. Focus on a and give SS time to match the words and definitions. Check answers.
   - Focus on b. Play the recording for SS to fill in the blanks. EXTRA support Tell SS they can just write the letter of the words if they don't have time to write the whole word.
   - Have SS compare with a partner. Play the song again for SS to check. Check answers.
   - You may want to play the song for the class to sing along.
   - Finally, have SS read the Song facts.

3. White flag
   C
   Listening for verbs
   LANGUAGE Common verbs, will/won't
   - Give each student a sheet. Focus on a and give SS a few minutes in pairs to guess the missing verbs. Don't check answers at this point.
   - Now play the recording once for SS to fill the blanks. Have SS compare with a partner, and then play the song again for them to check. Check answers.
   - Now focus on c. Play the song again while SS read the lyrics with the glossary. Then give them a few minutes to answer the questions in pairs. Check answers.
   - If you think students would like to hear the song again, play it one more time.
   - Finally, have SS read the Song facts.

4. True blue
   A
   Listening for simple past and past participles
   LANGUAGE Present perfect and simple past
   - Give each SS a sheet. Focus on a and give SS a few moments to decide what the simple past / past participles are. Check answers and make sure SS know the meaning of the verbs (search and whisper are in the glossary).
   - Focus on b. Give SS a few moments to read the lyrics and see if they can guess where some of the verbs go, but don't check answers yet.
   - Now play the recording once for SS to fill the blanks. Repeat if necessary. Check answers.
• Focus on c, and give SS in pairs a few moments to find the lines. Check answers.
  2 I’ve sailed a thousand ships
  3 Your heart fits me like a glove
  4 Those teardrops they won’t fall again
  5 So if you should ever doubt
  6 The sun is bursting right out of the sky

• You may want to play the song for the class to sing along.
• Finally, have SS read the Song facts.

5 We are the champions  CD2 Track 29

Listening for phrases

Language: Present perfect (experience)
Phrases: time after time, etc.

• Give each student a sheet. Focus on a and give SS, in pairs, time to match the phrases A–J with their meanings 1–10. Check answers, clarifying meaning where necessary.

| A | 5 |
| B | 9 |
| C | 7 |
| D | 2 |
| E | 8 |
| F | 4 |
| G | 3 |
| H | 6 |
| J | 1 |

• Play the recording once and SS try to write the letter of each phrase in a in the column. Have them compare their answers in pairs. Then play the song again so that they can write the missing phrases into the song.

| 2 | E |
| 3 | B |
| 4 | G |
| 5 | I |
| 6 | H |
| 7 | A |
| 8 | C |
| 9 | D |
| 10 | J |

• Give SS a few minutes to read through the song with the glossary and look at the pictures. Elicit the gist of the meaning from the whole class. The singer has had a lot of “ups and downs” in his life but has survived. The singer (and us) will keep fighting all our lives. We are (figuratively speaking) the world champions.

• You may want to play the song for the class to sing along.
• Finally have SS read the Song facts.

6 Wouldn’t it be nice  CD2 Track 43

Listening for detail

Language: Second conditional

• Give each student a sheet. Focus on the song and the task in a. Explain that an extra word has been added to every line of the song. The extra word makes sense but is not sung. SS have to listen carefully and cross out this word.

• Demonstrate by playing the first two lines. Then play the rest of the song. You could play lines 1–6, then replay, then lines 7–13, then lines 14–22. SS can compare answers with their partner after they listen, then listen a second time. Check answers.

7 It’s all over now  CD3 Track 11

Correcting words

Language: used to

• Give each student a sheet and focus on a. Go through the words in bold and explain that SS have to listen and decide if these words are right (what the singer sings) or wrong (different). On the first listen, SS just have to put a check or an x. They shouldn’t try to correct the wrong words at this stage. Elicit which words are right and wrong, but tell SS not to call out the right words.

• Now play the song again, and this time SS have to try and correct the wrong words.

Let SS compare their answers with their partner. Check answers, going through the song line by line.

| 1 X stay | 4 ✓ |
| 2 X cry | 5 X run |
| 3 X open | 6 X spent |
| 7 ✓ | 8 ✓ |
| 9 X wake | 10 X head |
| 11 ✓ |

• Give SS a few minutes to read the song with the glossary. Ask them what the title means (= our relationship is finished now).

• You may want to play the song for the class to sing along.
• Finally, have SS read the Song facts.

8 I say a little prayer  CD3 Track 29

Listening for specific words

Language: Phrasal verbs and routines

• Focus on the task and give SS, in pairs, time to read the song and look at the pictures.

Set a time limit, e.g., 5 minutes, for them to guess the missing words and write them in Our guess. Tell SS NOT to write the words in the song at this stage.

• Now play the song for SS to listen and check their answers. Replay lines and verses as necessary.

• Check answers. Tell SS to write the verbs in the song.

| 1 wake | 4 be |
| 2 put | 5 love |
| 3 wear | 6 stay |
| 7 live | 8 run |
| 10 take | 9 think |
| 11 believe |

• You may want to play the song for the class to sing along.
• Finally, have SS read the Song facts.
Ain't got no - I got life

I ain't got no 1 home, ain't got no shoes
Ain't got no 2 ________, ain't got no class
Ain't got no skirts, ain't got no 3 ________
Ain't got no 4 ________, ain't got no beer
Ain't got no man
Ain't got no 5 ________, ain't got no culture
Ain't got no 6 ________, ain't got no schooling
Ain't got no love, ain't got no 7 ________
Ain't got no 8 ________, ain't got no token
Ain't got no god

What have I got?
Why am I alive anyway?
Yeah, what have I got
Nobody can take away?

I've got my hair, got my 9 ________
I've got my brains, got my 10 ________
I've got my eyes, got my 11 ________
I've got my 12 ________, I've got my smile
I've got my 13 ________, got my chin
I've got my neck, got my 14 ________
I've got my heart, got my soul
I've got my back, I got myself
I've got my 15 ________, got my hands,
I've got my fingers, got my 16 ________
I've got my feet, got my 17 ________
I've got my liver, got my blood
I've got life, I've got my freedom
I've got life
I've got life
And I'm gonna keep it
I've got life
And nobody's gonna take it away

Pop songs often use words and phrases which are slang or are not grammatically correct.

a) Match the words and phrases.

