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1

**American**

fourth edition

# English File

**Student Book**



Christina Latham-Koenig  
Clive Oxenden Kate Chomacki  
Jerry Lambert

1

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**How to use your Classroom Presentation Tool**

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

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

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## READING & LISTENING

**Listening** recognizing names ; recognizing places and numbers

**Listening** understanding *-teen* and *-ty* numbers in conversations

**Listening** understanding personal information

**Listening** listening for detail

**Reading** identifying paragraph topics

**Reading** following a story

**Listening** inferring mood; using visual clues to understand advice

**Reading** identifying attitude

**Listening** understanding specific information

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**Listening** using visual clues to understand relationships between people

**Reading** inferring feelings

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**Listening** using visual clues to understand lifestyle choices

**Listening** focusing on practical information

**Listening** identifying situations from context

**Reading** finding specific information

**Listening** using visual clues to understand the weather

**Reading** understanding a traditional story

**Listening** using visual clues to understand reading habits ; using prediction to tune in to the end of a story

**Reading** understanding feelings and opinions

**Listening** understanding ordinal numbers in context

**Listening** using visual clues to understand specific information

## SPEAKING & WRITING

**Speaking** saying hello, saying goodbye

**Speaking** saying where people are from

**Speaking** asking for and giving personal information

**Writing** completing a form

**Speaking** saying where things are

**Speaking** describing personal things

**Speaking** saying how you feel

**Writing** messages, notes, and notices

**Speaking** giving reasons with *why* and *because*

**Speaking** talking about jobs and skills

**Speaking** responding in a conversation, showing interest

**Writing** a personal profile

**Speaking** talking about friends and family

**Speaking** describing a typical day

**Writing** an article

**Speaking** relaying information in a short text

**Speaking** talking about abilities

**Speaking** talking about different aspects of a topic; describing what people are doing

**Speaking** expressing preference, making a simple recommendation

**Writing** posting on social media

**Speaking** talking about reading habits; retelling a story

**Speaking** talking about favorite and least favorite times

**Writing** contributing a personal comment

**Speaking** talking about musical tastes

**Writing** an informal email

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**Practical English** checking in

**Vocabulary** in a hotel

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**Vocabulary** telling the time

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**Vocabulary** clothes

**Social English**

## Review and Check p.54

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## READING & LISTENING

**Reading** understanding a life story  
**Listening** using visual clues to understand a biographical documentary ▶

**Reading** using context to complete information in a blog  
**Listening** understanding a sequence of events

**Reading** understanding detail in short anecdotes  
**Listening** understanding an anecdote

**Reading** understanding what happened when  
**Listening** using body language to infer motive, note-taking ▶

**Listening** tuning in to help predict outcome

**Reading** reading for specific factual information  
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**Listening** hypothesizing from photos to tune in to listening

**Reading** categorizing information

**Reading** reading and remembering information  
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**Reading** identifying paragraph endings from context

**Listening** using prior knowledge to predict content, note-taking

**Reading** following the events in a story  
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**Reading** understanding opinions  
**Listening** using visual clues to identify attitude ▶

