

# 4

# American ENGLISH FILE

## Teacher's Book

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*English File 1* and *English File 2*

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# Syllabus checklist

	Grammar	Vocabulary	
<b>1</b>			
4	<b>A</b> Questions and answers	question formation	figuring out meaning from context
8	<b>B</b> Do you believe in it?	auxiliary verbs; <i>the...the...</i> + comparatives	compound adjectives, modifiers
12	 <b>COLLOQUIAL ENGLISH 1</b> <i>Talking about interviews, On the street</i>		
<b>2</b>			
14	<b>A</b> Call the doctor?	present perfect simple and continuous	illnesses and injuries
18	<b>B</b> Older and wiser?	using adjectives as nouns, adjective order	clothes and fashion
22	<b>REVIEW AND CHECK 1&amp;2</b>  Short movie <i>The history of surgery</i>		
<b>3</b>			
24	<b>A</b> The truth about air travel	narrative tenses, past perfect continuous; <i>so / such...that</i>	air travel
28	<b>B</b> Incredibly short stories	the position of adverbs and adverbial phrases	adverbs and adverbial phrases
32	 <b>COLLOQUIAL ENGLISH 2&amp;3</b> <i>Talking about books, On the street</i>		
<b>4</b>			
34	<b>A</b> Eco-guilt	future perfect and future continuous	the environment, the weather
38	<b>B</b> Are you a risk taker?	zero and first conditionals, future time clauses	expressions with <i>take</i>
42	<b>REVIEW AND CHECK 3&amp;4</b>  Short movie <i>The weatherman</i>		
<b>5</b>			
44	<b>A</b> The survivors' club	unreal conditionals	feelings
48	<b>B</b> It drives me crazy!	structures after <i>wish</i>	expressing feelings with verbs or <i>-ed / -ing</i> adjectives
52	 <b>COLLOQUIAL ENGLISH 4&amp;5</b> <i>Talking about waste, On the street</i>		

Pronunciation	Speaking	Listening	Reading
friendly intonation, showing interest	Q&A interviews <i>Extreme interviews</i>	Strange questions in job interviews	Q&A Extreme interviews
intonation and sentence rhythm	What do you think? Paranormal experiences Signature analysis	<i>The coffee cup reading</i> What your signature says about you Song: <i>Unbelievable</i>	Hard to believe? But it happened to me...
/s/, /dʒ/, /tʃ/, and /k/; word stress	First aid questionnaire Health and well-being	Radio interview about cyberchondria Song: <i>Just Like a Pill</i>	Confessions of a cyberchondriac
vowel sounds	Teenagers and elderly people Clothes – do you agree with the statements?	Radio program about dressing your age	Trading ages
regular and irregular past forms, sentence rhythm	Asking and answering questions about flying <i>Flight stories</i>	Radio program with an airline pilot and air traffic controller Song: <i>The Airplane Song</i>	<i>Air Babylon</i>
word stress and intonation	<i>Reading habits</i> questionnaire	<i>The Gift of the Magi</i>	<i>The Gift of the Magi</i>
vowel sounds	<i>How eco-guilty are you?</i> questionnaire Extreme weather	Extreme weather experiences in the US Song: <i>Heatwave</i>	<i>How eco-guilty are you?</i> Don't know what to say? Talk about the weather!
sentence stress and rhythm	Taking risks	Are you a risk taker? The risks of driving	I'm John, I'm a speedaholic
word stress	Discuss what you would do in hypothetical situations	<i>Lost in the Jungle</i>	How to eat an elephant <i>Lost in the Jungle</i>
sentence rhythm and intonation	Situations where you felt a particular way Discussing statements about regret Things you wish you...	Top five regrets Five people talking about regrets Song: <i>Same Mistake</i>	Regrets, we've had a few Some of the top 20 regrets

**Extra support**

- Read the story out loud to the class before asking the questions and eliciting opinions.

- d **1 10**))) Tell Sts that they are going to listen to the rest of the story and emphasize that this is a true story.

Give Sts some time to read the nine questions.

Play the audio once all the way through for Sts just to listen and get the gist of the story.

