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2

American

fourth edition

English File

Student Book



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Clive Oxenden Kate Chomacki
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How to use your e-book

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

Contents

	GRAMMAR	VOCABULARY	PRONUNCIATION
1			
8 A All about you	word order in questions	common verb phrases ▶	the alphabet ▶
10 B Looking good	simple present	describing people: appearance and personality ▶	final -s / -es ▶
12 C Remakes	present continuous	clothes ▶, prepositions of place	/ə/ and /ɜː/ ▶
2			
16 A Lost...and found?	simple past: regular and irregular verbs	vacations ▶	regular verbs: -ed endings ▶
18 B On top of the world	past continuous ▶	prepositions of time and place: <i>at, in, on</i>	weak forms: <i>was, were</i>
20 C One dark October evening	time sequencers and connectors	verb phrases	word stress
3			
24 A The waiting game	<i>be going to</i> (plans and predictions) ▶	airports	the letter <i>g</i> ▶
26 B Can we meet?	present continuous (future arrangements)	verbs + prepositions, e.g., <i>arrive in</i>	linking
28 C Word games	defining relative clauses	paraphrasing	silent <i>e</i>
4			
32 A Have you finished yet?	present perfect + <i>yet</i> and <i>already</i>	housework, <i>make</i> or <i>do</i> ?	the letters <i>y</i> and <i>j</i> ▶
34 B How we shop	present perfect or simple past? (1)	shopping	<i>c</i> and <i>ch</i>
36 C Weekendvy	<i>something, anything, nothing, etc.</i>	adjectives ending - <i>ed</i> and - <i>ing</i>	/ɛ/, /oʊ/, and /ɪ/ ▶
5			
40 A Fast-forward	comparative adjectives and adverbs, <i>as...as</i>	types of numbers ▶	/ə/ and /ɜː/ in comparisons
42 B Superlative cities?	superlatives (+ <i>ever</i> + present perfect) ▶	describing a town or city ▶	sentence stress
44 C Too much or not enough?	quantifiers, <i>too, (not) enough</i> ▶	health and the body	/ɪ/
6			
48 A Optimist or pessimist?	<i>will / won't</i> (predictions)	opposite verbs ▶	'll / won't
50 B Love will find a way	<i>will / won't</i> (other uses)	verb + <i>back</i>	word stress: two-syllable verbs
52 C Sweet dreams?	review of verb forms: present, past, and future	modifiers	the letters <i>ea</i> and <i>ear</i>

READING & LISTENING

Listening recognizing names, places, and numbers, identifying situations from context

Reading using visual clues to identify main topic
Listening focusing on descriptive adjectives

Listening tuning in using existing knowledge

Reading understanding details
Listening listening for key points

Reading using visual clues to understand events and feelings
Listening understanding the order of events

Listening using evidence to predict the ending of a story 🎧

Reading using context to complete information
Listening understanding context

Reading making a personal response
Listening inferring mood, understanding relationships between people 🎧

Reading understanding the rules of a game
Listening understanding definitions

Listening understanding advice

Reading identifying the main idea in a paragraph
Listening using visual clues to understand key points 🎧

Reading inferring from captions and visual clues
Listening understanding statistical and historical information 🎧

Reading scanning for information
Listening tuning in to an interview using topic-related vocabulary

Listening understanding the main points in a podcast

Reading responding to and assessing information according to personal opinion
Listening understanding numbers and quantities

Reading understanding a definition and examples
Listening taking notes

Reading understanding the events in a story
Listening understanding the events in a story

Listening interpreting from visual clues 🎧; using visual clues to understand key topics 🎧

SPEAKING & WRITING

Speaking exchanging personal information, returning questions; asking for personal information

Speaking summarizing main points in an article; describing a personal profile
Writing a personal profile

Speaking describing a painting 🎨

Speaking showing interest

Speaking giving more information in a conversation
Writing describing a photo

Speaking retelling the ending of a story

Speaking assessing and comparing tips; proposing a tourist itinerary

Speaking comparing the results of a questionnaire; making arrangements
Writing an informal email

Speaking paraphrasing; defining words

Speaking comparing information (*yet* and *already*); talking about housework

Speaking asking follow-up questions
Writing an opinion essay

Speaking talking about the weekend; answering promptly

Speaking responding to ideas in an article; talking about changes, giving reasons

Speaking asking for more information
Writing describing your town or city

Speaking talking about habits; asking questions and giving reasons (*enough* and *too much/many*)

Speaking responding to predictions

Speaking asking and answering (verb + *back*)
Writing social media messages

Speaking giving additional information (past, present, future)