**Reading** completing information from context  
**Listening** using visual clues to identify categories

**Reading** identifying paragraph topics  
**Listening** understanding habits and preferences

**Listening** understanding topic questions, note-taking

**Listening** identifying specific information ▶

**Reading** identifying topics in a longer text  
**Listening** using visual clues to understand a biopic ▶

## SPEAKING & WRITING

**Speaking** talking about a personal photo

**Speaking** describing the last time you did something

**Speaking** talking about a memorable event  
**Writing** a diary entry

**Speaking** interviewing somebody about where they were

**Speaking** describing a house or apartment  
**Writing** describing your home

**Speaking** describing a room in detail

**Speaking** talking about eating habits  
**Writing** describing a memorable meal

**Speaking** asking about quantity and frequency

**Speaking** asking and answering quiz questions

**Speaking** giving tourist information  
**Writing** an ad for your town

**Speaking** talking about future plans; planning a trip, making suggestions  
**Writing** a formal email

**Speaking** making predictions

**Speaking** talking about common behaviors

**Speaking** talking about dreams and ambitions  
**Writing** a forum post

**Speaking** talking about phone use; expressing opinions

**Speaking** talking about movies, books, and TV

**Speaking** talking about things you've done, using follow-up questions

**Speaking** talking about lifestyle, abilities, preferences, and experiences  
**Writing** a biography

## Practical English p.62

**Pictures of you** ▶  
Episode 4: *Ben's show*

**Practical English** asking the way  
**Vocabulary** directions  
**Social English**

## Review and Check p.70

Review and Check 7&8 ▶

## Practical English p.78

**Pictures of you** ▶  
Episode 5: *On Primrose Hill*

**Practical English** going out for dinner  
**Vocabulary** understanding a menu  
**Social English**

## Review and Check p.86

Review and Check 9&10 ▶

## Practical English p.94

**Pictures of you** ▶  
Episode 6: *Good news, bad news*

**Practical English** using public transportation  
**Vocabulary** public transportation  
**Social English**

## Review and Check p.102

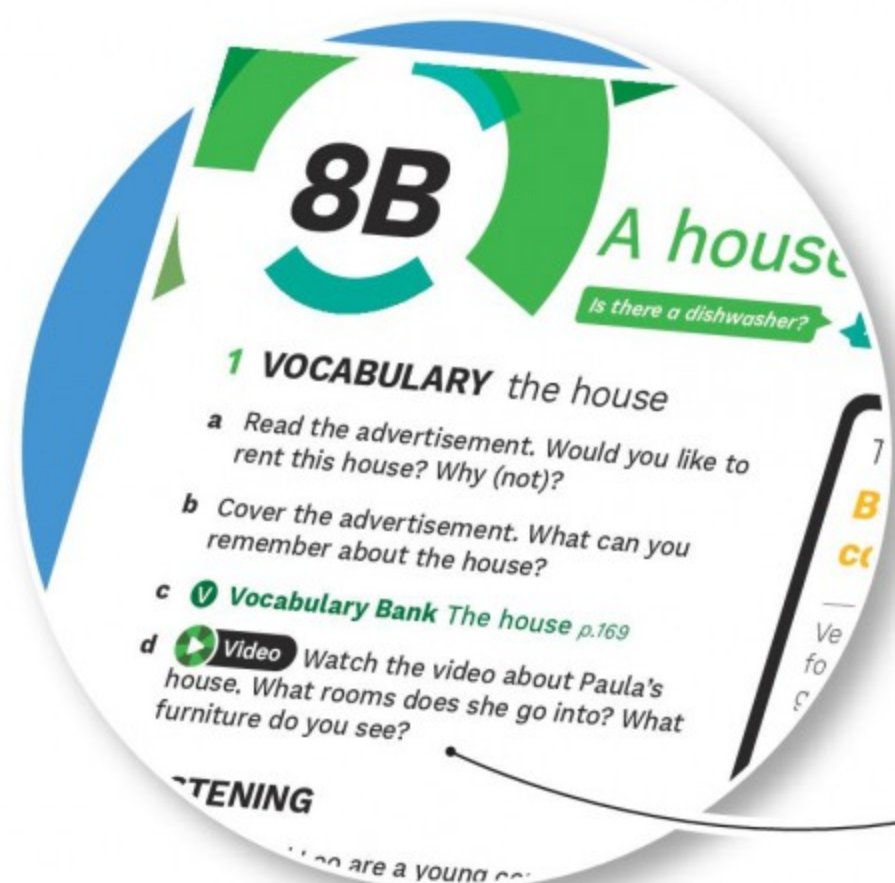
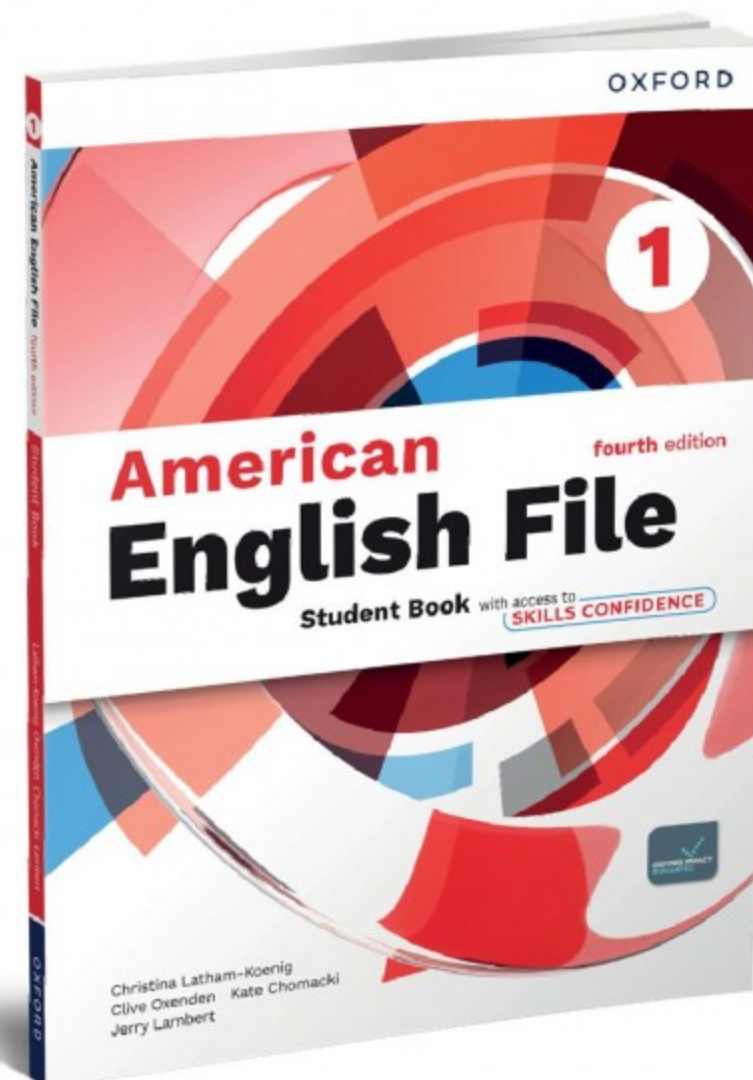
Review and Check 11&12 ▶

