

OXFORD

American English File

Third Edition

1

E-BOOK



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e-book interactive features

American English File¹

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English File 1 and *English File 2*

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Course overview

American English File

Third Edition

Welcome to **American English File Third Edition**. This is how to use the Student Book, Online Practice, and the Workbook in and out of class.



Student Book

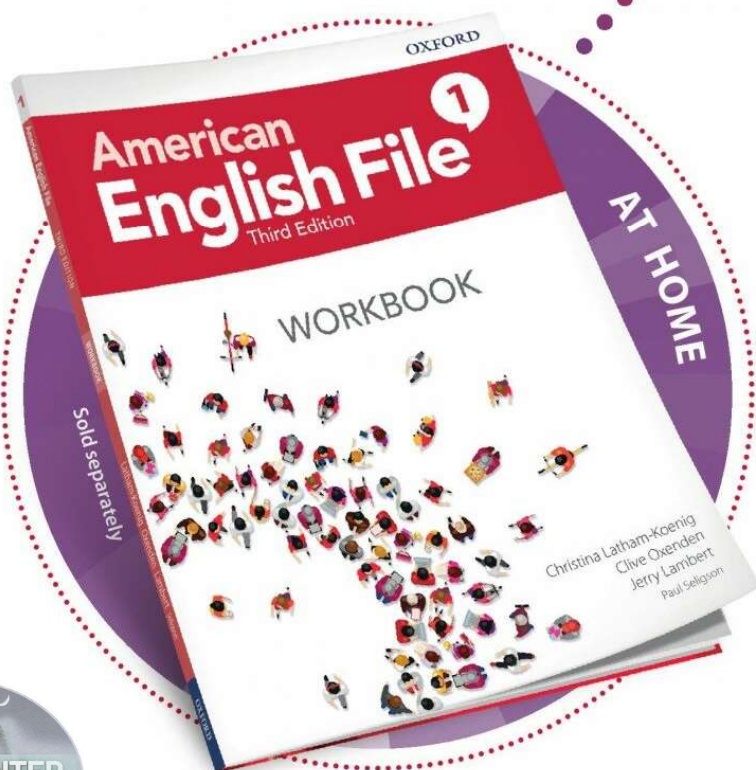
All the language and skills you need to improve your English, with Grammar, Vocabulary, Pronunciation, and skills work in every File.

Use your Student Book in class with your teacher.

Workbook

Grammar, Vocabulary, and Pronunciation practice for every lesson.

Use your Workbook for homework or for self-study to practice language and to check your progress.



ACTIVITIES AUDIO VIDEO RESOURCES

ONLINE



Online Practice

Look again at Student Book language you want to review or that you missed in class, do extra **Practice** activities, and **Check your progress** on what you learned so far.

Use the Online Practice to learn outside the classroom and get instant feedback on your progress.

Go to
americanenglishfileonline.com
and use the code on
your Access Card to
log into the Online
Practice.



LOOK AGAIN

- Review the language from every lesson.
- Watch the video and listen to all the class audio as many times as you like.

PRACTICE

- Improve your skills with extra Reading, Writing, Listening, and Speaking practice.
- Use the interactive video to practice Practical English.

CHECK YOUR PROGRESS

- Test yourself on the language from the File and get instant feedback.
- Try a Challenge activity.

SOUND BANK

- Use the Sound Bank video to practice and improve your pronunciation of English sounds.

1 LISTENING & SPEAKING

- a 1.2 Look at the photo story and listen to the conversations. Match the names to people A–D.

Ben Carla Matt Sally

- b Listen again and fill in the blanks.

1 Teacher Hello, everybody. Welcome to the class.
I'm Carla. I'm your teacher.

2 Matt Hi, I'm Matt. What's your ¹ name?
Sally Sally.
Matt ² _____?
Sally Sally!

3 Matt What's your phone ³ _____?
Sally It's 555-413-2456.

4 Ben ⁴ _____, Matt.
Matt Hello. This is Sally. She's in my salsa class.
Ben Nice to meet you. My name's Ben.
Sally Nice to ⁵ _____ you, too.
Matt Bye, Sally.
Sally Goodbye, Matt. Bye, Ben.

5 Ben Hi, Sally.
Sally Ben! Are you in the salsa class, too?
Ben Yes, I am. How are ⁶ _____?
Sally I'm very well, ⁷ _____ you. And you?
Ben ⁸ _____, thanks. ... Great! You're my
partner!
Sally Yes! See you later, Matt.

- c 1.3 Listen and repeat the conversations. Copy the rhythm.