Practical English p.14

Pictures of you 🎧
Episode 1: *A visit from the USA*

Practical English calling reception
Social English

Review and Check p.22

Review and Check 1&2 🎧

Practical English p.30

Pictures of you 🎧
Episode 2: *A work dinner*

Practical English problems at a restaurant
Social English

Review and Check p.38

Review and Check 3&4 🎧

Practical English p.46

Pictures of you 🎧
Episode 3: *Working on a Saturday*

Practical English taking something back
Social English

Review and Check p.54

Review and Check 5&6 🎧

GRAMMAR

VOCABULARY

PRONUNCIATION

	GRAMMAR	VOCABULARY	PRONUNCIATION
7			
56 A I will survive!	uses of the infinitive	verbs + infinitive: <i>try to</i> , <i>forget to</i> , etc.	weak form of <i>to</i> , linking
58 B Happy days	uses of the gerund (verb + <i>-ing</i>)	verbs + gerund	/tj/, /tj/ + /k/ ▶
60 C Could you pass the test?	<i>have to</i> , <i>don't have to</i> , <i>must</i> , <i>must not</i> , <i>can't</i>	adjectives + prepositions: <i>afraid of</i> , etc.	stress on prepositions
8			
64 A Should I or shouldn't I?	<i>should</i>	<i>get</i> ▶	/ʊ/ and /u/ ▶
66 B Absolutely typical!	<i>if</i> + present, <i>will</i> + base form (first conditional) ▶	confusing verbs	homophones
68 C Who is Vivienne?	possessive pronouns	adverbs of manner	reading aloud
9			
72 A Watch out!	<i>if</i> + past, <i>would</i> + base form (second conditional)	animals and insects ▶	word stress
74 B Don't panic!	present perfect + <i>for</i> and <i>since</i> ▶	words related to fear	sentence stress
76 C Born to be stars	present perfect or simple past? (2)	biographies	word stress, /ɔ:/ ▶
10			
80 A Winners and losers	expressing movement ▶	sports, expressing movement ▶	word stress
82 B Larks and owls	word order of phrasal verbs	phrasal verbs	linking
84 C Inventions that changed the world	the passive	people from different countries	/ʃ/, /tʃ/, and /dʒ/ ▶
11			
88 A Live and learn	<i>used to</i>	school subjects	<i>used to</i> / <i>didn't use to</i>
90 B Make up your mind!	<i>might</i> ▶	word building: noun formation	diphthongs ▶
92 C Find your "twin"	<i>so</i> , <i>neither</i> + auxiliaries	similarities and differences	/ð/ and /θ/ ▶
12			
96 A Strange but true!	past perfect	time expressions	the letter <i>i</i>
98 B Don't tell anybody!	reported speech	<i>say</i> or <i>tell</i> ?	double consonants
100 C The American English File quiz	questions without auxiliaries	review of question words	/w/ and /h/ ▶

READING & LISTENING

Reading reading on screen

Listening using visual clues and text to understand advice 

Listening understanding expert advice and supporting detail

Reading identifying topic sentences

Listening listening to check hypotheses

Reading assessing advice

Listening understanding a problem, assessing advice

Reading identifying examples of behavior

Listening tuning in to a story using key words and phrases

Reading understanding a short story

Listening using visual clues to understand a story 


Reading understanding reasons

Listening using visual clues to rank information 

Reading understanding social media posts

Listening listening for key information


Reading understanding the order of life events

Listening using visual clues to understand biographical information 

Reading reading and retelling key events

Reading taking notes for retelling


Listening categorizing information; identifying reasons 

Listening using visual clues to understand specific information 

Reading understanding and comparing specific information in short texts

Listening understanding attitude


Listening identifying the main points in a talk

Listening using visual clues to understand a human-interest story 

Reading understanding the order of events in a story

Reading identifying text type, understanding the moral of a story

Listening using visual clues to understand a conversation 

Listening understanding topic-based questions 

SPEAKING & WRITING

Speaking asking and answering fluently

Writing an article giving tips

Speaking responding to tips; talking about behaviors and preferences

Speaking asking follow-up questions

Speaking assessing advice; asking and answering (phrases with *get*)

Speaking exchanging information and opinions (confusing verbs)

Writing a short story

Speaking relaying factual information; talking about imaginary situations

Speaking asking follow-up questions (present perfect)

Speaking talking about somebody's life

Writing a biography

Speaking talking about sports, giving extra information; retelling from memory

Writing an article

Speaking asking questions (phrasal verbs)

Speaking exchanging information (passives)

Speaking expressing an opinion, giving examples, returning questions

Writing a formal email

Speaking giving an opinion; asking and answering (noun formation)

Speaking saying how you are similar and different

Speaking retelling a news story

Speaking reporting what somebody said; supporting opinions with examples

Writing a review

Speaking asking factual questions (simple past)


