

UNIVERSIDADE FEEVALE

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**THE PLATEAU PHASE WHEN ACQUIRING VOCABULARY AT THE B1
INTERMEDIATE LEVEL: ANALYSIS OF TWO TEACHING MATERIALS**

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ABSTRACT

Learning new vocabulary for B1 Intermediate students often appears to be more complex to learn when compared to basic levels. There are differentiated factors that can influence the learning of vocabulary at intermediate level, and it is also in this period of learning that many students face the plateau phase, which is characterized by the stagnation of learning. This work presents theoretical discussions about the acquisition of vocabulary at the intermediate level and on the plateau phase, and presents the analysis of two course books corresponding to B1 level, *American English File 3* and *Interchange 3*. The analyzed materials interrelate with theoretical analyzes, evidencing possible strategies to aid in the learning of new vocabulary during the plateau phase, faced by some students of this level.

Keywords: vocabulary acquisition, plateau phase, B1 intermediate level, course book.

RESUMO

A aprendizagem de novos vocabulários para alunos do nível Intermediário B1, muitas vezes, aparenta ser mais complexo de aprender se comparado a níveis básicos. Há fatores diferenciados que podem influenciar na aprendizagem de vocabulário quando se trata de níveis intermediários, e também é nesse período da aprendizagem que muitos alunos entram na fase plateau, a qual se caracteriza pela estagnação da aprendizagem. Este trabalho apresenta discussões teóricas acerca da aquisição de vocabulário em nível intermediário e sobre a fase plateau, e apresenta as análises de dois materiais didáticos correspondentes ao B1, o *American English File 3* e o *Interchange 3*. Os materiais analisados se inter-relacionam com as análises teóricas, evidenciando estratégias possíveis para auxiliar na aprendizagem de novos vocabulários durante a fase plateau, enfrentada por alguns alunos desse nível.

Palavras-chave: aquisição de vocabulário, fase plateau, nível intermediário B1, livro didático.

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1 INTRODUCTION

This master's degree research aims to clarify and understand more deeply what I have observed during my learning process and seemed to interfere in my communication in that period: the plateau stage when learning new words in English, considering it as a foreign language¹, especially in intermediate levels. I could also observe it happens to most of my students² along my professional life, especially in the intermediate levels. As a teacher, I am also constantly learning, so I know that it is possible to learn, even when we are in a more advanced stage.

In this work, the aim is to understand how plateau is configured and, mainly, how to overcome this phase regarding to the expansion of the lexicon in English as foreign language. Vocabulary is highlighted here because it is extremely important in successful communication, regardless of having several alternatives to express what a person wants to say, in different ways, as Saville-Troike confirms by affirming that “[...] vocabulary (or lexicon) is the most important level of foreign language knowledge for all learners to develop – whether they are aiming primarily for academic or interpersonal competence [...]” (SAVILLE-TROIKE, 2006, p.138).

To address the phenomenon of the stagnation in the plateau phase focused on vocabulary acquisition, authors such as Jack Richards and Vivian Cook were studied in order to understand the processes of acquisition of vocabulary, the concepts of the plateau phase, especially in what concerns the acquisition of new vocabulary from the intermediate level, and what can collaborate to face this moment during the learning of the English language as a foreign language. As well the books *American English File 3 – 2nd Edition* and *Interchange 3 – 5th Edition*, both used to learn English as a foreign language, which also work with vocabulary acquisition and development, characterized by the communicative approach, were analyzed.

According to Richards (2017), the Common European Framework of Reference for languages describes six levels of communicative ability in terms of competences, which are A1, A2, B1, B2, C1 and C2. This work focuses on the intermediate level corresponding to B1³. Christina Latham-Koenig and Clive Oxenden clarify this matter saying that

¹ In this work, I refer to the English language as a foreign language, but in the references cited throughout the work I maintain the nomenclatures used by the authors, such as second language (L2).

² In this work, I consider adult students of paid free courses, who in addition to studying the English language also work and study other areas of knowledge, not devoting themselves fully to language learning.

³ Whenever referring at intermediate level, it will correspond to level B1 of the European Common Frame of References in languages.

The intermediate level is often a milestone for students: at this point, many students really begin to ‘take off’ in terms of their ability to communicate. Some students, however, may see the intermediate level as a ‘plateau’ and feel that they are no longer making the progress they were before. Students at this level need fresh challenges to help them to realize how much they know and what to make their passive knowledge active, together with a steady of new language (LATHAM-KOENIG; OXENDEN, 2014, p. 8).

Latham-Koenig and Oxenden (2017, p. 8) explain that intermediate students need to “review and extend their knowledge of the main grammatical structure”, while using different tenses together. They complement by saying these students also need to expand lexical areas and “build new words by adding prefixes and suffixes”, while practicing the pronunciation of new lexis and putting the new vocabulary into practice, as well as these purposes also pervade all communicative skills, such as reading, writing, speaking and listening.

This work is justified with the intention of understanding the processes during this phase so that the students who are in the intermediate level can continue to learn and extend their level of proficiency, particularly considering the acquisition of vocabulary. The work will be divided into three chapters that include theoretical discussions about the acquisition of vocabulary, the plateau phase and strategies to be developed. In the methodology, the work will analyze two course books, correlating them with the previous discussions and observing their usefulness through the presented factors. Finally, the final considerations and the appendices will be presented.