In songs
1. I ain't (rich) [ ]
2. I ain't got no (money) [ ]
3. I wanna (be free) [ ]
4. I'm gonna (leave you) [ ]
5. Yeah [ ]
6. 'cos / 'cause [ ]

Grammatically correct
a. I don't have
b. I'm going to ...
c. because
d. I'm not ...
e. I want to ...
f. Yes

b) Look at the pictures in the song that show the missing words. What can you see?

c) Listen and complete the song.

Glossary

class = (in this context) style
culture = (in this context) knowledge about art and literature, etc.
schooling = education
token = a piece of paper or plastic that you can use to buy things or as a ticket
soul = the spiritual part of a person
liver = the part of your body that cleans your blood
blood = the red liquid that flows through your body
freedom = the noun from free

Song facts

Ain't got no - I got life was originally recorded by Nina Simone in 1968. It was an adaptation of two songs from the 1960s musical Hair and it became one of her most popular songs.
Match the words with the definitions.

A religion     1 Things that are yours, that belong to you.
B heaven       2 The place where some religions believe that good people go when they die.
C hell         3 A feeling of community and great friendship between people.
D hunger       4 A person who dreams.
E peace        5 Wanting more than you need.
F possessions  6 The place where some religions believe that bad people go when they die.
G brotherhood  7 The place where you can see the sun, moon, and stars.
H greed        8 The noun from hungry.
I dreamer      9 The opposite of war.
J sky          10 For example, Christianity, Hinduism, Islam, etc.

Listen and complete the song with the words from a.

Imagine

Imagine there's no 1__________,
It's easy if you try,
No 2__________ below us,
Above us only 3__________,
Imagine all the people
living for today ...

Imagine there's no countries,
It isn't hard to do,
Nothing to kill or die for,
And no 4__________ too,
Imagine all the people
living life in 5__________ ...

You may say I'm a 6__________,
but I'm not the only one,
I hope someday you'll join us,
And the world will be as one.

Imagine no 7__________,
I wonder if you can,
No need for 8__________ or 9__________,
A 10__________ of man,
Imagine all the people
sharing all the world ...

You may say I'm a 11__________,
but I'm not the only one,
I hope someday you'll join us,
And the world will live as one.

Glossary
there's no countries = there aren't any ...
wonder = ask yourself
share = divide between two or more people
join = become a member, e.g., of a club or organization

Song facts
Imagine was originally recorded by the ex-Beatle John Lennon in 1971 and it became his most famous and popular song. It became a big hit again after Lennon's death in 1980 and again after the attacks on the World Trade Center in 2001. It was recently voted the UK's most popular song of all time.
a Read the song lyrics and guess the missing verbs. Don’t write them in yet.

b Listen to the song and fill the blanks with a verb.

**White flag**

I know you 1 think ______ that I shouldn’t still love you,
or 2 _______ you that.
But if I didn’t say it, well I’d still have felt it
where’s the sense in that?
1 p _______ I’m not trying to make your life harder
or 4 r _______ to where we were.

I will 5 g _______ down with this ship
And I won’t 6 p _______ my hands up and surrender.
There will be no white flag above my door
I’m in love and always will 7 b _______

1 8 k _______ I left too much mess and
destruction to 9 c _______ back again.
And I caused nothing but trouble
10 u _______ if you can’t talk to me again.
And if you 11 l _______ by the rules of “it’s over”
than I’m sure that that makes sense

I will, etc.

And when we 12 m _______ , which I’m sure we will,
all that was there, will be there still.
I’ll let it 13 p _______ and hold my tongue
and you will 14 t _______ that I’ve moved on ...

I will, etc.

**Glossary**

I shouldn’t still love you = It’s bad for me to continue to love you.
surrender = stop fighting and say you have lost
mess = a lot of problems
destruction (noun from destroy) = when everything is broken
trouble = problems
that makes sense = It’s the right thing to do.
I’ll let it pass and hold my tongue = I won’t say anything
I’ve moved on = I am not in love with you now

**Song facts**

White flag was originally recorded by the British singer Dido in 2003.
It became her biggest UK hit. The song was written about breaking up
with her boyfriend in 2002 when they were engaged to be married.
a) Look at the verbs. Are they regular or irregular? What’s the simple past and the past participle of the irregular ones? How do you pronounce them?

- have
- know
- look
- walk
- sail
- hear
- cry
- have
- whisper
- search

b) Listen and complete the song with the simple past or past participle of the verbs from a.

True blue

I've 1 had other guys
I've 2 walked into their eyes
But I never 3 cried love before
Till you 4 walked through my door
I've 5 heard other lips
I've 6 sailed a thousand ships
But no matter where I go
You're the one for me baby this I know, 'cause it's...

True love
You're the one I'm dreaming of
Your heart fits me like a glove
And I'm gonna be true blue, baby I love you

I've 7 heard all the lines
I've 8 heard so many times
Those teardrops they won't fall again
I'm so excited 'cause you're my best friend
So if you should ever doubt
Wonder what love is all about
Just think back and remember dear
Those words 9 whispered in your ear, I said

True love
You're the one I'm dreaming of, etc.

No more sadness, I kiss it good-bye
The sun is bursting right out of the sky
I 10 searched the whole world for someone like you
Don't you know, don't you know that

True love, etc.

C) Read the song with the glossary.

Which line means?

1. Until I met you the first time
   'til you walked through my door
2. I've traveled a lot
3. You are exactly right for me
4. I won't cry again
5. If one day you're not sure
6. It's a wonderful day

Glossary

guys (informal) = men, boyfriends
till = until
no matter where = It doesn't matter where
I'm gonna be true = I'm going to be faithful
gloves = things you wear on your hands
search = look for
cause = because
doubt = not be sure
wonder = ask yourself
whisper = speak very quietly
burst = break open

Song facts

True blue was written and recorded by Madonna on her third album, True blue, in 1986. The single was a big hit in the US.
We are the champions

I've paid my dues,

I've done my sentence, but

And bad mistakes, I've made

I've had ___________ of sand kicked in my face
But I've ___________
And we mean to go on and on and on

We are the champions, my friends
And we'll ___________ fighting till the end
We are the champions, we are the champions
No time for losers 'cos we are the champions of the world

I've taken my bows, and my ___________
You brought me ___________
And everything that goes with it, I thank you all
But it's been ___________, no pleasure cruise
I consider it a challenge before ___________
And I ain't gonna lose
And we mean to go on and on and on
We are the champions, my friends, etc.

a Match the phrases with their meanings.