Practical English p.62

Pictures of you 


Episode 4: *Running into trouble*

Practical English at the pharmacy
Social English

Review and Check p.70

Review and Check 7&8 


Practical English p.78

Pictures of you 


Episode 5: *What's going on with Max?*

Practical English following directions
Social English

Review and Check p.86

Review and Check 9&10 


Practical English p.94

Pictures of you 

Episode 6: *Is this the end?*

Practical English calling and leaving a message
Social English

Review and Check p.102

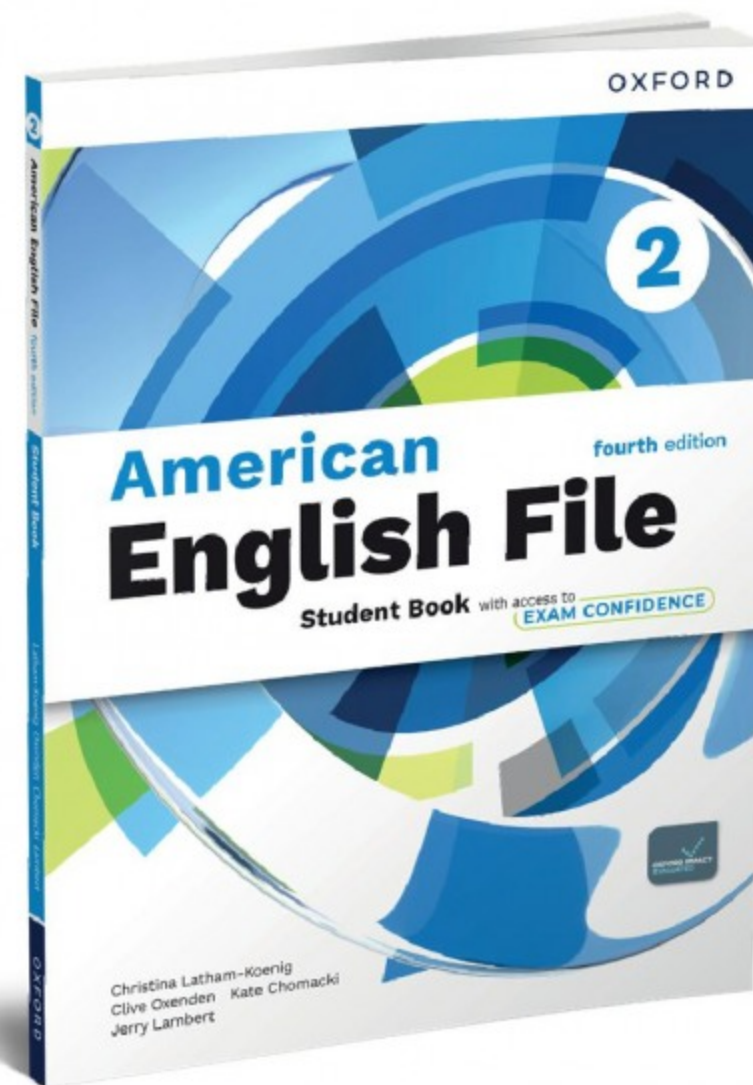
Review and Check 11&12 

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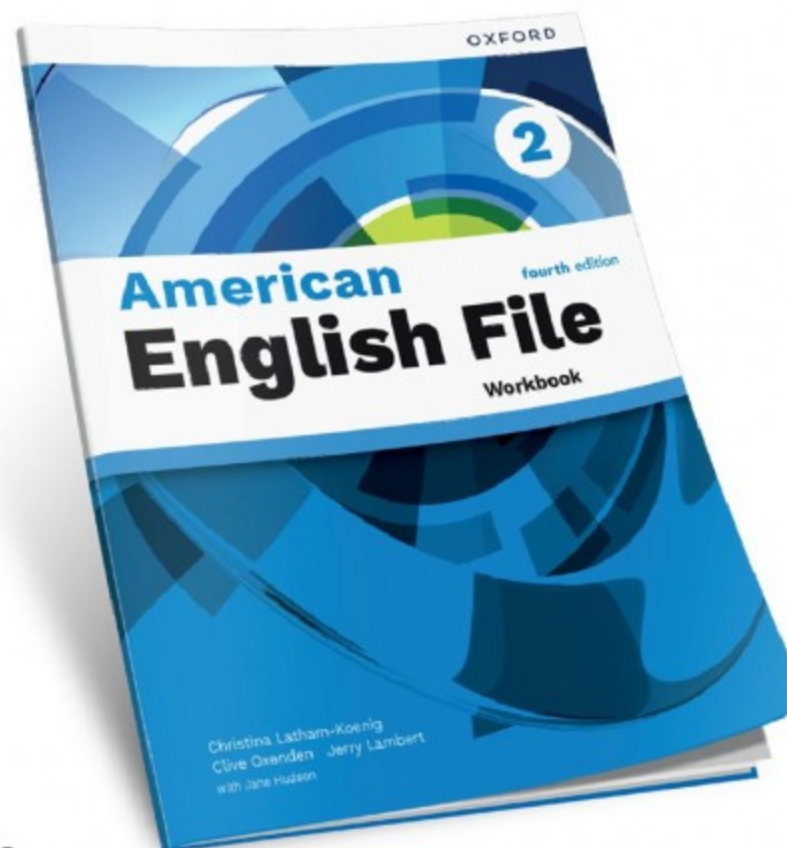
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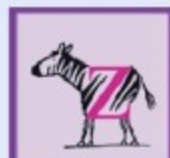


Make a sentence with the past continuous and the simple present.

 **Grammar practice**

1 

Make a phrase with get.

 **Vocabulary practice**

Repeat the sounds and sentences.

 **Pronunciation**

Skills development




An appointment with Dr. Stone

 **Dramas**



Larks and owls

 **Documentaries**



Mert

Getting to know you

 **Interviews and teacher-generated content**



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1A

All about you

- G** word order in questions
- V** common verb phrases
- P** the alphabet

What do you do?

I'm in college.

1 VOCABULARY & SPEAKING

common verb phrases

a Complete the questions in *Getting to know you* with a verb.

Getting to know you

You and your family


- 1 Where are you from?
- 2 Where were you born?
- 3 What languages do you _____?
- 4 Where do you _____?
- 5 Do you _____ any brothers or sisters?
- 6 Do you _____ any pets?

Your occupation and routine

- 7 What do you _____?
- 8 What time do you _____ up during the week?
- 9 Where do you usually _____ lunch?
- 10 What do you usually _____ in the evening?
- 11 What time do you usually _____ to bed?
- 12 Where did you _____ English before?

Your free time

- 13 What kind of music do you _____ to?
- 14 What TV shows or series do you _____?
- 15 Do you exercise or _____ sports?
- 16 What kinds of books or magazines do you _____?
- 17 How often do you _____ to the movies?
- 18 What did you _____ last weekend?