# Welcome to American English File

fourth edition

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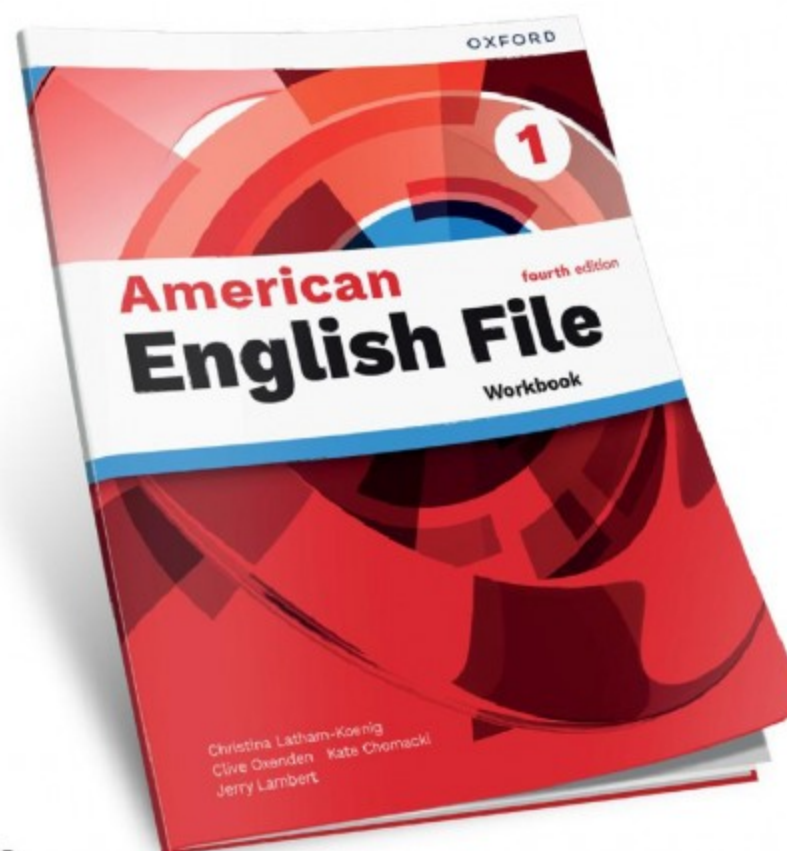
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# **NEW** Video-enhanced lessons


## Grammar, Vocabulary, and Pronunciation

2  *What did Kara do yesterday evening?*

 **Grammar practice**

 *Say the spotlighted numbers.*

 **Vocabulary practice**

 *Repeat the sound and words.*

 **Pronunciation**


## Skills development


 *You've got talent: The judges*

 **Dramas**

 *The master of self-portraits*

 **Documentaries**

 *Paula's house*

 **Interviews and teacher-generated content**



## **NEW** *Pictures of you* Season **1**

A brand new video drama story for the Practical English section.

*Pictures of you* follows the story of Izzy and Ben and how their lives, careers, and relationships develop.



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# 1A


## Hello, everybody.

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

*Hi, I'm Dan. What's your name?*

*Jasmine. Nice to meet you.*

### 1 LISTENING & SPEAKING

**a**  **Video** Watch *A salsa class*. Match photos 1–4 to the names of the people.

Laura  Dan  Ed  Jasmine



**b** Watch again. Then read conversations 1–6 and match them to photos A–F.

1  **Teacher** Hello, everybody. Welcome to the class. I'm Laura. I'm your teacher. OK, let's go. Look at me.

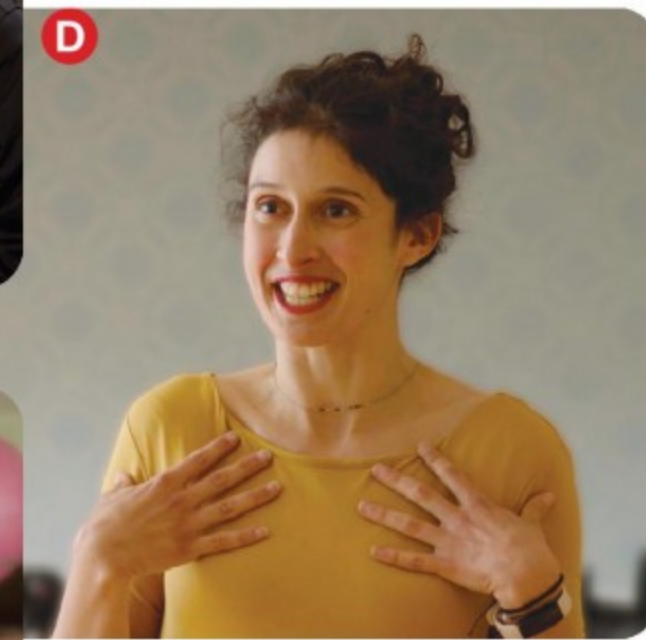
2  **Dan** Hi, I'm Dan. What's your name?  
**Jasmine** Jasmine.  
**Dan** Sorry?  
**Jasmine** Jasmine!