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

Bye Fine Hi I'm... Thanks

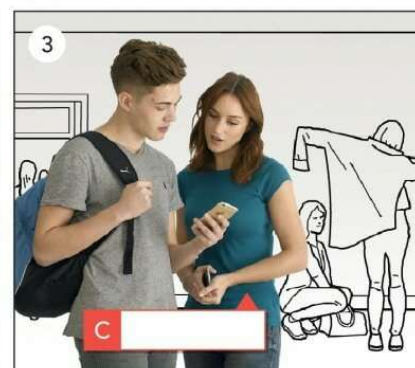
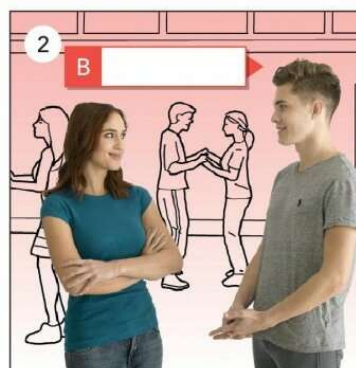
Hello = Hi _____ Thank you = _____
My name's... = _____ Goodbye = _____
Very well = _____

- e Introduce yourself to other students.

Hello, I'm Antonio. What's your name?

(Mia. Nice to meet you.)

Nice to meet you, too.)



2 GRAMMAR verb be \oplus , subject pronouns

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

- 1 I am Carla. = I'm Carla.
- 2 I am Matt. = I Matt.
- 3 My name is Ben. = My name Ben.
- 4 You are my partner. = You my partner.
- 5 She is in my salsa class. = She in my salsa class.

b **G** p.124 Grammar Bank 1A

c **1.5** Listen and repeat the pronouns and contractions.

- 1 **1)** I, I'm (I, I'm

d **1.6** Listen. Say the contraction.

- 1 **1)** I am (I'm

e In pairs, try to remember the names in your class.
Say He's / She's .

f Stand up and speak to other students.


Hi, Mia. How are you? (I'm fine, thanks. And you?

3 PRONUNCIATION vowel sounds, word stress

Vowel sounds

In American English, vowels (a, e, i, o, and u) and combinations of vowels (e.g., ea, ai) can be pronounced in different ways. Sometimes they are short sounds (e.g., it, well), but sometimes they are long sounds (e.g., e = he) or diphthongs (e.g., i = hi).

a **1.7** Listen to the words and sounds. Then listen and repeat.

					
fish	tree	cat	egg	train	bike
it this in	he we meet	am thanks Sally	very well welcome	they name later	hi I bye

b **1.8** Listen and write the words.

Word stress

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

c **1.9** Listen and underline the stressed syllable in these words.

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

d Write the words from c in the chart.

 food	 technology	 places
		airport

e In pairs, write more words that you know in each column. How do you pronounce them?

4 VOCABULARY days of the week, numbers 0–20

a **1.10** Look at the picture. Listen and fill in the blanks.



b **V** p.148 Vocabulary Bank Days and numbers Do Parts 1 and 2.




c **1.14** Listen and say the next day or number.

1) Monday Tuesday (Wednesday

d Ask three students What's your phone number?

5 LISTENING & SPEAKING

a **1.15** Listen. Where are they? Write 1–6 in the boxes.

 airport	Gate number _____
1  sandwich shop	_____ dollars and _____ cents
 hotel	Room _____
 museum	Closed on _____
 taxi	_____ Manchester Road
 language school	Classes on _____ and _____ mornings

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

c **1.16** Listen and respond.

- 1 **1)** Hello. Nice to meet you. (Nice to meet you, too.
- 2 **1)** What day is it today? (It's...

1 VOCABULARY countries

- a 1.17 Listen and match the music to the countries.

 Brazil	 China
 Mexico	 Russia



- b p.149 Vocabulary Bank Countries

- c In groups, do The World Quiz. Answer with a continent, country, or nationality from Vocabulary Bank Countries.

I think it's Asia. (*I think it's Europe, 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 1.20 Listen to the words and sounds. Then listen and repeat.



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/ *German*).

- b 1.21 Listen to the words, sounds, and sentences. Then listen and repeat. Practice with a partner.



chess

Charles isn't Czech, he's French.



shower

Is she Turkish or Russian?



jazz

We're German and they're Japanese.

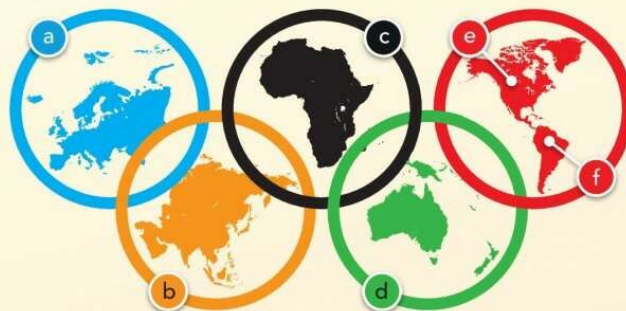
- c 1.22 Listen. Say the nationality.