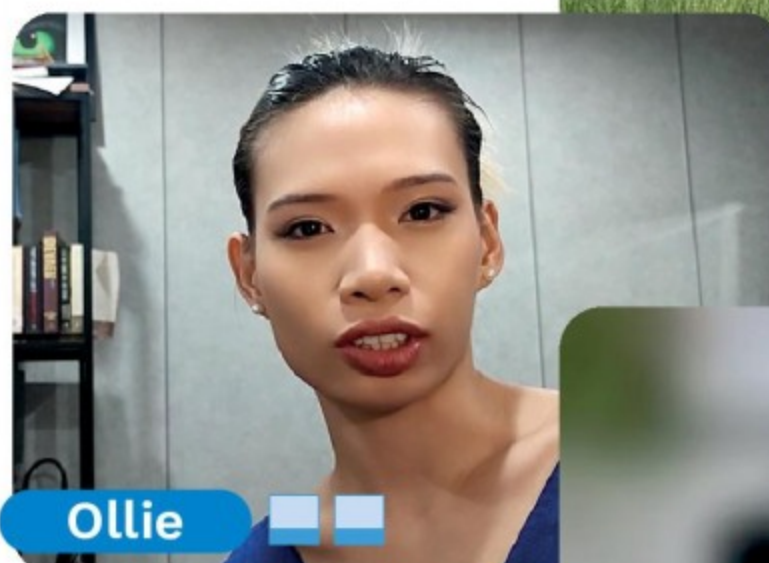
b  **Video** Watch five people answer questions from **a**. Write the numbers of the questions they answer.



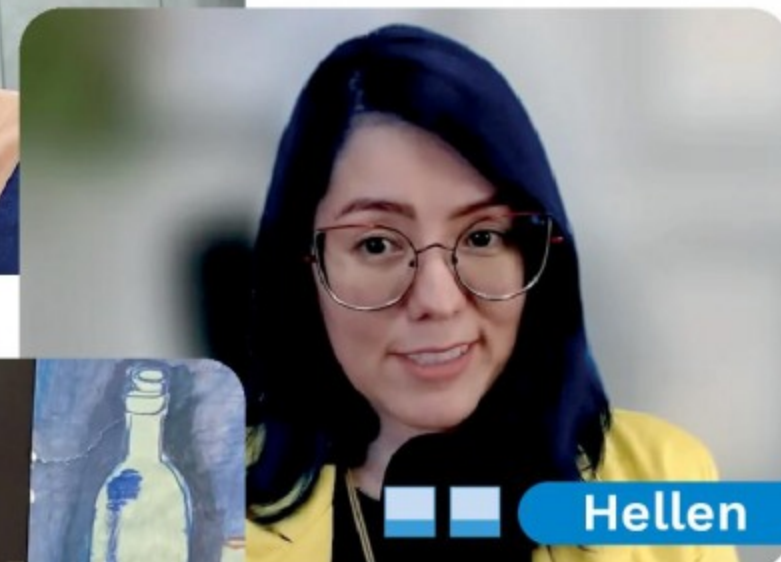
Gastón



Kateřina



Ollie



Hellen



Mert

c Watch again. Then look at the question numbers and try to remember their answers.

d Have a conversation with a partner. Ask and answer the questions in **a**. Try to “return” some of your partner’s questions.

Where are you from?

I'm from Cali, in Colombia. And you?

“Returning” a question

When you are having a conversation, you often “return” questions, for example, ask somebody the same question that they asked you. You can do this by:

- 1 saying *And you?* or *What about you?*
- 2 repeating the question, but stressing *you*, e.g.,
 - A** *Where are you from?*
 - B** *I'm from Busan. Where are **you** from?*

2 GRAMMAR

word order in questions

- a Look at the **highlighted** phrases in questions 1–6. Check (✓) the correct questions. Rewrite the incorrect ones.

- Can you play a musical instrument? ✓
- Where works your sister?
- Were you at this school last year?
- Is there a supermarket near here?
- Have you coffee for breakfast?
- Where went you for your last vacation?

- b **G Grammar Bank 1A p.134**

- c Look at the two groups of questions. What are the missing words in the second questions?

PRESENT

Do you...

- **drink a lot of tea or coffee?**
How many cups do you drink a day?
- **go to the gym?**
What gym _____ to?
- **sleep well?**
How many hours _____?
- **play games on your phone?**
What games _____?
- **like watching sports?**
What sports _____?

PAST

Did you...

- **go to bed late last night?**
What time _____ to bed?
- **cook lunch or dinner yesterday?**
What _____?
- **go for a walk on the weekend?**
Where _____?
- **see a good movie last week?**
What movie _____?
- **buy any clothes last month?**
What _____?

- d Ask different students the first question until somebody says "Yes." Then ask the second question. Continue with the other questions.

Do you drink a lot of tea or coffee?

Yes, I drink a lot of coffee.

How many cups do you drink a day?

Three or four.

3 PRONUNCIATION the alphabet

- a **1.4** With a partner, say the groups of letters. Then listen and check.

ABCD EFGH IJKL MNOP QRST UVW XYZ

- b **Video** Look at the sound pictures. What are the sound words and sounds? Watch and check.



1 train 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____

A H <u>J</u>	B C D	F L _____	I _____	_____	_____	U W	_____
_____	_____	N S _____	_____	_____	_____	_____	_____
	P T V Z						

- c Add these letters to the chart.

E G J K M O R Q X Y

- d **1.5** Listen and check. Practice saying the letters in each group.

- e **G Communication Alphabet quiz A p.104 B p.110** Ask and answer the questions.

4 LISTENING & SPEAKING

- a **1.6** Listen to extracts from six conversations. Write the letters and numbers you hear.