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A curtain calls</td>
<td>all the people in the world</td>
</tr>
<tr>
<td>B a few</td>
<td>not easy</td>
</tr>
<tr>
<td>C fame and fortune</td>
<td>the part that belongs to me</td>
</tr>
<tr>
<td>D no bed of roses</td>
<td>again and again</td>
</tr>
<tr>
<td>E committed no crime</td>
<td>when actors come out at</td>
</tr>
<tr>
<td>F time after time</td>
<td>continue</td>
</tr>
<tr>
<td>G my share</td>
<td>success and money</td>
</tr>
<tr>
<td>H keep on</td>
<td>not done anything wrong</td>
</tr>
<tr>
<td>I come through</td>
<td>not many</td>
</tr>
<tr>
<td>J the whole human race</td>
<td>survive</td>
</tr>
</tbody>
</table>

Glossary

paid my dues = paid what I owed
we mean to = we intend to, are going to
go on = continue
'cos = because
pleasure cruise = (literally) a trip in a boat, (in this context) something easy and fun
I consider = in my opinion
challenge = something new and difficult that you want to do
I ain't going to = I'm not going to

Song facts

*We are the champions* was first recorded by Queen in 1977, and was written by their lead singer Freddie Mercury. It was a number one hit, and soon became the anthem of successful sport teams around the world, though most people only know the chorus!

In 2001, Queen members Brian May and Roger Taylor recorded a new version of this song with British singer Robbie Williams.
a) Listen to the song. There is one extra word in each line. Cross it out.

Wouldn't it be nice

Wouldn't it be nice if we were much older
Then we wouldn't have to wait for so long
And wouldn't it be nice to both live together
In the kind of world where we really belong

You know it's going to make it all that much better
When we can say good night darling and stay together

Wouldn't it be nice if we could always wake up
In the early morning when the day is new
And after having spent the whole day together

Hold each other close the whole long night through
Happy times together that we've been spending
I wish that every little kiss was never-ending
Wouldn't it be very nice

Maybe if we think and wish and hope and pray it might all come true

Baby then there wouldn't be a single little thing we couldn't do
Maybe we could be married
And then we'd be really happy
Wouldn't it be so nice

You know it seems the more we talk about it together
It only makes it much worse to live without it
But let's talk about it now
Wouldn't it be really nice

b) Listen again and read the song with the glossary. Do you think the singers are optimistic, pessimistic, or realistic about the future?

Glossary

belong = to be part of
the whole day = all the day
hold = have something in your hand(s) / arms
wish = to want something that can't happen now
a single thing = one thing
a) Listen to the song. Are the words in **bold** right or wrong? Put a check or an x in column A.

b) Listen again and correct the wrong words in column B.

### It's all over now

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Glossary**
- lie = something which isn’t true
- she done me wrong (slang) = she was bad to me
- tables turn = the situation has changed
- it’s over = it’s finished
- ease = make something feel better
- aching = hurting
- (She’s) still trying to take me for = (She) still thinks I am

**Song Facts**

*I used to love her* was written by Bobby Womack and was originally recorded by an American rhythm and blues band called the Valentinos. The British rock band, the Rolling Stones recorded the song as *It’s all over now* in 1964, and it was their first number one hit. Bobby Womack hated the Stones’ version, but when he got his first royalty check he tried to get them to record more of his songs! This was the first song that Bruce Springsteen learned to play on the guitar.
**a** In pairs, read the song and look at the pictures. Guess the missing verbs. Write your guess in the column on the right.

**b** Listen and check. Write the words in the song.

---

### I say a little prayer

The moment I _______ up  
Before I _______ on my makeup  
I say a little prayer for you  
And while combing my hair, now,  
And wondering what dress to _______ , now,  
I say a little prayer for you  
Forever, forever, you’ll _______ in my heart  
And I will _______ you  
Forever, forever, we never will part  
Oh, how I’ll love you  
Together, together, that’s how it must _______  
To _______ without you  
Would only mean heartbreak for me.

I _______ for the bus, dear,  
While riding I _______ of us, dear,  
I say a little prayer for you.  
At work I just _______ time  
And all through my coffee break-time,  
I say a little prayer for you.

Forever, forever, etc.

My darling, _______ me,  
For me there is no one  
But you.  
Please love me true.  
This is my prayer  
Answer my prayer, baby

---

**Song facts**

*I say a little prayer* was originally written for Dionne Warwick by Burt Bacharach and Hal David, in 1967. A year later the song was recorded by "the Queen of Soul", American singer Aretha Franklin, and it became a very big hit.
1 GETTING TO KNOW EACH OTHER

1 j 2 d 3 i 4 g 5 e 6 h 7 b 8 a
9 f 10 c

2 GRAMMAR
a 1 Where are you from?
  2 Who do you live with?
  3 What type of TV programs do you like?
  4 Did you come to this school last year?
  5 Are you going to study at home tonight?
  6 What are you thinking about?
  7 Who did you talk to at the party?
  8 Who do you usually send e-mails to?

b 1 Does your sister speak Korean?
  2 Where do you live?
  3 What music does your brother usually listen to?
  4 Is he meeting them tomorrow?
  5 Why are you doing your homework now?
  6 Where did they go on vacation last year?
  7 How often do you go to the movies?
  8 Did you read the newspaper yesterday?

3 VOCABULARY
1 eleven, twelve  2 seventeen, eighteen
3 sixty, seventy  4 one hundred, one hundred and one  5 third, fourth
6 twelfth, thirteenth  7 Saturday, Sunday
8 evening, night  9 January, February
10 a quarter after five, twenty after five

4 CLASSROOM LANGUAGE
a 1 in pairs  2 Sit  3 Answer
  4 Turn off  5 Don't

b 1 Have a good weekend.
  2 Which page is it?
  3 Sorry I'm late.
  4 How do you spell your name?
  5 Could you repeat that, please?
  6 How do you pronounce that?
  7 Can I have a copy, please?
  8 What does "phone" mean?

c 1 circle  2 cross out  3 complete
  4 choose  5 cover the text
  6 copy the rhythm

5 PRONUNCIATION
a /ei/ E P /i/ R M /e/ P K /u/ O
b 1 alphabet  2 birthday  3 fourteen
  4 forty  5 Wednesday  6 tonight
  7 airport  8 brother  9 instrument
  10 university

1 VOCABULARY
a father – mother
  uncle – aunt
  nephew – niece
  brother-in-law – sister-in-law
  son – daughter
  husband – wife
b talkative – quiet
  shy – outgoing
  generous – stingy
  friendly – unfriendly
  hardworking – lazy