3  **Dan** Hey. What's your phone number?  
**Jasmine** It's 936-555-0271.  
**Dan** 936-555-0271.  
**Jasmine** Yes. Text me. Thanks.

4  **Ed** Hi, Dan.  
**Dan** Hello. This is Jasmine. She's in my salsa class.  
**Ed** Nice to meet you. My name's Ed.  
**Jasmine** Nice to meet you, too.  
**Dan** Bye, Jasmine.  
**Jasmine** Goodbye, Dan. Bye, Ed.

5  **Ed** Hi, Jasmine.  
**Jasmine** Ed! Are you in the salsa class, too?  
**Ed** Yes, I am. How are you?  
**Jasmine** I'm good, thank you. And you?  
**Ed** Fine, thanks.

6  **Teacher** OK, everybody, with your partners. Ed, you're with Jasmine.  
**Ed** Great! You're my partner!  
**Jasmine** Yes! See you later, Dan.



**c**  **1.2** Listen and repeat conversations 2, 4, and 5. Copy the rhythm.

**d** Fill in the blanks with a word from the list.

Bye Good Hi I'm... Thanks

- 1 Hello = Hi                      4 Thank you = \_\_\_\_\_  
 2 My name's... = \_\_\_\_\_    5 Goodbye = \_\_\_\_\_  
 3 Fine = \_\_\_\_\_

**e** Introduce yourself to the class.

*Hello / Hi. My name's... / I'm...*

## 2 GRAMMAR verb *be* ☐, subject pronouns

a Complete the sentences with 'm, 's, or 're.

- 1 I am Laura. = I'm Laura.
- 2 I am Dan. = I \_\_\_ Dan.
- 3 My name is Ed. = My name \_\_\_ Ed.
- 4 You are my partner. = You \_\_\_ my partner.
- 5 She is in my salsa class. = She \_\_\_ in my salsa class.

b Grammar Bank 1A p.132

c 1.4 Listen and repeat the pronouns and contractions.

- 1) I, I'm I, I'm

d 1.5 Listen. Say the contractions.

- 1) I am I'm

e Try to remember the names in your class. Say, *He's / She's* \_\_\_\_\_.

## 3 PRONUNCIATION vowel sounds, word stress

### Vowel sounds

In American English, vowels (*a*, *e*, *i*, *o*, and *u*) and combinations of vowels (e.g., *ee*, *ai*) can be pronounced in different ways. Sometimes they are short sounds (e.g., *it* = /ɪt/), but sometimes they are long sounds (e.g., *he* = /hi/), or diphthongs (a combination of two vowel sounds, e.g., *hi* = /hai/).

a Video Watch and repeat the sounds and words.

fish	tree	cat	egg	train	bike
it this in	he we meet	am thanks Dan	Ed yes welcome	they name later	hi I bye

### Word stress

Multisyllable words have one stressed syllable.  
good|bye so|rry wel|come

b 1.6 Listen to the words. Underline the stressed syllable. Practice saying them.

air|port com|pu|ter e|mail ho|tel in|ter|net mu|se|um  
pas|ta piz|za sa|lad sand|wich u|ni|ver|si|ty web|site

c Write the words from **b** in the chart.

Food	Technology	Places
		airport

d Write more words that you know in each column. How do you pronounce them?

## 4 VOCABULARY days of the week, numbers 0–20

a 1.7 Look at the photo. Listen and fill in the blanks.



b Vocabulary Bank Days and numbers p.156 Do Parts 1 and 2.

c 1.11 Listen. Say the next day or number.

- 1) Monday Tuesday Wednesday

## 5 LISTENING & SPEAKING

a 1.12 Listen. Where are they? Write 1–6 in the boxes.

<input type="checkbox"/> airport	Gate number _____
<input type="checkbox"/> sandwich shop	_____ dollars and _____ cents
<input type="checkbox"/> hotel	Room _____
<input type="checkbox"/> museum	Closed on _____
<input type="checkbox"/> taxi	___ Manchester Road
<input type="checkbox"/> language school	Classes on _____ and _____ mornings

b Listen again. Write a number or a day in each blank.

c 1.13 Listen and respond.

- 1) Hello. Nice to meet you.  
Nice to meet you, too.

- 2) What day is it today?  
It's...

d Speak to other students.

Hi. I'm Ania.  
What's your name?

Lucas. Nice to meet you.

Nice to meet you, too.  
How are you today?

I'm good, thanks.  
And you?

I'm fine, thanks.

Where are you from? We're from Recife, in Brazil.

## 1 VOCABULARY countries

**a** **Video** Watch and match the fans 1-6 to the countries.

- |        |        |        |
|--------|--------|--------|
| Brazil | Egypt  | France |
| Italy  | Mexico | Spain  |

**b** **Vocabulary Bank** Countries p.157

**c** Do The World Quiz with a partner.

I think it's from England.