- | | |
|----------------------------|--------------------|
| 1 first name: <u>Wayne</u> | 4 email: _____ |
| 2 zip code: _____ | 5 last name: _____ |
| 3 phone number: _____ | 6 address: _____ |

- b **1.7** Now listen to the conversations. Match 1–6 in a to situations A–F.

- A buying something
- B checking into a hotel
- C trying to get help
- D giving a student directions
- E giving a class some information
- F arriving at a restaurant

- c Interview another student and complete the form.

What's your first name?

Student information	
first name	zip code
_____	_____
last name	phone number
_____	_____
address	email address
_____	_____

1B

Looking good

What does she look like?

She has gray hair and green eyes.

- G simple present
- V describing people: appearance and personality
- P final -s / -es

1 VOCABULARY describing people

- a 1.8 Listen to two people describe a family member. Which man is Adam? Which woman is Mel? What words did you hear that helped you identify them? What are Adam and Mel like?



- b **Vocabulary Bank** Describing people p.158
- c **Video** Watch and say which person in the photo is described, A, B, or C. What are they like?

2 READING & SPEAKING

- a Look at the photos of Sarah Harris and Bruno Mars. Then complete the headings with two adjectives from the list.

generous gold gray short shy slim

- b Work in pairs, A and B. Each read your article. Find the answers to the questions.

- A**
- 1 What did many older women do when their hair went gray?
 - 2 What are the two reasons why gray hair is more popular now?
 - 3 Why are young people dyeing their hair gray?
 - 4 What have *Vogue* journalists noticed?
 - 5 What are the advantages of stopping dyeing your hair?
- B**
- 1 In which sport is it an advantage to be tall? Why?
 - 2 In which sports is it an advantage to be short? Why?
 - 3 What examples does the article give of a disadvantage of being tall?
 - 4 What are the health advantages of being short?
 - 5 What does the article say is what really matters?

- c Tell your partner about your article. Use the answers to your questions to help you.

- d Did either of the articles surprise you? Describe someone you know who you think looks good.

A is great!

In the past, some people, especially women, felt bad when their hair started to go gray, and even today some people continue to dye their hair until their 80s or even 90s. But in fact, now gray hair is in fashion for men and women, young and old. One reason for this is movies. Some movie stars, for example, Meryl Streep and Salma Hayek, look fantastic with gray hair. Another reason is that during the Covid-19 pandemic, hair salons were closed, so older people went back to their natural color, and then realized that it looked good. And now, younger people are also dyeing their hair gray. For them, it's a way of saying that they are independent people who want to look different. Fashion magazine *Vogue* reports that all over the world they are seeing more and more young men and women at fashion shows who are silver gray. For people who are naturally gray, there are other advantages of not dyeing your hair. You don't need to go to the hair salon every two or three months, and you save a lot of money!



Sarah Harris, deputy editor of *Vogue*

Adapted from NBC News

B is super!

Your height is a biological fact that you can't really change. Many people think it's an advantage to be tall. But is it really? Of course, in some sports, like basketball, you need to be tall. If you have long legs, you can run faster, and with long arms you can stretch further. But in some sports, being short can be a bonus. Short people often have quicker reactions and are more agile, which is important in, for example, martial arts and gymnastics. Tall people also often have more accidents and are more likely to get injured if they fall. And several studies also show that short people live longer – in one village in Sardinia, the very tall people live for about two years less than their shorter neighbors. Of course, there are always exceptions, but in the end, it's not how tall or short you are that matters, it's how you live your life.



Brandy and Bruno Mars, singer-songwriters

Adapted from the BBC website

3 GRAMMAR simple present

a Complete the chart.

	I / you / we / they	he / she / it
+	I have gray hair.	My mother _____ gray hair.
-	I don't mind being bald.	My brother _____ _____ being bald.
?	_____ you like being tall?	_____ your sister like being tall?

b Check (✓) the correct sentences. Then check in article B.

- 1 a Short people often have quicker reactions.
 b Short people have often quicker reactions.
- 2 a There always are exceptions.
 b There are always exceptions.

c Grammar Bank 1B p.134

4 PRONUNCIATION

final -s / -es

a Video Watch and repeat the sounds and sentences.

snake	She look s very serious. He like s all sport s .
zebra	He has long arm s and leg s . She's tall, with blue eye s .
/ɪz/	She use s reading glass es . He watch es a lot of tennis match es .

Pronunciation of final -s / -es: verbs and nouns

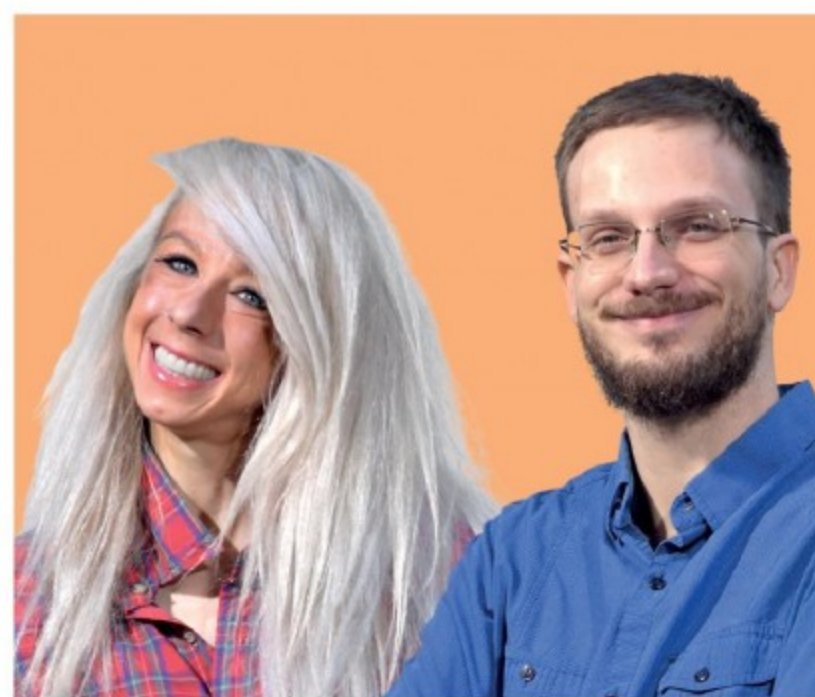
The final -s is pronounced /s/ or /z/. The difference is small.