2 GRAMMAR
a 1 I don't like Hong Kong.
  2 She doesn't work in the city.
  3 He doesn't have red hair.
  4 You don't look happy.
  5 We don't usually go out for lunch.
  6 They don't have lunch at one.

b 1 do  2 Does  3 Does  4 Does  5 do  6 Do

c 1 works  2 doesn't get  3 brings
  4 does  5 doesn't get up  6 stays
  7 has  8 don't have  9 doesn't like
  10 get along  11 don't see  12 lives

3 PRONUNCIATION
a /i/ watches
  /z/ relaxes
  /iz/ leaves
  /s/ runs
  /z/ likes
  /iz/ cooks

b 1 talkative  2 family  3 unfriendly
  4 generous  5 nephew  6 serious
  7 quiet  8 daughter  9 funny

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

b 1 e 2 a 3 f 4 c 5 d 6 b

1 VOCABULARY
Across: 2 brain  5 nose  7 eyes  8 lips
  9 teeth
Down: 1 fingers  3 mouth  4 feet
  6 hair  10 ear

2 PRONUNCIATION
a /i/ teeth, knees
  /e/ back, hands
  /ar/ arms, heart
  /e/ legs, head
  /ou/ toes, nose

3 GRAMMAR
a 1 is raining  2 are carrying
  3 are playing  4 is watching
  5 are sitting  6 aren't talking
  7 isn't smiling  8 is she doing
  9 is waiting  10 is thinking
  11 'm getting

b 1 'm watching  2 travel  3 'm studying
  4 takes  5 are ... going  6 need

4 VOCABULARY
1 in the middle  2 on the right
  3 on the left
  4 under
  5 behind
  6 next to
**1 GRAMMAR**

a 1 If 2 a 3 d 4 h 5 b 6 g 7 e 8 c
   b 1 where 2 that 3 where 4 who 5 that 6 where, that 7 that

**2 VOCABULARY**

1 opposite 2 kind 3 similar 4 like 5 how 6 example 7 someone 8 place

**3 PRONUNCIATION**

a/b /'weatar/, water /'wɔtər/
2 kitchen /'kɪtʃən/, chicken /'tʃɪkən/
3 nineti /'nɛnti/, nineteen /'nɛntɪn/  
4 homework /'həʊməwɜrk/, housework /'hauzəwɜrk/
5 Austria /'ɒstria/, Australia /'ɒstrəliə/
6 sandwiches /'sэндвɪʃz/, sunglasses /'sʌŋgləsз/
7 Mexico /'mɛksiko/, Mexican /'mɛksɪkən/

**4 READING**

a 1 A manager  2 The afternoon  
3 A pedestrian  4 Laptops  
5 An antique shop  6 Your boss  
7 Eating  8 A friend

---

**PRACTICAL ENGLISH 1**

1 AT IMMIGRATION

1 traveling 2 in 3 purpose 4 vacation
5 long 6 Where 7 with 8 Is 9 it's  
10 enjoy

2 SOCIAL ENGLISH

No, thanks, I'm fine. Are you ready to go? 8
Long! Twelve hours. 4
Great! Let's go! 10
I'm fine. 2
No, I'm OK. I always sleep on planes. 6
How was the flight? 3
Sure. My car's outside in the parking lot. 9
Wow, you must be really tired. 5
Hello, Tom. How are you? 1
Would you like a coffee or anything? 7

---

b 1 San Francisco Bay to the north and east, the Pacific Ocean to the west.
2 No, the best way to explore San Francisco is on foot.
3 South Market and the Mission District.
4 Prices are higher, lines are longer, and finding a parking (space) is almost impossible.
5 October.

---

**1 VOCABULARY**

a 1 go swimming/sailing 2 go abroad
   3 go camping 4 take photos
   5 buy souvenirs 6 rent a car
   7 go out at night 8 go for a walk
   9 stay at a hotel 10 go sightseeing
b 1 freezing 2 boiling 3 snow 4 foggy
   5 cloudy 6 rain

**2 GRAMMAR**

a Regular: arrived, remembered, talked, stayed, hated, walked, argued
   Irregular: became, began, broke, did, had, spent, saw
   b 1 They didn't study in Korea.
   2 They didn't speak Spanish.
   3 My uncle wasn't a doctor.
   4 I didn't sleep well.
   5 My mother didn't enjoy the movie.
   6 He didn't take the receipt.
   7 You weren't on time.
   8 She didn't call her parents.
   c 1 I went 2 flew 3 rented 4 drove
   5 had 6 didn't know 7 were
   8 argued
   d 1 Where did they fly to?
   2 When did they go there?
   3 Did they have a good time?
   4 Did they get along well?
   5 How many times did they argue?

---

**3 PRONUNCIATION**

a /'nuːd/ caught, bought, saw
   /r/ read, said, went
   /ou/ wrote, broke, drove
   /e/ had, drank, sat
   /eɪ/ came, gave, made

---

**1 GRAMMAR**

a 1 I was sleeping 2 were you talking
   3 wasn't working 4 were living
   5 were you watching 6 were walking
   7 wasn't driving 8 was snowing
   b 1 They were playing tennis when it started to rain.
   2 He broke his leg when he was skiing.
   3 The boys were fighting when their father came home.
   4 A dog ate my sandwich when I was sleeping in the park.
   5 We were studying in the library when the fire started.
   c 1 went 2 were having 3 got
   4 was talking 5 noticed
   6 was sitting 7 decided 8 went
   9 said 10 stopped 11 was passing
   12 took 13 came 14 was smiling
   15 looked 16 was laughing

**2 VOCABULARY**

a 1 at 2 in 3 In, on, on 4 in 5 at, at
   6 on, in 7 in, at 8 at
   b 1 at 2 at, in, on 3 on, in, at, on
   4 on, in 5 on 6 in 7 on, in
   8 in, in

---

**3 PRONUNCIATION**

a/b /'fæmərəs/ 2 simikər 3 lætər
   /naʊnd/ dramatic 6 photograph
   /hæpən/ 8 memorable 9 woman
1 VOCABULARY
a 1 punk 2 jazz 3 rap 4 opera 5 heavy metal 6 blues
b 1 Where 2 When 3 Who 4 Whose 5 Which 6 How many 7 How long 8 What 9 What 10 Why

2 GRAMMAR
a 1a 2b 3a 4b 5a 6a
b 1–3 2–5 3–6 4–4 5–1 6–2
c 1 Who painted The Last Supper?
2 When did Kurt Cobain die?
3 What band does Bono belong to?
4 How many Oscars did The Lord of the Rings win in 2004?
5 Who won the Oscar for Best Director?
6 Where was Maria Sharapova born?
7 When did Eric Clapton write Tears in Heaven?