1) Canada (Canadian

THE WORLD QUIZ

1 Name the continents.

a _____ c _____ e _____
b _____ d _____ f _____



2 What country are the sports teams from?

a Toronto Maple Leafs _____
b Hanshin Tigers _____
c Galatasaray _____
d Limoges CSP _____
e Dallas Cowboys _____
f Mekong Raptors _____

3 What are the countries in English?

a Deutschland _____ d Россия _____
b España _____ e México _____
c Eire _____ f Zhōngguó _____

4 What nationality are the flags?



a _____



b _____



c _____



d _____



e _____



f _____



g _____



h _____

3 GRAMMAR verb be ☐ and ☐

- a **1.23** Read and listen to three interviews at the Olympics. Fill in the blanks with a country or a nationality.



- b Read the interviews again and complete the chart.

<input type="checkbox"/>	I'm	you're	it's
<input type="checkbox"/>		you aren't	
<input type="checkbox"/>			

- c **p.124 Grammar Bank 1B**

- d **1.25** Listen and respond with a short answer.

1 **1.25** 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 China? (No, we aren't.)

4 SPEAKING

- a **Communication** Where are they from? **A p.102 B p.108** Ask and answer about people from different countries.

Where's Masako from?

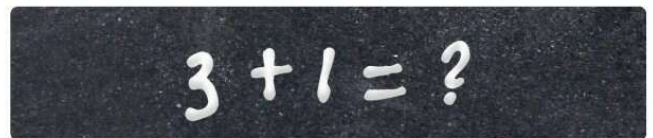
(She's from Japan.)

Where in Japan?

- b Imagine you're from a different country. Choose from **Vocabulary Bank Countries p.149** and think of a city. Ask other students *Where are you from?*

5 VOCABULARY numbers 21–100

- a **1.26** Answer the questions with numbers 1–20.



1 **1.26** What's 3 + 1? (4.)

- b **p.148 Vocabulary Bank Days and numbers** Do Part 3.

- c **1.28** Listen and write the numbers.

- d Write ten numbers from 21–100. Dictate them to a partner.

6 PRONUNCIATION & LISTENING

word stress

- a **1.29** Listen and repeat the pairs of numbers. How is the stress different?

1 a 13 b 30

2 a 14 b 40

3 a 15 b 50

4 a 16 b 60

5 a 17 b 70

6 a 18 b 80

7 a 19 b 90

- b **1.30** Listen to the conversations. Which number do you hear? Circle a or b above.

- c Play Bingo.

G possessive adjectives: *my, your, etc.*

V classroom language

P /ou/, /u/, /ar/, the alphabet, sentence stress

1 VOCABULARY

classroom language

a Match the words and pictures.

- ☐ a board /bɔːd/
- ☐ a chair /tʃeə/
- ☐ a computer /kəm'pyutə/
- ☐ a desk /desk/
- ☐ 1 a door /dɔː/
- ☐ a picture /'pɪktʃə/
- ☐ a table /'teɪbl/
- ☐ a wall /wɔːl/
- ☐ a window /'wɪndəʊ/

b 1.31 Listen and check.

c With a partner, ask about things in your classroom.



d Match sentences 1–3 to A–C in the picture.

- 1 ☐ What page is it?
- 2 ☐ Sorry I'm late.
- 3 ☐ Look at the board, please.

e 1.32 Listen and check.

f p.150 Vocabulary Bank Classroom language

g 1.35 Listen and follow the instructions.



2 PRONUNCIATION

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

a 1.36 Listen to the words and sounds. Then listen and repeat.

	phone	close go Mexico
	boot	school do two
	car	partner are Argentina

b 1.37 Listen and repeat the alphabet.

ABC DEF GHI JKL MNO PQR STU VWX YZ

c 1.38 Complete the alphabet chart with C, D, K, N, O, S, U, and V. Listen and check.

train	tree	egg	bike	phone	boot	car
A	B	F	I	—	Q	R
H	—	L	Y	—	—	—
J	—	M	—	—	W	—
—	E	—	—	—	—	—
—	G	—	—	—	—	—
—	P	X	—	—	—	—
—	T	—	—	—	—	—
—	—	—	—	—	—	—
—	Z	—	—	—	—	—

d 1.39 Listen to the groups of letters.

- 1 EAI 3 KQ 5 VPB 7 VW
- 2 GJ 4 CS 6 MN 8 YU

e 1.40 Listen and circle the letter you hear.

f Practice saying the phrases below. Use abbreviations.