The final -es is pronounced /ɪz/ after ch, c, g, sh, s, z, and x.

b 1.13 How do you say the he / she / it form of these verbs and the plural of these nouns? Listen and check.

verbs choose cook go live stop teach
nouns book boy class friend language parent

5 LISTENING



In *The Guardian* newspaper "Blind Date" feature, two strangers who are looking for a relationship meet at a restaurant. Then they report how it went, and give a score out of 10. Jemma, 31, a gardener, met Pietro, 25, a PhD student.

- a Look at the photo and describe the people.
- b Read about Jemma and Pietro. What is a blind date? Do you think they are going to get along?
- c 1.14 Listen to them describe the date. What score do you think they gave?
Jemma /10 Pietro /10
- d Listen again and circle the adjectives that Jemma uses to describe Pietro, and that Pietro uses to describe Jemma.

Jemma about Pietro

cheap extroverted funny hardworking
interesting kind polite talkative well-dressed

Pietro about Jemma

adventurous friendly generous interesting polite
serious shy talkative young

e 1.15 Now listen and check your answer to c. Have you ever been on a blind date? Would you like to?

6 SPEAKING

a Think of somebody you know well who would like to meet new people. Look at the list and make notes about him / her.

name age job appearance
personality / likes / doesn't like

b Work in pairs. **A**, describe your person to **B**. **B**, listen and ask for more information. Do you know anybody who would be a good friend for **A**'s person? Then change roles.

His name's Mario, and he's about 30 years old.

7 WRITING a personal profile

Writing Bank 1 p.115 Write your personal profile.

What's the woman doing?

She's pouring milk into a bowl.

1 VOCABULARY clothes

a Look at the painting and a "remake" photo. Do you think the photo is a good remake? Why (not)?

b What are the people in the painting and photo wearing? Match the clothes to the pictures. Write **W** for the woman and **M** for the man.

- 1 a blue apron
- 2 blue pants
- 3 a brown skirt
- 4 a yellow and green blouse
- 5 a yellow T-shirt
- 6 a white cap

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

d **Video** Watch and try to remember three things that each person is wearing.

2 PRONUNCIATION /ə/ and /ər/

a **Video** Watch and repeat the sounds and words. Which sound is only in unstressed syllables?

1 	computer	brace <u>l</u> et <u>ca</u> rdigan jack <u>e</u> t <u>ne</u> cklace
2 	bird	sh <u>i</u> rt sk <u>i</u> rt T-sh <u>i</u> rt

b Underline the stressed syllable in the multisyllable words below. Which sound do the pink letters have, 1 or 2?

painter 2 her first photograph
 picture prefer curly attractive
 occasion work university

c **1.17** Listen and check.

d Ask and answer the questions with a partner. What clothes do you usually wear...?

- for work / college / school
- when you go out at night
- when you want to relax on the weekend
- for a special occasion



The Milkmaid by Dutch painter Johannes Vermeer

3 GRAMMAR present continuous

a Look at some sentences about the painting and the photo. Complete them with *He's*, *She's*, or *They're*.

- 1 _____ wearing yellow and blue clothes.
- 2 _____ wearing a cap.
- 3 _____ pouring milk from a bottle.
- 4 _____ pouring milk from a jug.
- 5 _____ looking at the milk.
- 6 _____ standing near a window.

b Circle the correct form of the verb, present continuous or simple present.

- 1 In the photo the man isn't wearing / doesn't wear a cap.
- 2 People often wear / are wearing aprons in the kitchen.
- 3 **A** What do you do / are you doing now?
B I do / I'm doing an exercise.
- 4 **A** What does your sister do / is your sister doing?
B She's a teacher.

c **G** **Grammar Bank 1C** p.134



Remake of *The Milkmaid* by Justine Rioufrait

4 LISTENING

a You're going to listen to an art expert talking about Vermeer and *The Milkmaid*. Look at the painting again. With a partner, try to answer the questions.

- What century did Vermeer live in?
a 15th b 17th c 19th
- Where was he from?
a Holland b Germany c Russia
- What kind of things did he usually paint?
a everyday scenes b rich people c nature
- What is the milkmaid probably making?
a butter b bread c a pudding
- How many of Vermeer's paintings exist today?
a 4 b 34 c 304
- Why was the painting expensive to make?
a Because it's very big.
b Because the paints cost a lot.
c Because he rented an expensive studio.

b 1.20 Listen and check your answers.

c Listen again and make notes about 1–6.