3 PRONUNCIATION
a walk, wash, quickly, white, one
b who, hair, happy, hands

1 GRAMMAR
a 1 really stingy 2 snowing 3 can’t
  4 a little expensive 5 don’t really
  6 like him
b 1 because, d 2 so, e 3 because, f
  4 so, c 5 so, b 6 because, a

c 1 because, so, Although
  2 because, so, Although
  3 but, Although, so

2 VOCABULARY
a 1d 2g 3f 4b 5a 6c 7c

3 PRONUNCIATION
/a/ accident
/e/ date
/i/ awful
/ə/ woman

4 READING
a 5, 1, 4, 3, 2

CAN YOU REMEMBER…?
1 do 2 doesn’t 3 are 4 who 5 did
6 were 7 wrote 8 Although

3 PRONUNCIATION
/a/ money, month
/əʊ/ own, hotel
/ə/ improve, honeymoon
1 GRAMMAR
1 I'll snow, I'll rain 2 I'll be
3 won't finish, I'll be 4 won't pass
5 I'll be able to, I'll need

2 VOCABULARY
1 lose 2 fail 3 forgot 4 leave 5 teach
6 turn off 7 sent 8 borrow 9 found
10 pull

3 PRONUNCIATION
a /e/ enjoy
/u/ stop
/u/ come
/au/ problem

4 READING
a 1 Cancer 2 No, they won't.
3 Buy any new clothes. 4 Aquarius
5 Taurus 6 Pisces

1 PRONUNCIATION
a 1 receive 2 forget 3 arrive 4 repair 5
exist 6 hotel

2 GRAMMAR
a 1 I think I'll go to bed.
2 I'll turn off the air-conditioning.
3 I won't drive too fast.
4 I'll buy (you) another one.
5 I'll call the police.
6 I'll have the chicken.

b 1 P 2 D 3 O 4 O 5 P 6 D

3 VOCABULARY
1 be 2 call 3 pay 4 drive
5 give 6 take

4 READING
a 4, 6, 2, 5, 1, 3, 8, 7

1 GRAMMAR
a 1 did ... dream, was running, was,
was flying
2 Do ... dream, have
3 Are ... doing, I'm having, Do ... want
4 are ... doing, you're practicing
b 1 are ... going to do 2 Are ... going to
watch 3 did ... do 4 spends 5 makes
6 has 7 does ... do / is ... doing
8 don't eat 9 keep 10 did ... have
11 turn on 12 will ... be
c 1 I'm going to 2 I'll 3 I'm going to
4 I'm going to 5 I'll 6 I'll

2 PRONUNCIATION
a 1 meeting 2 patient 3 champagne
4 successful 5 violin 6 tomorrow
7 optimistic 8 psychoanalyst
9 understanding

3 VOCABULARY
1 to 2 about 3 to 4 with 5 about
6 for 7 with 8 to

CAN YOU REMEMBER...?
1 didn't 2 took 3 Which 4 that / which
5 going 6 won't 7 'll 8 is

PRACTICAL ENGLISH 3

1 PROBLEMS WITH A MEAL
1 here, table 4 rare, done
2 dirty, have 5 mistake, any
3 cold, for

2 SOCIAL ENGLISH
We could go to a little cafe that I know. 5
Listen, it's still early. Let's go for a walk. 3
Thank you. That was a great dinner. 1
That sounds great. We could have another
cup of coffee. 6
Good idea. Where should we go? 4
You're very welcome. I'm glad you enjoyed
it. 2

3 READING
a 1 DS 2 T 3 T 4 T 5 F 6 DS
7 DS 8 F
1 VOCABULARY
a Across: 2 belt 4 pajamas 6 jeans
7 dress 9 shorts 12 socks 13 hat

Down: 1 jacket 3 tie 4 pants 5 shirt
8 shoes 10 suit 11 top

b 1 gets dressed 2 wear 3 try on
4 put on 5 Take off

2 PRONUNCIATION
/j/ shirt, shoes, shorts
/ɪ/ T-shirt, tie, top
/s/ socks, dress, suit
/k/ skirt, cap, coat

3 GRAMMAR
a 1 He hasn't been to Taipei.
2 She's written two books.
3 Have they eaten there before?
4 Have you tried ice-skating?
5 I haven't seen this movie.
6 We've had a lot of fun.
7 Have you ever lost your ID card?
8 He hasn't saved enough for a vacation.

b 1 never 2 ever 3 never 4 ever
5 never 6 ever 7 ever 8 never

c 1 Have you ever worn, have, did you wear, went
2 Have you ever borrowed, have, did you borrow, needed
3 Have you ever met, haven't
4 Have you ever bought, have, bought
5 Have you ever had, have, took, ruined

1 VOCABULARY
1 clean up 2 make 3 do 4 change
5 use 6 take 7 spend 8 clean

2 GRAMMAR
a 1 I've already washed the floor.
2 Have you seen this movie yet?
3 Hiro has already made his bed.
4 My parents haven't learned to use the Internet yet.
5 You've already made a mistake.
6 We've already been to Costa Rica.
7 Has the movie started yet?
8 Carla has already found a new job.

b 1 She has already done the dishes.
2 He hasn't gotten up yet.
3 They haven't bought a printer yet.
4 The train already left.

3 PRONUNCIATION
1 yellow 2 yesterday 3 year
4 university 5 young
6 January, June, July 7 jacket 8 jeans
9 generous 10 judo

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

1 GRAMMAR
a 1 worse 2 more slowly 3 harder
4 more stressful 5 funnier 6 wetter
7 better 8 more popular

b 1 isn't as quiet as this one
2 doesn't speak as quickly as Carlos
3 isn't as big as Russia
4 didn't play as well as Portugal
5 doesn't drive as carefully as Kim
6 isn't as expensive as Tokyo
7 doesn't dress as elegantly as Ivana
8 isn't as relaxing as classical music

2 PRONUNCIATION
a/b 1 ago 2 future 3 parents
4 happened 5 American 6 harder
7 minutes 8 machines
9 journalist 10 today 11 sickness
12 longer

3 VOCABULARY
1 waste 2 take a long
3 don't have enough 4 spend
5 save 6 on

4 READING
a A3 B1 C4 D5 E2
b 1 F 2 T 3 T 4 F 5 F 6 T
1 GRAMMAR
a 1 most polluted 2 most impatient
3 farthest 4 cheapest 5 easiest
6 worst 7 most dangerous
8 most boring
b 1 busiest 2 dirtiest 3 more expensive
4 noisiest 5 slower
c 1 He’s the rudest person I’ve ever met.
2 This is the most exciting book I’ve
ever read.
3 It’s the most beautiful building we’ve
ever seen.
4 That’s the funniest joke you’ve ever
told.
5 It’s the most beautiful photograph
I’ve ever taken.
6 That’s the most stupid thing I’ve ever
done.
7 That’s the most delicious meal he’s
ever made.
8 These are the best poems she’s ever
written.