- a Personal Computer a Very Important Person
- the United Kingdom the United States of America
- the European Union a Portable Document Format
- World Wide Web the National Basketball Association

(a PC

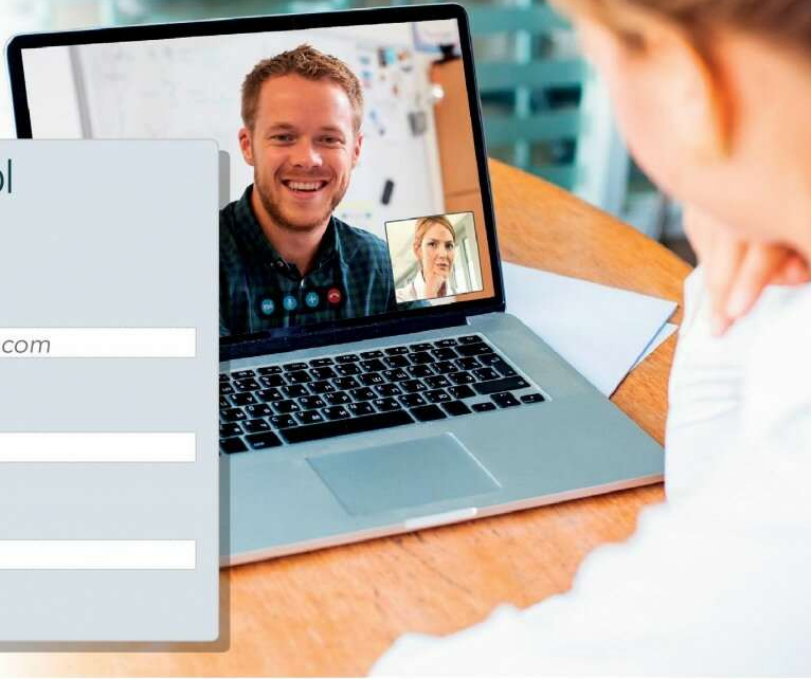
3 LISTENING & SPEAKING

- a **1.41** Micaela is an ESL student. Listen to her Skype interview with Mark, a teacher at a language school in the United States. Complete her form.

English House Language School

Student information

First name	Micaela	Email address	
Last Name	1		m.vazquez@mail.com
Age	2	Phone (cell)	
Country	3		7
City	4	Phone (landline)	
Address	Florida 5		854-
Zip Code	6		



- b **1.42** Listen. Complete Mark's questions to Micaela.

- 1 What's your first name?
- 2 _____ your last name?
- 3 _____ do you spell it?
- 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 **Mark**.

- c Listen again and repeat the questions. Copy the rhythm.
- d Ask your partner the questions. Write their answers.



Saying emails

@ = at . = dot

4 GRAMMAR possessive adjectives

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

- Where are 1 _____ from?
- 2 _____'m from Buenos Aires.
- What's 3 _____ name?
- 4 _____ name's Micaela.

- b **G** p.124 Grammar Bank 1C

- c **1.44** Listen. Change the sentences.

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

- d **1.45** Look at the photos. Are they their real names? Listen and check.



Snoop Dogg



Shakira

- e **G** Communication What's his / her real name? **A** p.102 **B** p.108 Complete information about some actors and singers.

5 WRITING

- W** p.113 Writing Completing a form
Complete an application for a visa and write a paragraph about you.



Go online to review the lesson

Practical English Arriving in London

checking in V in a hotel

1 VOCABULARY in a hotel

a Match the words and symbols.



1 reception /rɪ'sepʃn/

the elevator /ɪlə'veɪtər/

a single room
/'sɪŋɡl rum/

a double room
/'dʌbl rum/

the first (second, third,
etc.) floor /fɜːst flɔːr/

b 1.46 Listen and check.

c Cover the words and look at the symbols. Say the words.

2 INTRODUCTION



a 1.47 Watch or listen to Jenny and Rob. Mark the sentences **T** (true) or **F** (false).

- 1 Rob lives and works in London.
- 2 He's a writer for a magazine.
- 3 The name of his magazine is *London 20seven*.
- 4 Jenny is British.
- 5 She's an assistant editor.
- 6 It's her second time in the UK.

b Watch or listen again. Say why the **F** sentences are false.

3 CHECKING IN



a 1.48 Watch or listen to Jenny checking into a hotel. Answer the questions.

- 1 Complete Jenny's last name: ZI__LI__SK__.
- 2 What's her room number? _____

b Watch or listen again. Complete the **You hear** phrases.

You hear	You say
Good evening, madam.	Hello. I have a reservation. My name's Jennifer Zielinski.
Can you ¹ _____ that, please?	Z-I-E-L-I-N-S-K-I.
For five nights?	Yes, that's right.
Can I have your passport, please?	Just a second... Here you are.
Thank you. Can you sign here, ² _____ ? Thank you.	
Here's your ³ _____. It's room 306, on the third floor. The ⁴ _____ is over there.	The lift? Oh, the elevator.
Yes. Enjoy your stay, Ms. Zielinski.	Thank you.

🔍 American and British English

elevator = American English lift = British English
z = /zi/ American English /zed/ British English

Greetings

Good morning = > 12:00

Good afternoon = 12:00 > 6:00

Good evening = 6:00 >

Good night = Goodbye (when you go to bed)

madam = a polite way to greet a woman

sir = a polite way to greet a man

- c **1.49** Watch or listen and repeat the **You say** phrases. Copy the rhythm.
- d Practice the conversation with a partner.
- e Work in pairs. Read your role and look at the conversation in **3b**. What do you need to change?
- A** (book open) You are the receptionist.
It's 11:00 a.m.
B's room is 207 on the second floor. Begin *Good morning, sir / madam.*
B (book closed) You arrive at the hotel. Use your first name and last name.
- f Role-play the conversation. Then change roles.
- g **1.50** Read the information box. Listen and repeat the phrases.