Play the audio again, pausing at intervals to give Sts time to answer the questions. Play again if necessary.

Check answers.

**Extra support**

- Before playing the audio, go through the audioscript and decide if you need to preteach / check any lexis to help Sts when they listen.

- 1 Lots of money and a blond lady. Yes, they were accurate.
- 2 someone in Chris's family who was very sick
- 3 Chris wasn't worried, but Adam wasn't very pleased, as he didn't want Fatos to spoil the evening.
- 4 her sister
- 5 He went sightseeing in Istanbul.
- 6 Carla, Chris's girlfriend, called because Chris wasn't answering his phone.
- 7 Chris's aunt, who lived with his mother, had died.
- 8 She wasn't surprised.
- 9 Adam isn't as skeptical about fortune-telling as he used to be.

**1 10**)))

(audioscript in Student Book on page 120)

Fatos began to look very carefully at the coffee grounds in Chris's cup and to tell him what she could see. I remember that the first thing she said was that she could see "sacks of money" – and this was very accurate because Chris had worked in Saudi Arabia for several years and had earned a lot of money there. She also said that she could see "a blond lady." Well, Carla, Chris's girlfriend at the time, was blond, so that was spot on, too. But then Fatos suddenly looked very serious and she said, "I can see somebody in your family who is sick, very sick, at this moment."

I remember thinking, "Oh, no! Don't ruin a nice evening!" But Chris is a very laid-back kind of person and he didn't seem to be too worried by what she'd said. He just said, "Well, as far as I know the people in my family are OK." Chris is an only child and his mother lived with her sister. They were both in their seventies.

Fatos said one or two more things and then we asked the waiter for the check and said our goodbyes. It was a slightly weird end to what *had* been a very enjoyable evening. I can remember feeling relieved that I had said "no" when Fatos asked me if she could read my coffee cup.

Chris and I got a taxi back to our hotel. The next day Chris had a free morning because it was my turn to do the teacher training session in the hotel, so he went out early to go sightseeing in Istanbul. Around nine o'clock I got a call on my cell phone. It was Chris's girlfriend, Carla, calling. She told me that she needed to talk to Chris immediately, but that he wasn't answering his cell phone. I could tell by her voice that she had some very bad news for him, and I immediately thought of what Fatos had said the night before and I felt a shiver run down my spine.

I asked Carla what had happened and she told me that Chris's aunt had died suddenly in the night. So, was it just a spooky coincidence or did Fatos really see what she said she saw in the coffee cup? I spoke to her before I left Istanbul and I told her that Chris's aunt had died the night that we had dinner. She wasn't at all surprised and she just said, "Yes, I saw in the cup that someone in his family was near death, but I didn't want to frighten him, so I just said that the person was very sick." All I can say is that I always used to be very skeptical about fortune-telling, but now, well, I am not so sure.

- e **1 11**))) Focus on the task and give Sts time to read the five fill-in-the-blank extracts from the audio.

Play the audio, pausing after each extract to give Sts time to write. Play again as necessary.

You could get Sts to compare with a partner before checking answers.

See words in **bold** in audioscript 1.11

**1 11**)))

- 1 Well, Carla, Chris's girlfriend at the time, was blond, so that was **spot on**, too.
- 2 But Chris is a very **laid-back** kind of person and he didn't seem to be too worried by what she'd said.
- 3 It was a slightly **weird** end to what *had* been a very enjoyable evening.
- 4 So, was it just a **spooky coincidence**?
- 5 I always used to be very **skeptical** about fortune-telling...

Now in pairs or as a class discuss what the words mean.

Check answers.

(to be) **spot on** = (to be) exactly right

**laid-back** = relaxed / easy-going

**weird** = strange

**spooky coincidence** = strange and frightening fact of two things happening at the same time by chance, in a surprising way

**skeptical** /'skɛptɪkl/ = not convinced that something is true or that something will happen

**Extra support**

- If there's time, you could play the audio again while Sts read the audioscript on page 120, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

**2 SPEAKING**

Tell Sts they will now tell each other how they feel about the paranormal and then share any experiences they have had or stories they have heard related to the paranormal.