2 VOCABULARY
a 1 interesting 2 impatient 3 safe
4 noisy 5 rude 6 crowded
7 polluted 8 modern
b 1 unhealthy 2 impossible
3 uncomfortable 4 unfriendly
5 impolite 6 unhappy 7 immature
8 impatient

3 PRONUNCIATION
a /ər/ dirty
/ɔr/ court
/ɔɪ/ bought
/ər/ mature
b 1 unfriendly 2 beautiful 3 exciting
4 dangerous 5 immature 6 unhappy
7 unhealthy 8 impossible

CAN YOU REMEMBER...?
1 going 2 will 3 won’t 4 Does 5 Has
6 have 7 as 8 ever

Practical English 4

1 ASKING FOR INFORMATION
1 a 2 is 3 far 4 close 5 Can 6 take
7 on 8 on 9 close 10 until

2 SOCIAL ENGLISH
1 know 2 think 3 sure 4 remember
5 right 6 doing 7 studying 8 vacation
9 where 10 kind

3 READING
a 1 14 miles 2 $12 3 $6 4 $30
5 5:30 a.m. 6 taxi and airport bus

2 VOCABULARY
I’m Bill. I’m 16 and I’d like to get a part
time job. I’m hoping to get a job with
computers because I’m planning to make
lots of money.

My grades in school aren’t very good, and I
don’t know if I’m going to graduate. I try
to work hard, but I’m not a very good
student. All the other students understand
and learn to do things quickly but not me.
And I never remember to bring my books
to class and always forget to do my
homework.

I’d like to learn to fly because I want to be
a pilot. But first I need to take a course. My
mother offered to pay for the course but
only if I promise to get better grades in
school!

2 PRONUNCIATION
a 1 singing 2 sailing 3 morning
4 listening 5 enjoying 6 relaxing
7 remembering 8 pretending

3 VOCABULARY
1 c 2 d 3 f 4 a 5 e 6 b
1 GRAMMAR

a 1 have to 2 don't have to 3 doesn't have to 4 has to 5 have to 6 don't have to 7 Does ... have to, have to 8 Does ... have to, have to
b 1 You must fasten your safety belt. 2 You must stop here. 3 You can't smoke. 4 You must turn left. 5 You can't walk on the grass.
c 1 don't have to 2 must not 3 don't have to 4 must not 5 must not 6 don't have to

2 PRONUNCIATION

a 1 fasten 2 listen 3 half 4 Wednesday 5 knees 6 know 7 climb 8 sing 9 walk

3 VOCABULARY

1 British and American English are very similar.
2 English pronunciation can be fairly difficult.
3 Learning Japanese isn't very easy.
4 I think Hungarian is extremely complicated.
5 Italian is a little bit easier.
6 Reading is a really useful way to learn vocabulary.

4 READING

b 1 Ana 2 Sang-woo, Sompong 3 Wen 4 Elke 5 Sang-woo

1 VOCABULARY

a 1 golf 2 soccer 3 judo 4 tennis 5 baseball 6 aerobics 7 cycling 8 volleyball
b 1 play 2 go 3 plays 4 go 5 does 6 play
c 1 skiing 2 baseball 3 basketball 4 volleyball 5 swimming
d 1 down 2 around 3 through 4 over 5 through

2 GRAMMAR

a 1 is running across 2 is going through 3 is cycling up 4 are skiing down 5 is getting out of 6 are rowing around
b 1 around 2 out of 3 to 4 into 5 along 6 under 7 past 8 through 9 along 10 toward 11 across

3 PRONUNCIATION

/ə/ over
/ɑː/ through
/ʌ/ from

CAN YOU REMEMBER...?

1 has 2 hasn't 3 more 4 most 5 to 6 playing 7 to 8 out

PRACTICAL ENGLISH 5

1 TAKING SOMETHING BACK

1 bought 2 decided 3 tried 4 too 5 refund 6 here

2 SOCIAL ENGLISH

1 What, think 2 Never 3 lovely 4 would, like 5 good, idea 6 lost

3 READING

a 1 latest 2 boutiques 3 overlooks 4 won't break the bank 5 crowds 6 huge
b 1 Borders 2 Borders 3 Banana Republic 4 Virgin Megastore 5 Camper 6 Borders

1 GRAMMAR

a 1 c 2 a 3 f 4 b 5 e 6 d
b 1 take 2 will break 3 hear 4 stay 5 will be 6 see 7 'll be 8 will feel
c 1 D 2 C 3 F 4 A 5 G 6 B 7 E
d 1 puts, will come 2 see, will have 3 walk, will have 4 throw, make, will come 5 dig, will find 6 break, will have 7 flies, will have, kill, will have, will be

2 VOCABULARY

1 wearing, carrying 2 won, earned 3 hoping, waited 4 watched, look at 5 known, met 6 make, do 7 look, look, look like

3 PRONUNCIATION

a 1 b 2 e 3 f 4 c 5 a 6 d
1 GRAMMAR
a 1 had, would drive 2 saw, would be 3 wouldn’t know, found 4 would do, lost 5 were, would come 6 would buy, had
b 1 If I saw a shark, I’d be very frightened.
2 What would you do if you saw a fire?
3 He’d go sailing if he could swim.
4 If she won the lottery, she’d buy lots of new clothes.
5 What would people do if they couldn’t watch TV?
6 I’d go to the doctor if I were you.