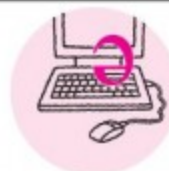
I think it's from Peru, but I'm not sure.

## 2 PRONUNCIATION /ə/, /tʃ/, /ʃ/, /dʒ/

### The /ə/ sound

The /ə/ sound is the most common vowel sound in English. The /ə/ sound has many different spellings, e.g., *pasta*, *Morocco*, *Argentina*.

**a** **Video** Watch and repeat the sound and words.



computer

American Brazilian  
Canada China

### Consonant sounds

Many consonants (e.g., *j*) and combinations of consonants (e.g., *sh*) only have one pronunciation (e.g., *Japan* / *jazz*, *she* / *English*). Some consonants can be pronounced in different ways (e.g., *g* can be /g/ *England* or /dʒ/ *Nigeria*).

**b** **Video** Watch and repeat the sounds and sentences.



chess

Charles isn't Czech, he's French.



shower

Is she Turkish or Russian?



jazz

We're german and they're gapanese.

**c** **1.17** Listen. Say the nationality.

1) Canada Canadian

## THE WORLD QUIZ

**1** **1.16** Listen. Where's the music from?

- |           |        |       |
|-----------|--------|-------|
| Argentina | Italy  | Peru  |
| England   | Russia | India |

- |         |         |
|---------|---------|
| a _____ | d _____ |
| b _____ | e _____ |
| c _____ | f _____ |

**2** Which continents are these countries in?

- |                            |
|----------------------------|
| a the US _____             |
| b Egypt _____              |
| c Thailand _____           |
| d the Czech Republic _____ |
| e Brazil _____             |

**3** What are the countries in English?

- |                     |
|---------------------|
| a Deutschland _____ |
| b España _____      |
| c Eire _____        |
| d Al-Maghrib _____  |
| e Nihon _____       |
| f Zhōngguó _____    |

**4** What nationalities are the flags?



- |         |         |
|---------|---------|
| a _____ | d _____ |
|---------|---------|



- |         |         |
|---------|---------|
| b _____ | e _____ |
|---------|---------|



- |         |         |
|---------|---------|
| c _____ | f _____ |
|---------|---------|



- |         |
|---------|
| g _____ |
|---------|

### 3 GRAMMAR verb *be* ☐ and ☐

- a 1.18 Read and listen to three interviews with sports fans. Fill in the blanks with a country or a nationality.



- 1 A Hi. Where are you from?  
 B We're from Recife, in \_\_\_\_\_.  
 A OK. Good luck to the \_\_\_\_\_ team!  
 B Thank you!



- 2 A Hello. I'm Mike from USA News. Where are you from?  
 B I'm from \_\_\_\_\_.  
 A Are you from Sydney?  
 B No, I'm not. I'm from Cairns.  
 A Where's Cairns? Is it near Sydney?  
 B No, it isn't. It's in the North. Am I on TV?  
 A Yes, you are.  
 B Wow!

- 3 A Hi. Are you \_\_\_\_\_?  
 B No, we aren't.  
 We're from \_\_\_\_\_.  
 A Oh, sorry!



- b Read the interviews again and complete the chart.

+	I'm	you're	it's
-		you aren't	
?			

- c Grammar Bank 1B p.132

- d 1.20 Listen and respond with a short answer.

1) Is Sydney the capital of Australia? *No, it isn't.*

- e With a partner, write three questions beginning *Is...?* or *Are...?* Ask them to another pair.

*Are you from Vietnam?* *No, we aren't.*

### 4 SPEAKING

- a Communication Where are they from? A p.104 B p.109 Ask and answer about people from different countries.
- b Imagine you're from a different country. Choose from **Vocabulary Bank Countries** p.157 and think of a city. Ask other students, *Where are you from?*

### 5 VOCABULARY numbers 21–100



- a Video Watch the video. Say the spotlighted numbers.
- b Vocabulary Bank Days and numbers p.156 Do Part 3.
- c 1.22 Listen and say the answers.  
 1) What's 12 plus 13? ( $12 + 13 = ?$ ) *25*

### 6 PRONUNCIATION & LISTENING word stress

**Pronunciation -teen and -ty**  
 Numbers such as 13 and 30, 14 and 40, etc., sound similar, but the stress is different, e.g., thirteen, thir|ty, four|teen, for|ty.

- a 1.23 Listen and repeat the pairs of numbers.
- |             |             |
|-------------|-------------|
| 1 a 13 b 30 | 5 a 17 b 70 |
| 2 a 14 b 40 | 6 a 18 b 80 |
| 3 a 15 b 50 | 7 a 19 b 90 |
| 4 a 16 b 60 |             |
- b 1.24 Listen to the conversations. Which number do you hear?  
 Circle *a* or *b* above.
- c Play *Bingo*.