Focus on the **Reacting to a story about something strange** box and go through it with the class.

Now focus on the task and remind Sts that all three stories are true. Check they realize *spookiest* is the superlative of *spooky*. In the **Have you (or anybody you know)...?** section, make sure Sts understand all the lexis, especially *a UFO* and *faith healer*.

Give Sts a few minutes to think about a story they want to tell.

Put Sts in small groups of four or five and get them first to say how they feel about the paranormal and why, what explanation they can think of for each story, and then to tell their stories. As Sts listen they should try to react to each other's stories.

Monitor and help if necessary while Sts are talking.

Help with any vocabulary questions that come up.

Get some feedback from the class. You could also tell the class how you feel about the paranormal and relate any stories you have heard.



# 3A The truth about air travel

## Lesson plan

In this lesson, Sts review the three narrative tenses they already know (simple past, past continuous, and past perfect) and learn a new one, the past perfect continuous. The topic is air travel.

In the first half of the lesson, Sts listen to some in-flight announcements and Vocabulary focuses on words related to air travel. Sts then read an extract from a best-selling book called *Air Babylon*, which claims to give the inside story about what really happens at airports and on flights. They also learn, in Mini Grammar, how to use *so / such...that*. Finally, they do a speaking activity on aspects of air travel.

In the second half, Sts listen to an interview with a pilot and an air traffic controller, who answer some of the questions air travelers ask themselves when they board a plane. This is followed by grammar on narrative tenses and the pronunciation of tricky irregular past verb forms. In the speaking activity, Sts read and retell a couple of real stories about flying and then tell each other an anecdote. The final activity is the song, *The Airplane Song*.

### STUDY LINK

- Workbook 3A
- Online Practice
- iChecker

### Extra photocopyable activities

- **Grammar** narrative tenses page 155
- **Mini Grammar** so / such...that page 174
- **Communicative** Talk about it page 192 (instructions page 181)
- **Vocabulary** Air travel page 215 (instructions page 210)
- **Song** *The Airplane Song* page 231 (instructions page 226)

### Optional lead-in – the quote

- Write the quote at the top of page 24 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.
- You could tell Sts that Billy Bob Thornton (1955–) was married to Angelina Jolie from 2000 to 2003.
- Ask Sts whether any of them identify with his quote.

## 1 LISTENING & VOCABULARY air travel

- a (2 2))) Focus on the pictures and elicit what Sts think is happening in each one.

Focus on the instructions.

Then play the audio, pausing after each announcement.

Check answers, eliciting from Sts in their own words what information or instructions the passengers are being given in each picture.

A 4 B 2 C 3 D 1

### (2 2)))

(audioscript in Student Book on page 122)

- 1 Ladies and gentlemen, welcome on board this flight to Hong Kong. Please place all carry-on luggage in the overhead compartments or underneath the seat in front of you. We ask that you please fasten your seat belts and, for safety reasons, we advise you to keep them fastened throughout the flight.
- 2 We also ask that you make sure your seat backs and tray tables are in their full upright and locked positions for takeoff. Please turn off all personal electronic devices, including laptops and cell phones. We remind you that smoking is prohibited for the duration of the flight.
- 3 Ladies and gentlemen, we ask for your attention for the following safety instructions. Please read the safety information card located in the seat pocket in front of you. There are six emergency exits on this aircraft, all marked with exit signs. Take a minute to locate the exit closest to you. Note that the nearest exit may be behind you.
- 4 The safety information card is in the seat pocket in front of you. Please read it. It shows you the equipment carried on this aircraft for your safety. Your life jacket is located under your seat. In the unlikely event of a water landing, place the life jacket over your head, fasten the straps at the front, and pull them tight. Do not inflate the jacket inside the aircraft. As you leave the aircraft, pull down on the red tabs to inflate the vest. If necessary, the life jacket can be inflated by blowing through these tubes.

- b Give Sts time to look at 1–7.

Play the audio again, pausing after each announcement for Sts to write the word or phrase they hear. Play again as necessary.

Check answers.