2 PRONUNCIATION
a 1 open, chicken, insect 2 about, afraid, attack 3 finally, animal, crocodile 4 direction, mosquito, safari

3 VOCABULARY
Across: 1 bear 3 tiger 4 elephant 7 sheep
Down: 1 butterfly 2 lion 5 eagle 6 horse

4 READING
b Sentence 2

da 1 might go 2 might get 3 might continue 4 might rent
5 might live 6 might share 7 might not want 8 might fail
9 might have to
b 1 might 2 may not 3 might
4 might 5 may not 6 might
7 might 8 may not

2 PRONUNCIATION
a 1 organization 2 invitation 3 election
4 information 5 imagination
6 translation 7 communication
8 decision

3 VOCABULARY
a Verb: communicate, conclude, correct, confuse, demonstrate, inject, organize, predict
Noun: communication, conclusion, correction, confusion, demonstration, injection, organization, prediction
b 1 conclusion 2 communicate 3 injection 4 demonstration 5 prediction 6 organize

4 READING
a 1 T 2 F 3 T 4 F 5 T 6 T
7 F 8 T

1 GRAMMAR
a 1 should, B 2 should, F
3 shouldn’t, A 4 shouldn’t, E 5 shouldn’t, D 6 should, C
b 1 should tell 2 shouldn’t be
3 shouldn’t go 4 should go 5 should buy 6 should contact
7 shouldn’t watch
c 1 D 2 F 3 A 4 B 5 C 6 G 7 E

2 PRONUNCIATION
a 1 would 2 should 3 could
4 understood 5 good

3 VOCABULARY
1 getting, worse 2 got, e-mails
3 get, angry 4 get, tickets 5 get, along
6 gets, home 7 get, married
8 is getting, taller 9 am getting, off
10 got, lost

CAN YOU REMEMBER...?
1 to 2 having / to have 3 to 4 through 5 won’t 6 would 7 might / may 8 should
1 ASKING FOR MEDICINE
1 help 2 hurts 3 have 4 Are 5 think 6 might 7 take 8 times 9 often 10 much

2 SOCIAL ENGLISH
1 Bless 2 How, sounds, would 3 sorry, mean, too

3 READING
a 1 You must keep this medicine somewhere safe. 2 You should be careful not to take too much of this medicine. 3 You have to turn your cell phone off. 4 You should drive carefully when it rains. 5 You can’t smoke here. 6 You should be careful or you might fall down. 7 You shouldn’t drink wine if you are expecting a baby. 8 You must not drink this water. 9 You must make sure that the door is never left open. 10 You must drive slowly here. 11 You have to wait until a waiter shows you where to sit. 12 You can’t use radios in this park.

1 VOCABULARY
1 frightened 2 terrified 3 bees, spiders 4 panic 5 closed spaces 6 heights

2 GRAMMAR
a 1 since 2 for 3 for 4 since 5 Since, for 6 since 7 since 8 For, since b 1 since 2 for 3 since 4 for 5 for 6 since 7 for 8 for 9 since 10 since c 1 How long have ... lived 2 When did ... move out 3 How long have ... been 4 How long has ... been 5 When did ... become 6 How long has ... been 7 When did ... get d 1 has lived here for seven years. 2 How long has she been a professional dancer? 3 They have been married since 2000. 4 He has been in Chile since February. 5 How long have you had your car? 6 He’s had this job for eight years. 7 She has had three homes since she was born. 8 My parents lived / have lived in the same house for many years.

3 PRONUNCIATION
a /s/ 2 /s/ 3 /æ/ 4 /æ/ 5 /æ/ 6 /ɔ/ 7 /æ/ 8 /ɔ/

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

2 PRONUNCIATION
a Stress on 2nd syllable: successful, career, appear, direct, director b Stress on 1st syllable: famous, movie, violence, ticket, actor

3 GRAMMAR
a 1 ’ve known 2 were 3 met 4 were 5 ’ve been 6 went 7 were 8 chose 9 told 10 ’ve been 11 ’ve shared b 1 have ... lived 2 got, were 3 graduated, ’ve worked 4 did ... go, took 5 have ... had, bought 6 haven’t seen, moved

4 READING
a 1, 6, 3, 7, 5, 4, 2 b 1 was 2 did his family move 3 did he see 4 did he work 5 has he been married c 1 In 1941. / On January 5, 1941. 2 In 1952. 3 (When he was) in high school. 4 For eight years (from 1963 to 1971). 5 Since 1965.
1 GRAMMAR
a 1 Did you use to enjoy 2 didn't use to like 5 used to be 4 Did Toshi use to work 5 didn't use to be 6 used to live 7 didn't use to get 8 Did he use to play
b 1 used 2 used to 3 didn't use to 4 Did you use 5 used 6 use to

2 PRONUNCIATION
a /zu/ used to /s/ friends /tʃ/ school /dʒ/ great

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

4 READING
a 1 Where did you go to school? 2 Did you ever get into trouble? 3 What subjects were you good at? 4 Did you have a favorite teacher? 5 What did you want to be when you were young? 6 What's the most important lesson you've learned in life?
b 1 T 2 DS 3 F 4 DS 5 T 6 F 7 F 8 T

1 GRAMMAR
a 1 Aspirin is used to relieve pain. 2 The sandwich was named after the Earl of Sandwich. 3 The Petronas Towers were designed by Cesar Pelli. 4 This movie is based on a true story. 5 The first crossword puzzle was published in 1913. 6 The first credit card was issued by Diners Club. 7 The typewriter is not used very often these days. 8 Penicillin was discovered by Alexander Fleming.
b 1 President Kennedy was assassinated in 1963. 2 Champagne is made in France. 3 What is this machine called? 4 Television was invented by John Logie Baird. 5 This room is cleaned every morning. 6 That building was designed by a famous architect. 7 Portuguese is spoken in Brazil. 8 Where were those photos taken?
c 1 I was stopped by the police last night. 2 Hips Don't Lie was sung by Shakira. 3 All the photographs at our wedding were taken by my cousin. 4 The heating is controlled by a computer. 5 The first World Cup was won by Uruguay. 6 This wasn't painted by Van Gogh! 7 Was the telephone invented by Edison?