## 1 VOCABULARY classroom language

**a** Match the words and pictures.

-  a board /bɔ:d/
-  a chair /tʃeə/
-  a computer /kəm'pyutə/
-  a desk /desk/
-  a door /dɔ:/
-  a picture /'pɪktʃə/
-  a screen /skrin/
-  a table /'teɪbl/
-  a wall /wɔ:l/
-  a window /'wɪndəʊ/

**b**  **1.25** Listen and check.

**c** Look at the pictures. What's the difference between *this* and *that*? Ask about things in your classroom.

What's this?



It's a chair.


What's that?



It's a window.




**d**  **Vocabulary Bank Classroom language p.158**

**e**  **Video** Watch the video. Then watch again and repeat the online classroom language.

- 1 Turn on your camera.
- 2 Please unmute your microphone.
- 3 Please mute your microphone.
- 4 Write your answers in the chat.
- 5 Share your screen.
- 6 Go into the breakout rooms.
- 7 Please leave the class now.

## 2 PRONUNCIATION

/ou/, /u/, /ar/; the alphabet

**a**  **Video** Watch and repeat the sounds and words.



phone



boot



car


close go Mexico	school do two	partner are Argentina
-----------------------	---------------------	-----------------------------

**b**  **1.28** Listen and repeat the alphabet.

ABC DEF GHI JKL MNO PQR STU VWX YZ

**c**  **1.29** Complete the alphabet chart with C, D, K, N, O, S, U, and V. Listen and check.

 <b>ei</b> train	 <b>i</b> tree	 <b>ε</b> egg	 <b>ai</b> bike	 <b>oo</b> phone	 <b>u</b> boot	 <b>ar</b> car
A H J —	B — — E G P T — Z	F L M — — X	I Y	—	Q — W	R

**d**  **1.30** Listen to the groups of letters.

- |         |       |         |       |
|---------|-------|---------|-------|
| 1 E A I | 3 K Q | 5 V P B | 7 V W |
| 2 G J   | 4 C S | 6 M N   | 8 Y U |



**e**  **1.31** Listen and circle the letter you hear in **d**.


**f** Say the abbreviations.

- a Very Important **P**erson
- the **U**nited **S**tates of **A**merica
- the **U**nited **K**ingdom
- the **E**uropean **U**nion

- a **P**ortable **D**ocument **F**ormat
- a **C**hief **E**xecutive **O**fficer
- E**stimated **T**ime of **A**rrival
- a **P**ersonal **A**ssistant

### 3 LISTENING & SPEAKING

- a  **Video** Watch the beginning of *A new student*. Who are Harry and Micaela? What's the problem?
- b  **Video** Watch the whole interview. Complete the form.