	Can you...? = Please do it. <i>Can you spell that?</i> <i>Can you sign here?</i>	Can I have...? = Please give me (my passport, etc.). <i>Can I have my key, please?</i> <i>Can I have your passport, please?</i>
--	--	--

- h You are in a hotel. Ask the receptionist to give you...
- your key • your passport
 - a map of London • a pen

4 JENNY TALKS TO ROB



- a **1.51** Watch or listen. Mark the sentences **T** (true) or **F** (false).
- Jenny has a coffee.
 - She is in London on business.
 - The waitress is German.
 - Jenny calls Rob Walker.
 - Jenny is tired.
 - Their meeting is at 10:00.
- b Watch or listen again. Say why the **F** sentences are false.

- c **1.52** Read the information box. Listen and repeat the phrases and responses.

Would you like...?
Would you like a coffee? Yes, please.
Would you like another tea? No, thanks.
 We use *Would you like...?* to offer somebody something. We respond *Yes, please.* or *No, thanks.*

- d With a partner, practice offering and responding with the drinks below.
- chai latte • coffee • soda • hot chocolate
 - mineral water • tea
- e Look at the **Social English** phrases. Who says them: Jenny, Rob, or the waitress?

- Social English**
- ☐ I'm here on business.
 - ☐ I'm from New York. What about you?
 - ☐ No problem.
 - ☐ This is Rob. Rob Walker.
 - ☐ That's perfect.
 - ☐ It's time for bed.



- f **1.53** Watch or listen and check. Then watch or listen and repeat the phrases.
- g Complete conversations A–F with **Social English** phrases 1–6. Practice with a partner.

A	Hi. Is that Jennifer?	<input checked="" type="checkbox"/> 4	Hello, Rob.
B	Oh look! It's 11:30!	<input type="checkbox"/>	Goodnight.
C	Hi. Are you here on vacation?	No, <input type="checkbox"/>	
D		<input type="checkbox"/>	I'm from London.
E	Can I have a coffee, please?	Sure. <input type="checkbox"/>	
F	Here's your coffee. Milk and sugar are on the table.	Thanks. <input type="checkbox"/>	

CAN YOU...?

- ☐ check into a hotel and spell your name
- ☐ ask somebody to do something / to give you something
- ☐ offer somebody a drink, and accept or refuse