- |                         |                   |
|-------------------------|-------------------|
| 1 carry-on luggage      | 5 emergency exits |
| 2 overhead compartments | 6 life jacket     |
| 3 fasten /'fæsn/        | 7 to inflate      |
| 4 electronic devices    |                   |

### Extra support

- If there's time, you could play the audio again while Sts read the audioscript on page 122, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.
- c Tell Sts to go to **Vocabulary Bank Air travel** on page 154.

Focus on **1 At the airport** and get Sts to do a individually or in pairs.

- (2 3))) Now do b. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Practice any words your Sts find difficult to pronounce.

### (2 3)))

#### Air travel

#### At the airport

- |                             |                             |
|-----------------------------|-----------------------------|
| 1 <b>A</b> airport terminal | 6 <b>B</b> departures board |
| 2 <b>D</b> baggage drop off | 7 <b>G</b> gate             |
| 3 <b>I</b> baggage claim    | 8 <b>H</b> runway           |
| 4 <b>C</b> check-in desk    | 9 <b>E</b> security         |
| 5 <b>J</b> customs          | 10 <b>F</b> VIP lounge      |

**Mixed conditionals**

- Sometimes the second and third conditionals are mixed. We suggest that you draw Sts' attention to this for passive recognition, but this is not practiced in the exercises.

Focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a
- 1 wouldn't have made
  - 2 wouldn't lend
  - 3 'd / would ask
  - 4 wouldn't have had
  - 5 were / was
  - 6 'd / had looked (or had been looking)
  - 7 would enjoy
  - 8 changed
  - 9 'd / had been able
  - 10 'd / had asked
- b
- 1 If Luke hadn't missed the train, he wouldn't have been late for the interview.
  - 2 Maxie would have bought the top if she'd had / she had had some money.
  - 3 If it hadn't started snowing, we'd have reached / we would have reached the top.
  - 4 If Rebecca didn't drink so much coffee, she wouldn't sleep (so) badly.
  - 5 I'd drive / I would drive to work if there weren't / wasn't so much traffic.
  - 6 If Matt treated his girlfriend better, she'd stay / she would stay with him.
  - 7 You'd feel / You would feel a lot healthier if you did some exercise.
  - 8 The taxi driver wouldn't have found the street if he hadn't had GPS.
  - 9 If Jim had bought the right size, I wouldn't have had to exchange the sweater.
  - 10 If you got up earlier, you wouldn't waste half the morning.

Tell Sts to go back to the main lesson **5A**.

**Extra support**

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point or leave it for later as consolidation or review.

- d Focus on the task and give Sts time to complete the four stems.

Get some feedback.

**Possible endings**

- 1 + ...I would have a better social life.  
– ...I wouldn't need a car.
- 2 + ...I had turned off "roaming" when I was traveling.  
– ...I hadn't spoken to my sister in the UK for an hour.

- e Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Guess the conditionals, A** on page 106, **B** on page 111.

Demonstrate the activity by writing in large letters on a piece of paper the following sentence:

If I'd known it was your birthday, I would have bought you a present.

Don't show the sentence to your Sts.

Then write on the board:

If I'd known it was your birthday, I \_\_\_\_\_  
\_\_\_\_\_. (+)

Tell Sts that you have this sentence completed on a piece of paper and they have to try to guess what it is.

Elicit possible completions with a positive (+) verb phrase (e.g., *would have called you* / *would have sent you a card*). Say "Try again" if they say something different, until someone says the phrase *I would have bought you a present*, and say "That's right."

Now go through the instructions. Emphasize that Sts should write their ideas next to the sentence, but not in the blank, and only fill in the blank when their partner says "That's right."

Sts continue in pairs. Monitor and help.

Tell Sts to go back to the main lesson **5A**.

**6 WRITING** an article

Tell Sts to go to **Writing An article** on page 116.

- a Focus on the task and three pictures.

Elicit ideas from the class or get Sts to discuss the question in pairs.

If Sts worked in pairs, elicit ideas, but don't tell them if they are right or not.

Now give Sts time to read the article to check.

Check answers.