**English House Language School**  
Student information 

First name <sup>1</sup>

Last name <sup>2</sup>

Age <sup>3</sup>

Country <sup>4</sup>

City <sup>5</sup>

Address <sup>6</sup>

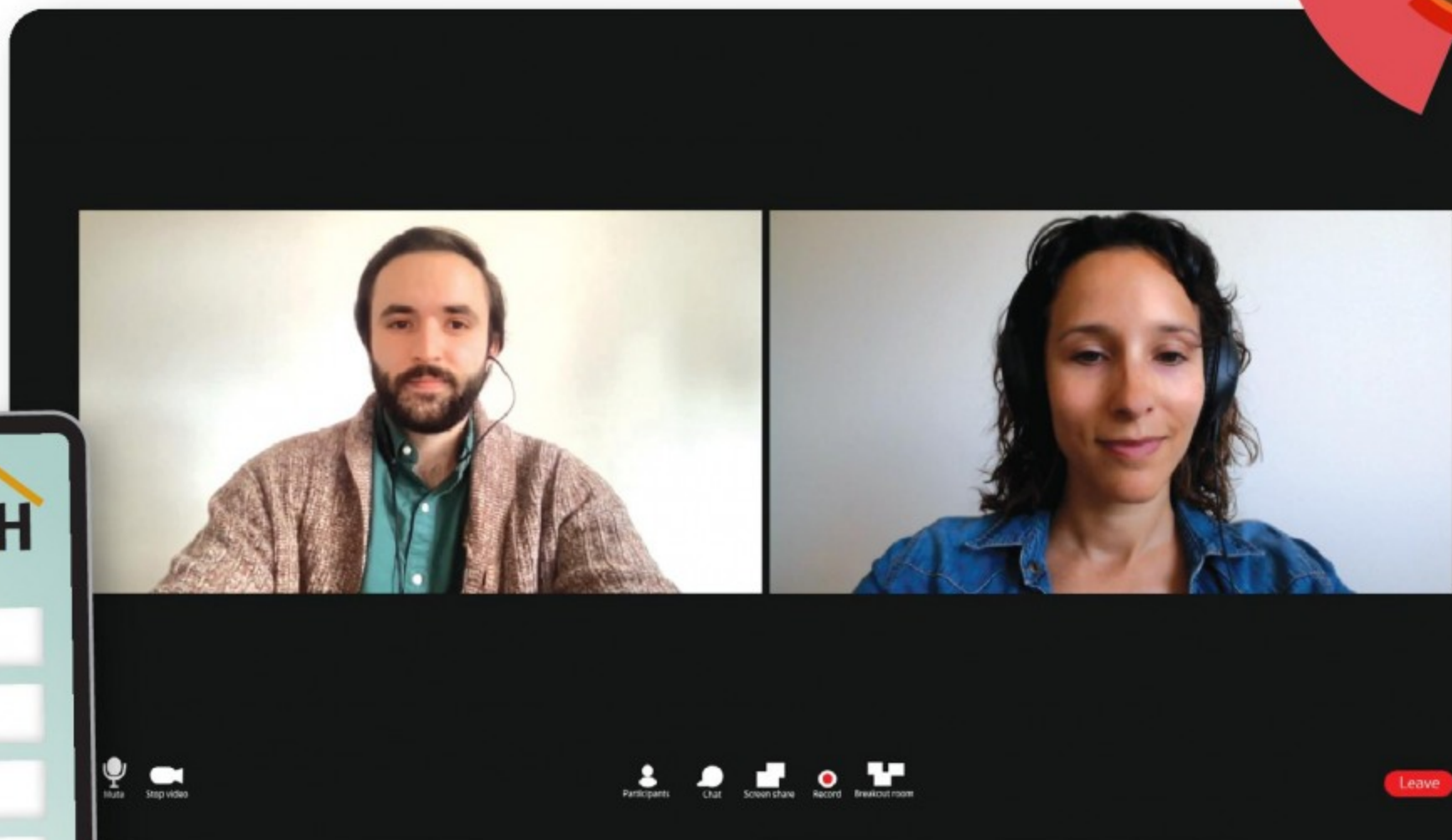
Zip code


Email address <sup>7</sup>

Phone [cell] <sup>8</sup>

[landline]

**submit**



- c  **1.32** Listen. Complete the questions.

- 1 What's your first name?
- 2 \_\_\_\_\_ do you spell it?
- 3 \_\_\_\_\_ your last name?
- 4 \_\_\_\_\_ old are you?
- 5 Where are you \_\_\_\_\_?
- 6 \_\_\_\_\_ your address?
- 7 \_\_\_\_\_ your zip code?
- 8 What's your \_\_\_\_\_ (address)?
- 9 What's your phone \_\_\_\_\_?

#### Sentence stress

In sentences we stress the important words.

**What's your first name?**    *It's Micaela.*

- d Listen again and repeat the questions. Copy the rhythm.
- e Work with a partner. Ask the questions in c and write the answers.

#### Saying email addresses

@ = at    . = dot

### 4 GRAMMAR possessive adjectives



- a Complete the conversations with *I, you, my, or your*.


A Where are <sup>1</sup>you from?  
B <sup>2</sup>\_\_\_\_\_ 'm from Argentina.

A What's <sup>3</sup>\_\_\_\_\_ name?  
B <sup>4</sup>\_\_\_\_\_ name's Micaela.


- b  **Grammar Bank 1C** p.132

- c  **1.34** Listen. Change the sentences.

- 1  I'm Matt. *My name's Matt.*
- 2  You're Sally. *Your name's Sally.*

- d  **1.35** Look at the photos. Are they their real names? Listen and check.




- e  **Communication** What's his / her real name? **A** p.104 **B** p.109 Complete information about some actors and singers.

### 5 WRITING completing a form


-  **Writing Bank 1** p.115 Complete an application for a visa.

# A new city

Practical English checking in  in a hotel

## 1 BEN ARRIVES IN LONDON



**a**  **Video** Watch *Ben arrives in London*. Check (✓) what you see.

**In Ben's photos**

Ben  a camera  a train  a plane  a bus



**In London**

a train station  a girl  a phone   
a hotel  a bike

**b** Watch again. Then circle the correct word.

- 1 He's 23 / 25 years old.
- 2 Ben is *British* / *American*.
- 3 He's from *California* / *Carolina*.
- 4 He's a photography *student* / *teacher*.
- 5 It's his *first* / *second* time in England.
- 6 Emma is his *mom* / *sister*.


## 2 CHECKING IN

**a**  **1.36**  Match the words and symbols. Then listen and check.



- |  |   |
|--|---|
| <input type="checkbox"/> a double room /'dʌbl rum/                           | <input type="checkbox"/> reception /rɪ'sɛpʃn/       |
| <input type="checkbox"/> the elevator /'elə'veɪtər/                          | <input type="checkbox"/> a single room /'sɪŋgl rum/ |
| <input type="checkbox"/> the first (second, third, etc.) floor /fərst flɔːr/ |   |

**b** Cover the words and look at the symbols. Say the words.

**c**  **Video** Watch *Checking in*. Then answer the questions about Ben.


- 1 How many nights is his reservation for? \_\_\_\_\_
- 2 What's his room number? \_\_\_\_\_

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

You hear	You say
Good <sup>1</sup> _____.	Hi. I have a reservation for four nights. My name is Ben Fischer.
Can you <sup>2</sup> _____ your surname, please?	It's F-I-S-C-H-E-R.
Can I have your <sup>3</sup> _____, please?	Just a moment. Here you go.
Thank you. Can you sign here, Mr. Fischer?	Sure.
Thank you. Here's your <sup>4</sup> _____. It's room 12, on the second floor. The <sup>5</sup> _____ is over there.	The lift? Oh, the elevator.
Yes. Would you like a <sup>6</sup> _____ of London?	Yes, please.
Here you are. Enjoy your stay, Mr. Fischer.	Thank you.