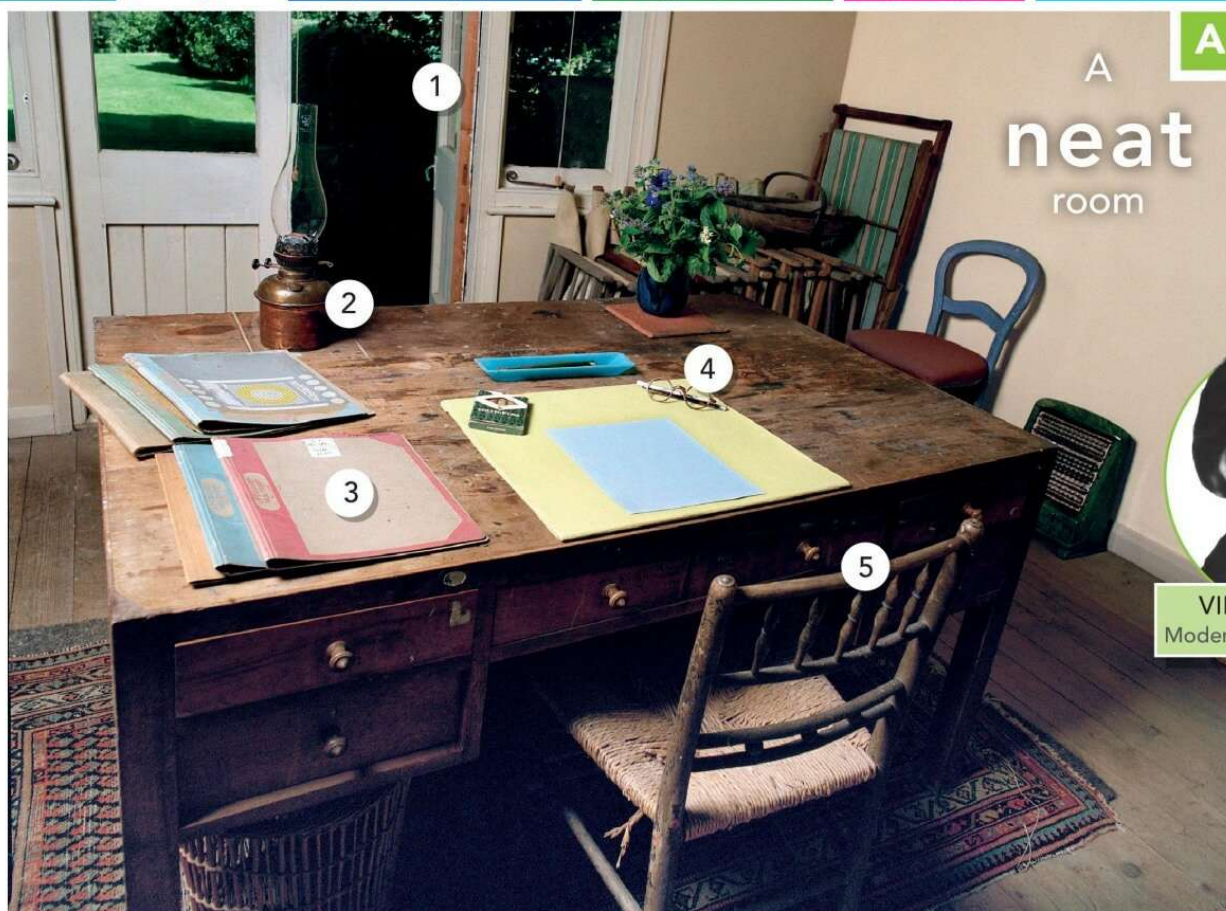
2A

Are you neat or messy?

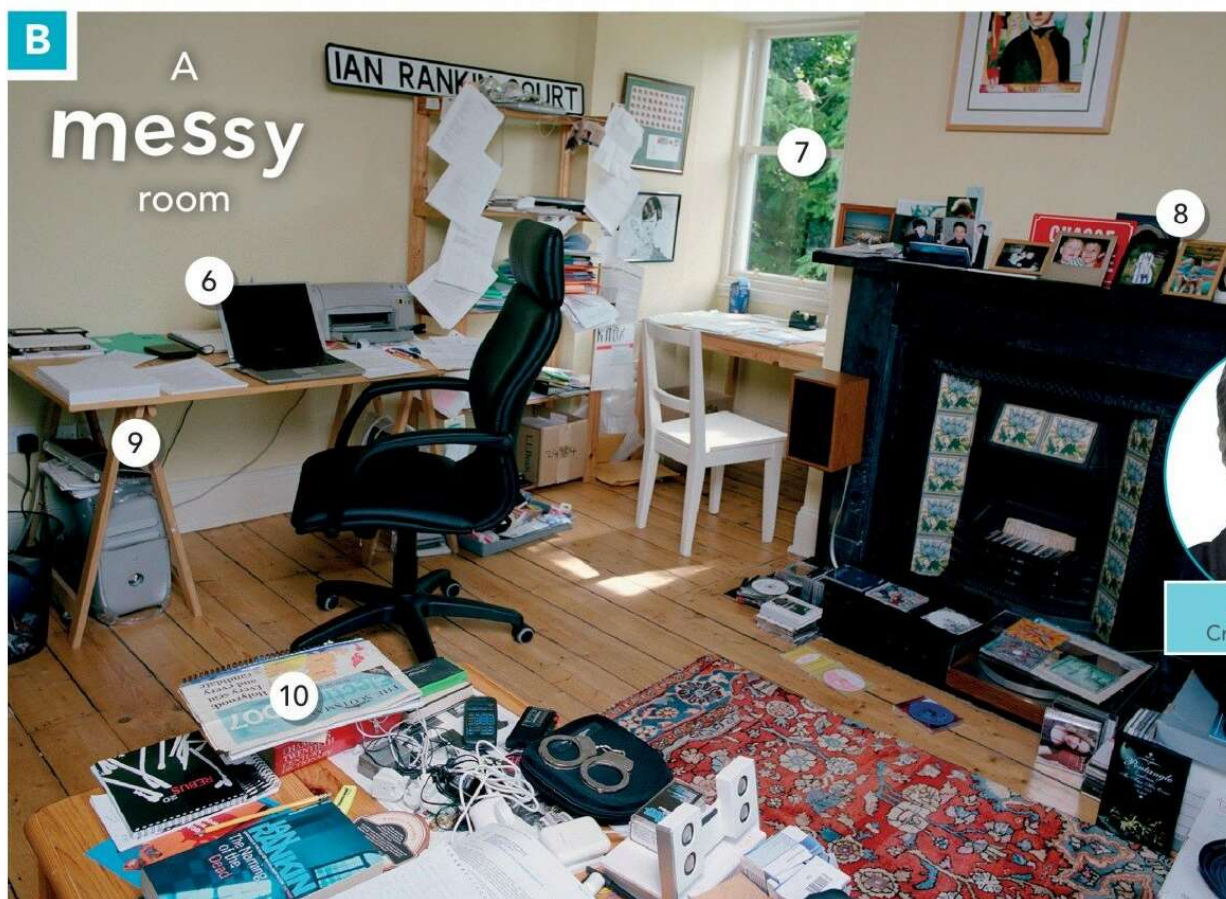
What are they?