- Delft *It's a city in Holland. Vermeer was from there.*
- light coming through windows
- his wife, his daughter, and his servant
- Girl with a Pearl Earring*
- the milkmaid's apron
- 175 Dutch guilders

5 VOCABULARY prepositions of place

a Look at the photo again. Complete the sentences with a word or phrase from the list.

above behind between in in front of in the corner
in the middle of next to on (x2) on the left of under

- The young man is in the kitchen.
- There's a table _____ him.
- _____ the table, there are some eggs, some bread, and some strawberries.
- The bread is _____ the table. It's _____ the eggs and the strawberries.
- There's a board _____ the bread.
- _____ the man, there's an old washing machine.
- There's a window _____ the photo.
- _____ of the room, there's a sink and some cleaning products.
- There's a flower _____ the wall _____ the sink.
- The sink is _____ the window.

b 1.21 Listen and check. Then look at the Vermeer painting again. Say where the woman and things are.

6 SPEAKING

a **Video** Watch *American Gothic* remake. Then remember three things that are the same and three things that are different in the two photos.

b Complete the sentences about the remake.

- On the right of the photo, _____ a man.
- He _____ jeans.
- He _____ a garden fork in his hand.
- In the background, you _____ the city.



c **Communication** Remakes **A** p.104 **B** p.110 Describe two more paintings and remakes.

d In small groups, ask and answer the questions.

- Which of the remakes in this lesson do you think is the best? Why?
- Have you ever done a remake? Would you like to try? Which painting would you choose?
- What pictures or posters do you have on the wall in your bedroom or living room?
- Do you have any favorite painters or paintings? Who or what are they? Why do you like them?

THE STORY SO FAR

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



Ben



Izzy



Andre



Carla

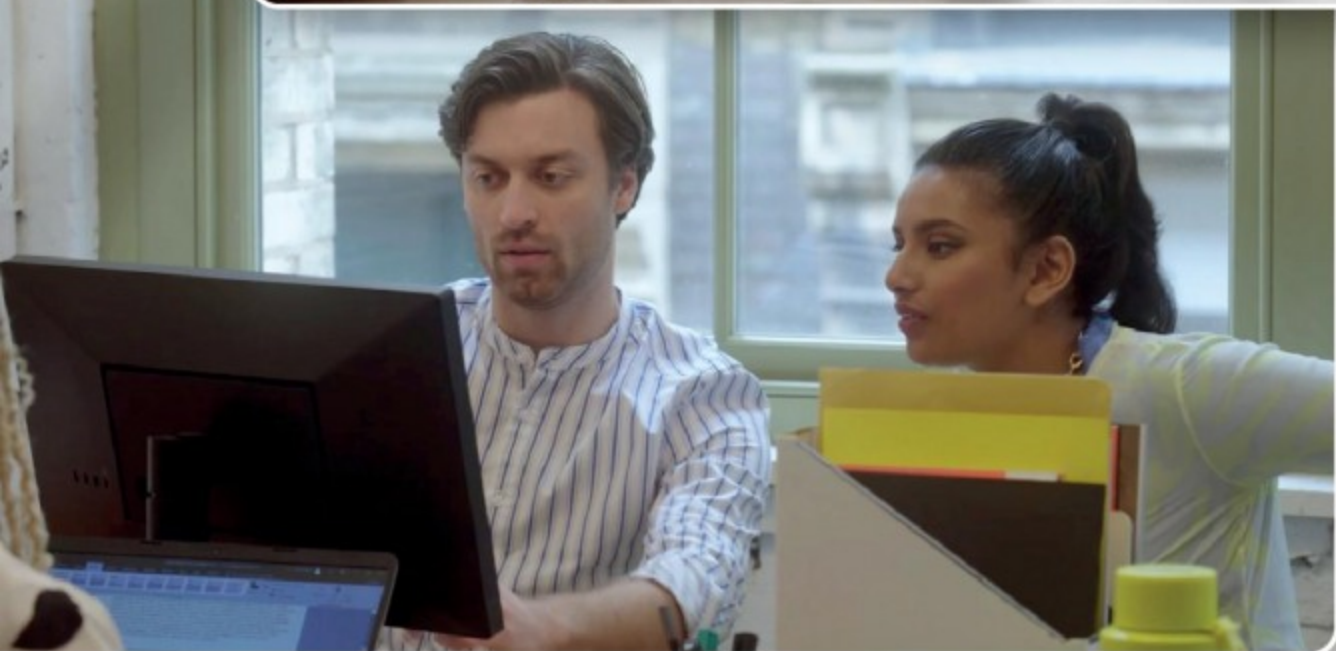


Pamela

1 SIX MONTHS LATER

a Look at the photos. What are Ben and Izzy doing now?

b **Video** Watch *Six months later* and check. Who is Emma? What's going to happen in the evening?



2 CALLING RECEPTION

a **Video** Watch *Calling reception*. Check (✓) the problems the guest has.

- The room is very cold.
- The air conditioning isn't working.
- There aren't any towels.
- She can't connect to the Wi-Fi.
- There isn't any hot water.




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

- 1 Emma is staying with Ben.
- 2 She's Ben's twin sister.
- 3 Carla asks Ben if he is nervous.
- 4 Ben thinks Emma and Izzy are very similar.
- 5 At first, Izzy doesn't accept Max's invitation to go for a drink.
- 6 Izzy decides to go because the managing director is going.

- b** Watch again. Complete the **You hear** phrases.