The parents should have kept the knives in drawers that children can't reach. They shouldn't have put a bed under a window. They shouldn't have put cleaning liquids where children can reach it.

- b Focus on the task and make sure Sts understand what they have to do. Point out that the first one has been done for them.

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

New paragraph after "...the child falls out."  
New paragraph after "...leave them in a locked cabinet."  
New paragraph after "...liquids are in high cabinets."

- c Focus on the task and give Sts time, in pairs, to choose which topic they want to write about in their article.

- d Focus on the task and go through points 1 and 2 with the class.

Give Sts time, in pairs, to brainstorm possible tips and an introductory sentence.

- e Focus on the **Useful language: giving advice** box and go through it with the class.

Then either get Sts to write their article in class (set a time limit of, e.g., 20 minutes) or get them to write it at home for homework.

- f Sts should check their work for mistakes before turning it in.



2 LOOKING AT LANGUAGE

3 26)) This exercise focuses on a common feature of spoken English – the use of comment adverbs. Focus on the **Comment adverbs** box and go through it with the class.

Focus on the task and give Sts time to read extracts 1–7.

Play the DVD or audio, pausing after each extract to give Sts time to write the missing adverbs.

Check answers.

- |             |                 |
|-------------|-----------------|
| 1 actually  | 5 strangely     |
| 2 obviously | 6 sadly         |
| 3 amazingly | 7 Unfortunately |
| 4 generally |                 |

3 26))

- 1 We ended up actually filming in 11 countries...
- 2 ...but the stories that I've chosen are universal and, obviously, I spoke to, to people in communities, um, in more countries, um, than we actually filmed in...
- 3 ...and so I sent him the treatment and amazingly he, um, he loved it.
- 4 ...but generally, again, he was very shocked, um, by the film and really wanted to get involved...
- 5 ...yes and no, strangely enough. Obviously, I had a wonderful, DOP, Director of Photography, so he can pretty much make anything look beautiful...
- 6 I did a lot of research and so, sadly, these things were repeatable and, and in every country around the world...
- 7 Unfortunately, what's happened with the way that soft plastic degrades in water is that, um, the pieces become so fragmented...

3  ON THE STREET

a 3 27)) Focus on the task.

Play the DVD or audio once all the way through.

Check the answer.

Jo has the most positive attitude.

3 27))

(audioscript in Student Book on page 125)

I = interviewer, S = Sally, Jo = Jo, J = Jill, P = Pranjal

Sally

- I How much recycling do people in your country do?
- S I don't think we do enough, I think we could do a little bit more. I'm not wonderful myself, but we try and do a little bit of recycling.
- I How responsible are you personally?
- S Well, we probably do about, probably about 30% we recycle.
- I What do you think the government, or individuals, could do to make people recycle more?
- S Well, they could give you all these, um, boxes and bins and things at home to help you recycle. The Germans seem to do it quite well.

Jo

I How much recycling do people in your country do?  
 Jo I think people are quite good at recycling, I think, um, now that the, the waste companies come and collect recycling from the houses, people haven't really got an excuse not to recycle any more.

I How responsible are you personally?

Jo Uh, I, I recycle as much as I can.

I What do you think the government, or individuals, could do to make people recycle more?

Jo Um, well maybe they could offer a financial incentive for, for recycling, um, or maybe for producing less rubbish that can't be recycled.

Jill

I How much recycling do people in your country do?

J I think that recycling is getting better in this country, I think that we still have a long ways to go. I think it's still done largely in pockets and not necessarily nationwide as much as it could be.

I How responsible are you personally?

J Actually, in the town where I live we have a very strong recycling program and so I participate in, um, filling it up with cans and bottles, newspapers and all kinds of stuff, and they come and get it every other week, so. Easy, too.

I What do you think the government, or individuals, could do to make people recycle more?

J Well, incentives always work. Besides, above and beyond monetary incentives, just incentives to promote, you know, benefits to the environment.

Pranjal

I How much recycling do people in your country do?

P I don't think people in the US recycle enough. I think we should recycle more and I'm even, uh, you know, I'm even guilty of not recycling enough, but I don't think we recycle enough.

I How responsible are you personally?