American English	British English
elevator	lift
last name	surname
on vacation	on holiday



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

### Requests and offers

**Can you...?** = Please do it.  
*Can you spell that?*  
*Can you sign here?*

**Can I have...?** = Please give me.  
*Can I have your passport, please?*  
*Can I have my key, please?*

**Would you like...?** = Do you want...?  
*Would you like a map?*  
*Yes, please. / No, thanks.*

- f **ROLE-PLAY** Work in pairs. Have conversations.

1 **A** You are the receptionist.  
 It's 11:00 a.m.  
**B's** room is 14 on the second floor.  
 Begin: *Good morning.*

**B** You arrive at the hotel. Use your first name and last name.  
 Begin: *Hello. I have a reservation...*


2 **B** You are the receptionist.  
 It's 4:00 p.m.  
**A's** room is 7 on the first floor.  
 Begin: *Good afternoon.*

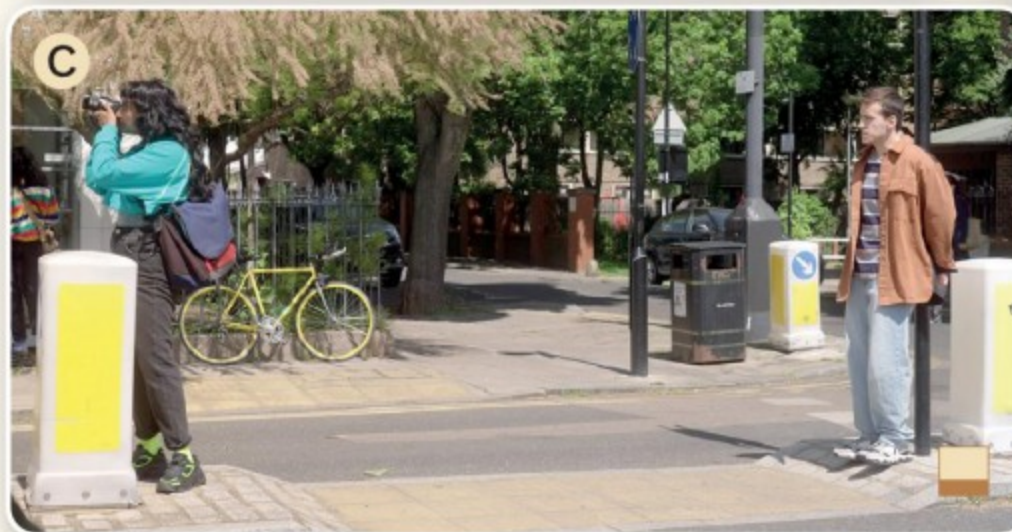
**A** You arrive at the hotel. Use your first name and last name.  
 Begin: *Hello. I have a reservation...*

### Greetings

*Good morning* = > 12:00 p.m. (noon)  
*Good afternoon* = 12:00 p.m. > 6:00 p.m.  
*Good evening* = 6:00 p.m. >

## 3 IN THE PARK

- a  **Video** Watch *In the park*. Then number the photos 1–4.



- b Watch again. Who says...? Write **B** (Ben) or **I** (Izzy).

- |  |  |
|--|--|
| 1 This is a great camera! <input type="checkbox"/>       | 4 I'm very tired. <input type="checkbox"/>           |
| 2 Is my bag OK here? <input type="checkbox"/>            | 5 This is my favorite park. <input type="checkbox"/> |
| 3 Where are you from in the US? <input type="checkbox"/> | 6 What's your name? <input type="checkbox"/>         |

## 4 SOCIAL ENGLISH

- a Match the phrases from **A** with the responses in **B**.

A	B
1 Can I take a photo?	<input type="checkbox"/> Yes, I am.
2 You're American, right?	<input type="checkbox"/> Sure.
3 What do you think of London?	<input type="checkbox"/> You're welcome.
4 Are you on holiday?	<input type="checkbox"/> No, I'm a student.
5 Thank you.	<input type="checkbox"/> It's nice. I like it.



- b  **Video** Watch and check.

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

### WHAT DO YOU THINK?

In pairs, look at the list. Say if you think they are *nice*, *OK*, or *not very nice*.

Ben Izzy London the hotel the park

# 2A

## Your desk and you

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

What are they?

They're keys.

### 1 VOCABULARY things

a Look at the pictures. Which desk is like your desk?

b Can you name things 1–12 in the pictures?

c **V** Vocabulary Bank Things p.159

d Look at the four desks again. Name all the things from the Vocabulary Bank that you can see.