You hear	You say
Conversation 1	
Hello, reception.	Hello, this is room 13.
How can I ¹ _____ you?	There's a problem with the air conditioning. It isn't working and it's very hot in my room.
I'm sorry. I'll ² _____ somebody up to ³ _____ at it right now.	
Conversation 2	
Good ⁴ _____, reception.	Hello. I'm sorry to bother you again. This is room 13.
How can I help?	I have another problem. I can't connect to the Wi-Fi.
I'm sorry. I'll ⁵ _____ you through to my colleague. She can help you.	Thank you very much.

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

Offers with I'll
I'll = *I will*. We use **I'll** + verb to offer to do something.
A *There's a problem with the air conditioning.*
B **I'll send** somebody up to look at it.

- d** **ROLE-PLAY** Work in pairs. Have conversations. Then change roles.
- A** You are the receptionist. **B** is a guest at the hotel. **B** calls you.
 Begin: *Good morning, reception. Can I help you?*
- B** You are a guest (give your room number). Use your first name and last name. You have a problem in your room – explain your problem.
- A** Offer to do something about **B**'s problem.

3 IZZY AND EMMA MEET

- a** Look at the photo. Do you think the meeting between Emma and Izzy was a success? Why (not)?
- b**  **Video** Watch *Izzy and Emma meet* and check. Was it a success? Why (not)?




- c** Watch again. Who says these things and who to? Write **B** (Ben), **E** (Emma), or **I** (Izzy).

- 1 "Are you eating enough?" _____ to _____
- 2 "Right now, I'm working on a really big project." _____ to _____
- 3 "Wow, that's a really cool jacket!" _____ to _____
- 4 "Are you going to come with us?" _____ to _____
- 5 "I booked a table for three." _____ to _____
- 6 "Everyone is going." _____ to _____
- 7 "It's just you and me, then." _____ to _____
- 8 "But you just got here." _____ to _____

4 SOCIAL ENGLISH

- a** Match a phrase from **A** with a response in **B**.

A	B
1 Are you free to go for a drink this evening?	<input type="checkbox"/> It's great.
2 It's nice to meet you.	<input type="checkbox"/> But you just got here.
3 How's the photography course going?	<input type="checkbox"/> It's nice to meet you, too.
4 I've heard a lot about you.	<input type="checkbox"/> Oh. I'm sorry, I can't.
5 Actually, I need to go now.	<input type="checkbox"/> Me too.

- b**  **Video** Watch and check.
- c** In pairs, practice the phrases and responses. Then change roles.

WHAT DO YOU THINK?

In pairs, talk about Izzy, Ben, and Emma. Why is the meeting important for Ben? Do you think that Izzy was right to go out with her co-workers? Do you think that Emma and Izzy are going to get along well?

Where did you go for your last vacation?

I went to Costa Rica with some friends.

1 READING

- a Read the title and the introduction to a story on a travel website. Which of the four things do you think is the worst to lose when you're on vacation?
- b Read the story sent by a reader. What did Sam lose? Did he find it?

HOME DESTINATIONS GUIDES **STORIES** SHOP Q SEARCH

"Passport, tickets, money, phone"

It's the mantra we always say to ourselves when we go on vacation to make sure we haven't forgotten anything. But what happens when one of those things is suddenly missing? **Email us your stories or send us an audio file...**



Last year, I went on vacation with a group of friends. One day, we climbed a mountain – well, it wasn't really a climb, but it was a long walk – and it took about two hours to get to the top. When we got there, we had lunch. The view was amazing – we could see the ocean in the distance. We took photos and just sat in the sun for a while.

Then we went down again, and when we got back to the car, I wanted to take another photo, but I couldn't find my phone – it wasn't in my bag. I thought, "Oh no! It's probably at the top of the mountain, where we had lunch." I couldn't call the phone because it was on "silent," so I decided the only thing to do was to go back up the mountain to get it, because I didn't want to leave my phone up there. My friends said, "OK, but you can't go on your own," so in the end we all went up again, which was another two hours.

When we got to the top, we spent about half an hour looking for the phone, but we couldn't find it anywhere. Then it started to get colder – it was now late afternoon – so I took my jacket out of my bag, and...my phone was in my jacket pocket!

I felt terrible, and really stupid! My friends were very nice about it, but they never let me forget it!

Sam, from Boston, Massachusetts, US

- c Read the story again. Then cover it and correct the **bold** information.

- Sam went on vacation with **his family**.
Sam went on vacation with his friends.
- One day, they **went biking**.
- It took **three hours** to get to the top of the mountain.
- They had **a snack** at the top of the mountain.
- The view **wasn't very good**.
- Sam wanted to take another photo, but he couldn't find **his camera**.
- He went back up the mountain with **one of his friends**.
- They spent **an hour** looking for the phone.
- It started to get **warmer**.
- He found his phone in his **bag**.
- His friends were **angry** about it.

- d Have you ever lost anything important on vacation? What was it? What happened?

2 GRAMMAR simple past: regular and irregular verbs

- a Write the simple past form of these verbs. Are they regular or irregular? Check in Sam's story.

go	_____	want	_____
climb	_____	think	_____
be	_____ / _____	decide	_____
	_____	say	_____
take	_____	spend	_____
get	_____	start	_____
have	_____	feel	_____
can	_____	let	_____
sit	_____		

- b Complete the negative verbs. Then check in Sam's story.

- It _____ really a climb, but it was a long walk.
- I wanted to take another photo, but I _____ find my phone.
- I _____ want to leave my phone up there.

- c How do you make and in the simple past...?

- with *was / were*
- with *could*
- with other verbs

- d **G** Grammar Bank 2A p.136