P Personally, I'm not really that responsible in recycling, I don't really recycle that often, but if I do get the opportunity to recycle, I will.

I What do you think the government, or individuals, could do to make people recycle more?

P Well, I think it's important for individuals to realize that even the smallest difference makes a big difference, and so if everyone could just get in that mindset that the smallest change they can make in their lives makes a big difference. I think that will, in fact, make a big difference.

b Focus on the task and give Sts time to read the questions.

Play the DVD or audio again all the way through, pausing after each speaker to give Sts time to do the task. Play again as necessary.

Check answers.

Jo and Jill think the government should offer money for recycling and producing less garbage.

Pranjal thinks it's up to people themselves to realize that it's worth recycling.

Sally thinks the government should provide more containers for recycling.

Jill thinks the government should do more to show people why recycling is good for the environment.

c 3 28)) This exercise focuses on some colloquial expressions which were used by the speakers. Focus on the phrases and give Sts time to read them.

Play the DVD or audio, pausing after the first phrase and playing it again as necessary. Elicit the missing word and then the meaning of the whole phrase. Repeat for the other four phrases.

See words in **bold** in audioscript 3.28

# 6B

## 6 VOCABULARY & SPEAKING sleep

**a Vocabulary race.** Put Sts in pairs. Focus on the task and set a time limit. Sts should already know some of these words / phrases, others have come up earlier in the reading text, and others, e.g., *sleep like a log*, may be completely new. Use the example word (*sleepy*) to demonstrate, and elicit / explain the difference between *sleepy* and *tired*.

**b (3 49))** Play the audio for Sts to listen and check.

Check Sts understand all the words and phrases. If necessary, explain the difference between *a blanket* (a large cover made of wool or cotton) and *a comforter* (a bed covering filled with feathers or synthetic material). You might also want to point out that *jet-lagged* is an adjective and *jet lag* a noun, as seen in **1C**.

Model and drill pronunciation of any words you think might be difficult, e.g. *insomnia* /ɪn'sɒmniə/.

See words in **bold** in audioscript 3.49

**(3 49))**

- 1 Most people start feeling **sleepy** around 11:00 at night.
- 2 They often open their mouth and **yawn**.
- 3 They go to bed and **set** their **alarm** clock.
- 4 They get into bed and put their head on the **pillow**.
- 5 They cover themselves up with a **comforter**, or with **sheets** and **blankets**.
- 6 Soon they **fall asleep**.
- 7 Some people make a loud noise when they breathe. In other words, they **snore**.
- 8 During the night some people have bad dreams, called **nightmares**.
- 9 If you don't hear your alarm clock, you might **oversleep**.
- 10 If you drink coffee in the evening, it may **keep you awake**.
- 11 Some people can't sleep because they suffer from **insomnia**.
- 12 These people often have to take **sleeping pills**.
- 13 Some people take a **siesta** or **nap** after lunch.
- 14 A person who sleeps well "sleeps like a **log**."
- 15 Someone who is tired after flying to another time zone is **jet-lagged**.
- 16 Someone who is sleeping very deeply is **fast asleep**.

**c** Focus on the task and get Sts to cover the words in the right-hand column, and then to try to remember them by reading sentences 1–16 again and saying the missing words from memory.

If there's time, you could quickly elicit the words from the whole class to wrap up the activity.

**d** Focus on the task and the questions. Give Sts a few minutes to read through them, and check they know the meaning of *recurring dreams*.

Put Sts in pairs, **A** and **B**. **A** asks **B** the blue questions and **B** asks the red ones. If you have plenty of time, you could ask Sts to return the questions with *What about you?*

Monitor and help while Sts ask and answer the questions.

Help with any vocabulary problems that come up.

Get some feedback from various pairs.

### Extra idea

- You could get Sts to ask you some of the questions.

## 5 PRONUNCIATION silent letters

## Pronunciation notes

- Many English words have a silent letter (often a consonant) that is not pronounced. Emphasize to your Sts that when they check the pronunciation of a new word in a dictionary, the phonetic transcript will help them to see when a letter (or syllable) is not pronounced.