They're keys.

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



VIRGINIA WOOLF
Modernist writer (1882–1941)



IAN RANKIN
Crime writer (1960–)






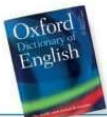

1 VOCABULARY things

- a Look at the photos of the two rooms. Are you neat or messy?
- b With a partner, can you name 1–10 in the two photos?

c **V** p.151 **Vocabulary Bank Things**

2 GRAMMAR singular and plural nouns



- a Complete the chart. Why is it **a pen** but **an umbrella**?

Singular	Plural
 a pen	 two pens
 an umbrella	 two _____
 _____	 two watches
 _____	 two dictionaries

b **G** p.126 **Grammar Bank 2A**

3 PRONUNCIATION final -s and -es

- a **2.3** Listen to the words and sounds. Then listen and repeat.

 snake	books lamps tickets
 zebra	keys pens photos
/ɪz/	glasses change purses watches



Final -s or -es

Final -s or -es after nouns ending in *ce, ch, ge, se, sh, ss, and x* = /ɪz/, e.g., *glasses, change purses, watches.*

- b **2.4** Read the rule. Circle the words where -es is pronounced /ɪz/. Listen and check.

- | | | |
|--------------|-----------|----------|
| 1 classes | 4 boxes | 7 pages |
| 2 files | 5 pieces | 8 phones |
| 3 headphones | 6 tissues | |

- c Look at the photos of the two rooms again. What plural things can you see?

4 VOCABULARY & SPEAKING

in, on, under

- a Look at the photos. Complete the sentences with *in, on, or under*.




- The glasses are _____ the notebook.
- The credit cards are _____ the wallet.
- The bag is _____ the desk.



- b **G** **Communication** *in, on, under* **A** p.103
B p.108 Where are the things?

5 LISTENING

- a **2.5** Listen to three people. Number the places they talk about (1–3) in the chart.

 in her bag	
 on his desk	a computer,
 in her study	

- b Listen again. Write what things the people have in each place.
- c Talk to a partner about your bag, desk, or room. Say what things you have. Is your desk or room neat or messy?

(In my bag, I have a change purse, keys, my phone...)



Go online to review the lesson

G adjectives

V colors, adjectives, modifiers: very / really

P long and short vowel sounds

1 VOCABULARY colors, adjectives

- a What color is the American flag? Complete the words with vowels.



It's **r** **d** , wh **t** ,
and **bl** .

- b 2.6 Complete the colors. Listen and check.

bl ck y ll w gr y r ng br wn
p nk gr n p rpl s lv r g ld

- c With a partner, practice colors with things in the classroom or in your bag.

What color is my wallet? (It's red.)

What color is that? (It's black.)

- d p.152 Vocabulary Bank Adjectives

2 GRAMMAR adjectives

- a Look at the American icons. What are they? Label the photos using an adjective and a noun from each circle.

Adjectives

American New
French yellow
blue hot
fast White

Nouns

House jeans
football food
fries York
taxis dog

- b the correct word or phrase.

- 1 Can I have a hot dog / dog hot, please?
2 In New York, the taxis are yellows / yellow.

- c p.126 Grammar Bank 2B

- d Close your books. Can you remember the eight American icons?

1 American football

2

3

4

AMERICAN ICONS

5 the

6

7 a

3 PRONUNCIATION

long and short vowel sounds

- a 2.9 Listen to the words and sounds. Then listen and repeat.

		
fish	tree	clock
		
saw	bull	boot

- b 2.10 Listen and write two adjectives for each sound in the chart.
- c In pairs, make phrases with an adjective and a noun with the same vowel sound. Use *a / an* with singular nouns.

Adjectives big black cheap good
gray long new old short

Nouns bag book boots city day
jeans photo song story

a big city

- d 2.11 Listen and check. Practice saying the phrases.

4 SPEAKING

- a Tell a partner about eight things you have. Use an adjective or a color.

(I have a new phone. I have a red car...)

- b **Communication** The same or different? **A p.103 B p.109**
Describe your pictures to a partner. Find the differences.

5 READING

American and British English - the same, but different

American and British people speak the same language, English, but with some small differences.

1 **Vocabulary** Some words are different in British English, for example, they say *postcode*, not *zip code*; *holiday*, not *vacation*; and *mobile phone*, not *cell phone*. Some words have different meanings, for example, in American English, a *purse* is a woman's bag. In British English, a *purse* is a thing where women have their money and credit cards.

2 _____ *Color, favor*, and other words that end in *-or* in American English end in *-our* in British English. *Center, theater*, and other words that end in *-ter* in American English end in *-tre* in British English.

3 _____ There are some small differences, especially prepositions. For example, British people say *See you on Friday*, but Americans say *See you Friday*.

4 _____ This is the really important difference between British and American English. American accents and British accents are very different. When a British person starts speaking, Americans know he or she is British, and vice versa.