3 VOCABULARY
1 designed 2 named 3 discovered 4 used 5 created 6 invented 7 made 8 recorded 9 written 10 based

3 PRONUNCIATION
a /d/ painted, based /d/ checked, rained /t/ discovered

CAN YOU REMEMBER...?
1 have 2 were 3 not 4 shouldn't 5 long 6 did 7 used 8 were

1 BUYING TICKETS
Round-trip, please. How much is that? 3 Thanks. Oh, can I get anything to eat on the train? 9 Can I have a ticket to Boston, please? 1 Good. And what time does it arrive in Boston? 7 Here you are. When does the next train leave? 5 That's $104. 4 It gets there at 12:15. 8 Yes, there's a snack car with snacks and drinks. 10 In ten minutes. 6 One-way or round-trip? 2

2 SOCIAL ENGLISH
1 looking 2 take, ready 3 Why, wondered

3 READING
a 1 can't 2 can 3 under 4 can 5 after 6 $18 7 don't have to 8 must
**1 GRAMMAR**

a 1 nobody 2 anything 3 somebody 4 anywhere 5 anyone 6 something 7 anything 8 somewhere 9 anywhere
b 1 F 2 T 3 F 4 T 5 F 6 T 7 T

**2 PRONUNCIATION**

a /s/ seven, help, stressful, never, best, anything
/oʊ/ sofa, go, don’t, close, no, home
/ʌ/ Sunday, nothing, lunch, study, button, something

**3 VOCABULARY**

1 tired 2 relaxing 3 boring 4 depressed 5 interesting 6 exciting 7 tiring 8 relaxed 9 bored 10 depressing 11 interested 12 excited

**4 READING**

a 1 Sunday evening 2 the winter 3 the holidays 4 Monday morning 5 summer vacation 6 lunchtime 7 New Year’s Eve

---

**1 VOCABULARY**

1 producer 2 calendar 3 stressed 4 close 5 verdict 6 free 7 diet 8 social 9 water 10 skin

**2 GRAMMAR**

a 1 a 2 g 3 b 4 f 5 c 6 h 7 e 8 a
b 1 enough money 2 big enough 3 enough wind 4 hot enough 5 a few 6 a little 7 a few 8 a little 9 a few 10 a little

**3 PRONUNCIATION**

a /ʌ/ young, sunscreen, month /u/ fruit, food, studio /ə/ wine, diet, exercise /e/ friend, stress, many

**4 READING**

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

---

**1 VOCABULARY**

a 1 to pick up 2 Turn ... down 3 pick ... up 4 call ... back 5 Give ... back 6 Take ... back
b 1 turn on 2 wake ... up 3 go back 4 take off 5 look for 6 Turn ... up 7 give up 8 look up 9 fill out 10 Throw away

**2 GRAMMAR**

a 1 fill out this form / fill this form out 2 wake him up 3 got up at 6:30 4 write it down 5 put your clothes away / put away your clothes 6 call you back
b 1 Can you turn it up? 2 Could you pick them up? 3 I’ll give it back (to you) tomorrow. 4 Will you please look it up? 5 Did you throw it away? 6 He gets along with them very well. / He gets along very well with them.

**3 PRONUNCIATION**

a /g/ regular, great, immigration, glass /dʒ/ vegetables, energetic, allergic, generally

**4 READING**

a 1 put up 2 sit down 3 get along 4 stay up 5 get into 6 get up 7 turn on
**1 GRAMMAR**

a. 1 am 2 Neither 3 So 4 were 5 would
b. 1 So do I.
   2 So did I.
   3 Neither do I.
   4 Neither am I.
   5 So can I.
   6 So have I.
   7 So would I.
   8 So did I.

**2 VOCABULARY**

1 similar 2 so 3 both 4 as 5 like 6 both 7 so 8 neither

**3 PRONUNCIATION**

1 identical 2 adopt 3 baby 4 student 5 exercise 6 political 7 investigate 8 personality 9 medical 10 romantic

**4 READING**

a. F 2 F 3 DS 4 T 5 T 6 DS 7 T 8 F

**CAN YOU REMEMBER...?**

1 for 2 has 3 use 4 written 5 anything 6 much 7 on 8 So

**PRACTICAL ENGLISH 8**

**1 MAKING PHONE CALLS**

1 d 2 h 3 i 4 a 5 b 6 f 7 c 8 e 9 g

**2 SOCIAL ENGLISH**

1 everything 2 that 3 What’s 4 Cheers 5 I don’t 6 what do you mean?

**3 READING**

a. Sentence 2
   1 b 2 f 3 d 4 i 5 l 6 j 7 g 8 c 9 k 10 m 11 a 12 n 13 e 14 h

**1 GRAMMAR**

a. 1 hadn’t watered 2 ’d forgotten 3 hadn’t done 4 ’d read 5 had started
b. 1 Had you seen it before? 2 Had you read it before? 3 Had they been there before? 4 Had you eaten it before? 5 Had he flown one before?
c. 1 I couldn’t fall asleep because I had drunk a lot of coffee. 2 She didn’t recognize him because he had grown a beard. 3 She didn’t speak to me for a week because I hadn’t sent her a birthday card. 4 The thieves got in easily because we had left the door unlocked. 5 I couldn’t take any books from the library because I had forgotten my library card.
d. 1 had met 2 finally discovered 3 had been 4 hadn’t lost 5 had seen 6 had left 7 had put 8 heard 9 went 10 had broken 11 had already left 12 hadn’t stolen

**2 PRONUNCIATION**

a. /w/ week, people, screamed  
   /æ/ fast, asked, last  
   /eə/ name, behave, gave  
   /i/ hit, sit, hospital

**3 VOCABULARY**

1 strangely 2 suddenly 3 accidentally 4 immediately 5 suddenly 6 Luckily 7 unfortunately 8 immediately

**1 GRAMMAR**

a. 1 lived in a small apartment 2 didn’t like it much 3 was studying English 4 had been to New York 5 hadn’t read the paper 6 had woken up really early 7 had gotten home at 11:00 8 wouldn’t forget
b. 1 He asked me if I wanted a coffee. 2 He asked me if I was a new student. 3 He asked me if I’d been there long. 4 He asked me where my parents lived. 5 He asked me what I was studying. 6 He asked me where I’d gone to high school. 7 He asked me if I was interested in computers. 8 He asked me what my phone number was.
c. 1 Do ... want 2 don’t like 3 ‘ll talk 4 can take 5 haven’t been 6 will ... do 7 don’t want 8 ‘ll wait

**2 VOCABULARY**

a. 1 told 2 asked 3 said 4 asked 5 said 6 asked  
   1 told 2 said 3 told 4 asked 5 told 6 asked

**3 PRONUNCIATION**

a. 1 woke, broke 2 thought, caught 3 stood, should 4 paid, made 5 preferred, heard 6 cried, tried 7 told, sold

**CAN YOU REMEMBER...?**

1 nobody 2 many 3 them 4 did 5 had 6 gone 7 was 8 if