- a Focus on the task. Remind Sts to say the words out loud to help them.
- b (4 21)) Play the audio for Sts to listen and check. Check answers by getting Sts to write the words on the board and cross out the silent consonant.

calf ~~w~~rist palm ~~w~~rinkles comb ~~k~~neel thumb

## (4 21))

See words in Student Book on page 70

Then ask Sts the two questions.

The *w* in words beginning with *wr* is silent as is the *k* in words beginning with *kn*.  
The *b* is silent in words ending in *mb*.

## Extra idea

- Elicit more words beginning with *wr* and *kn*, e.g., *wrong, wrap, write, know, knife*, and ending in *mb*, e.g., *bomb, lamb*, etc.

- c Focus on the task and give Sts time to do it in pairs. You could do the first two with the class.
- d (4 22)) Play the audio for Sts to listen and check. Get Sts to write the words on the board and cross out the silent consonant. You could make sure Sts can remember the meaning of all the words.

ais <del>e</del>	doub <del>t</del>	<del>k</del> nock
cal <del>m</del>	fast <del>e</del> n	mus <del>e</del>
clim <del>b</del>	half	whis <del>t</del> le
design	honest	<del>w</del> hole

## (4 22))

See words in Student Book on page 70

Now focus on the phrases and get Sts to practice saying them in pairs.

Get some Sts to say the phrases to the class.

## Extra support

- Read each phrase to the class, getting Sts to repeat it after you. Then put Sts in pairs and get them to practice saying them.

## 6 READING &amp; LISTENING

- a Focus on the task and do it as an open-class activity. Elicit the answer.

The writer called his book *What Every Body is Saying* because it is about body language – the way we use our bodies, not just our voices, to communicate things to other people – not about what everybody (= all people) is saying.

Ask Sts whether they think the information in the subheading is true. Do they believe 80% of our interaction is through body language?

- b Focus on questions 1–6 and make sure Sts understand them. You could elicit / explain that *FBI* stands for *The Federal Bureau of Investigation* and is the police department in the US that is controlled by the national government.

Give Sts time to read the article.

Put Sts in pairs and get them to answer the questions. You could get them to do this either orally or in writing.

Check answers. Highlight that an *ice pick* is a tool with a very sharp point for breaking ice with, and a *hammer* is a tool with a heavy, blunt end, used for hitting nails into wood.

- 1 Because he had an alibi.
- 2 Because one of the weapons had been used in the murder and only the killer knew which one. The agent wanted to observe the man's reaction when he asked him about each weapon.
- 3 He closed his eyes when the weapon used in the crime, the ice pick, was mentioned, and he kept them closed until the next question.
- 4 Because he has caught many criminals. / Because he knows how to "read" people and has caught many criminals.
- 5 verbal (spoken language) and non-verbal (silent language)
- 6 Because we haven't learned to recognize them.

- c Tell Sts to read the article again and to look for synonyms for the 12 words or phrases.

Check answers.

## Paragraph 1

- |            |           |              |
|------------|-----------|--------------|
| 1 credible | 2 sincere | 3 pressed on |
|------------|-----------|--------------|

## Paragraph 2

- |            |                |             |
|------------|----------------|-------------|
| 1 observed | 2 significance | 3 witnessed |
|------------|----------------|-------------|

## Paragraph 3

- |                 |            |          |
|-----------------|------------|----------|
| 1 credited with | 2 decipher | 3 enable |
|-----------------|------------|----------|

## Paragraph 4

- |        |           |           |
|--------|-----------|-----------|
| 1 spot | 2 achieve | 3 combine |
|--------|-----------|-----------|

Help with any other new vocabulary and encourage Sts to write down any useful new lexis from the article.

- d Now tell Sts to look at the photos and, in pairs, to tell their partner how they think the people are feeling. Elicit some ideas, but don't tell Sts if they are right or not.
- e Focus on the task and make sure Sts know the meaning of *gesture*. Model and drill its pronunciation /'dʒestʃər/. In their pairs, Sts now try to match each photo to a feeling. Elicit some ideas, but don't tell Sts if they are right or not.