- a Read the article once. Complete it with the headings.

Grammar Pronunciation Spelling Vocabulary

- b 2.12 Listen and read the article again. Check your answers to a.

- c Mark the sentences **T** (true) or **F** (false).

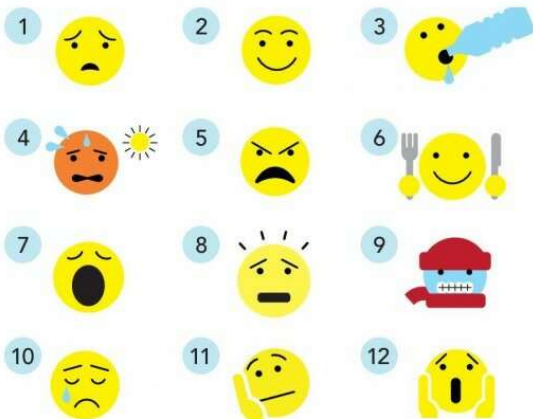
- American English and British English are very different.
- Holiday* and *postcode* are the same in British and American English.
- Purse* has a different meaning in American and British English.
- Kilometer* is the British spelling.
- British and American grammar are not very different.
- It's difficult to know if a person is British or American from their accent.

- d Do you know any more words that are British English, not American English?



1 VOCABULARY feelings

a Match the words and pictures.



angry	bored	cold
frightened	happy	hot
hungry	sad	stressed
thirsty	tired	worried

b 2.13 Listen and check. Repeat the phrases.



Collocation

Use *be + hungry, thirsty, hot, etc.*, e.g.,
I'm hungry. NOT I have hungry.

c How do you feel? Make true sentences and tell your partner.

I'm hungry. I'm very tired.

2 LISTENING & READING

a 2.14 Lisa and John are on vacation with their baby, Henry. Listen and look at the pictures. How does each person feel?

Picture 1 Lisa *angry* Picture 3 Lisa, John
 Picture 2 John, Henry Picture 4 Lisa, Henry

b Listen again and read the story. Check your answers to a.

c 2.15 Listen to the end of the story. Is it a happy ending?



3 GRAMMAR imperatives, let's

a Look at the **highlighted** phrases in the story. Then complete the chart.

Imperatives

- ☒ *Turn* right. _____ careful!
 _____ for a hotel.
☐ _____ turn left! _____ drive fast!
 _____ worry.

Suggestions

- ☒ _____ stop for some food. _____ go there.
☐ Let's _____ stop.

b G p.126 Grammar Bank 2C

- 1 **GPS** In 100 feet **turn right**. Turn right.
Lisa **Don't turn left!** Turn right!
John It's left, I'm sure.
Lisa No, it isn't.
John Yes, it is!
Lisa No, it isn't! This is wrong!
John Oh no...
- 2 **John** I'm thirsty. Where's the water?
Lisa Sorry, it's empty.
John Empty?
Lisa Yes, empty. **Let's stop for some food.**
Henry's hungry.
John OK.
- 3 **John** What's the matter?
Lisa I'm cold. Can you close your window?
John Cold? It's hot!
Lisa I'm cold. And Henry's cold.
John OK.
Lisa **Please don't drive fast!** This road's really dangerous.
John **Don't worry.** I'm a good driver.
Lisa **Be careful!**
- 4 **Lisa** Let's look for a hotel.
John No, **let's not stop** now.
Lisa But I'm tired and it's dark. And Henry's tired, too.
John OK, OK. **Look for a hotel near here.**
Lisa The Highland Hotel's 20 miles from here.
Let's go there.
John 20 miles? No problem.

c What do signs 1–9 mean? Make \oplus or \ominus imperatives with the verb phrases.

be careful cross the road now eat or drink here
 go in here listen to music here ~~smoke~~ here
 take photos ~~turn left~~ turn off your phone

- 1 Turn left.
- 2 Don't smoke here.



d Cover the verb phrases and look at the signs. Can you remember the phrases?

4 SPEAKING



Communication What's the matter?
A p.103 B p.109 Role-play conversations.

What's the matter? (I'm sad.

5 PRONUNCIATION linking

Connected speech

When people speak, they don't separate all the words. Often, if a word ends with a consonant and the next word begins with a vowel, they link them together, e.g., Good idea.

- a **2.17** Listen and write six sentences.
- b Practice saying the sentences.

6 VIDEO LISTENING

- a Watch the video *Have a safe trip!*
 Complete the ten tips.

- 1 Plan your trip.
- 2 Check your _____.
- 3 Listen to _____ information on the radio.
- 4 Take a _____ with you in the car.
- 5 Take bottles of _____.
- 6 Take books, games, and _____ with you.
- 7 _____ that all the passengers in the car have their seat belts on.
- 8 Check that you have _____.
- 9 After driving for two hours, stop for _____ minutes.
- 10 Don't use your _____.

- b Watch again. With a partner, agree your top three tips.