2 METHODOLOGY

This work focuses on the analysis of two course books for teaching English language as foreign language, leveled as B1 according to the Common European Framework of Reference in Languages (CEFR). The course books to be analyzed are *American English File 3*, Second Edition, by Oxford University Press, and *Interchange 3*, Fifth Edition, by Cambridge University Press. These books were chosen because they are widely used in Brazil and I also use with my groups.

The aim of the analysis is to observe if what is proposed by both collections, concerning developing vocabulary, corresponds to what is presented by the authors studied in this work, as well as to analyze if they can actually help students of intermediate level who may be in a plateau phase.

2.1 CORPUS

The two materials analyzed in this work are intended for adult learners, and the focus of the analysis will be on vocabulary acquisition components and how vocabulary is addressed throughout a unit of each book. It will be observed if the way the activities and proposals are developed can collaborate to face the plateau phase during B1 Intermediate level. *American English File 3* has an average duration of 160 hours of classes, and the lesson 1B will be analyzed, which can be developed on an average duration of 5 hours of class. *Interchange 3* has an average duration of 120 hours of lessons, and the unit 1 will be analyzed, which can be developed on an average duration of 4 hours of class. Lesson 1B from *American English File 3* covers pages 8 to 13, 104, 108, 109, 113, 122, 123, 133 and 154 of the student book, pages 175, 202 and 218 of the teacher's book, and pages 7 to 9 of the workbook. Unit 1 from *Interchange 3* covers pages 2 to 7, 114 and 132 of the student book and resources from the material website for teachers.

3 ANALYSIS

The analyzes will be divided between lesson 1B of *American English File 3* and unit 1 of *Interchange 3*.

3.1 AMERICAN ENGLISH FILE COLLECTION ANALYSIS

As previously mentioned, the *American English File* collection, specifically in this analysis, the second edition, is structured on the basis of the Communicative Approach, which emphasizes the meaning, the interaction between the speakers, their intention and language functions, and it has six books in total, from A1 to C1, according to the Common European Framework of Reference for Languages (CEFR).

The book *American English File 3*, which includes level B1 and the start of level B2, was analyzed. The book is divided into ten units, with two lessons each, also containing lessons of language usage in practice and revisions to each two units, respectively. The second lesson of unit 1 (lesson 1B) was considered for the analysis, therefore, within level B1. This lesson presents the use of future forms, specifically present continuous to express future arrangements, future with *going to* when referring to plans and predictions, and future with *will* and *will not*, to express decision-making, promises, offerings, predictions, future facts and suggestions, and also how to express reciprocity through the use of *each other*. It also features vocabulary related to family and personality adjectives, as well as sentence and word stress and adjective endings. The analysis of this work was focused on the part of vocabulary, in this case, words related to the family and adjectives of personality. According to Latham-Koenig and Oxenden,

Every lesson in *American English File* has a clear lexical aim. Many lessons are linked to the Vocabulary Banks which help present and practice high-frequency, topic-based vocabulary in class, give an audio model of each word, and provide a clear reference so students can review and test themselves on their own (LATHAM-KOENIG; OXENDEN, 2014, p. 08).

The vocabulary bank⁴ section of this lesson features only meaningful lesson-related vocabulary, in this case adjectives to describe personality, and it is separate from lesson 1B⁵ which is covered between pages 8 to 11 and it is on page 153. The distance between the vocabulary bank and the lesson itself can be an alternative in case of students' self-study, if

⁴ See appendix 1.

⁵ See appendix 2. The four pages of the lesson 1B are in this appendix.

they want to review some specific vocabulary, for example, they are probably aware that there is a section especially for this, without necessity of looking for it lesson by lesson, which can be useful to students, as well dynamic. The complete vocabulary bank is between pages 152 to 164, highlighted by a green bar in the upper right corner, which differs from the other sections of the book, such as the grammar bank that has this bar in blue, for instance. This visual resource can be an alternative to help students easily locate what they are looking for.

About lessons A and B throughout the book, the authors state that each lesson “contains two four-pages lessons that present and practice Grammar, Vocabulary, and Pronunciation with a balance of reading and listening activities, and a lot of opportunity of speaking” (LATHAM-KOENIG; OXENDEN, 2014, p. 10). They also say have clear reference to the sections at the back of the book, as in the case of vocabulary bank. The balance among the different features of language help students to practice the vocabulary that are being studied due to the several opportunities to use that vocabulary while studying other aspects of language, as grammar or any of the receptive skills.

According to my experience, a four-hour class⁶ is enough to work each lesson, and it can vary for more or for less, according to the group and students’ profiles. During this period of class, the students can learn new vocabulary “[...] by reviewing family vocabulary and talking about the way family life is changing” (LATHAM-KOENIG; OXENDEN, 2014, p. 19). This subject is generally familiar to all students, considering that everyone comes from a family, regardless of its structure, which allows everyone to somehow interact and manifest about their views and experiences about it. The grammar, focused on the future forms, which the students already know, considering that they are on level B1, compares the different ways of expressing their intentions regarding the future. Relating family issues to future aspects is very pertinent, given that people, in their family relationships, end up constantly planning the most varied situations: travel, shopping, tasks, everyone’s responsibilities, etc. As these schedules usually refer to a future time, it is interesting to address this grammatical topic, which makes the vocabulary worked be used constantly.

This lesson also brings a song, *Our House*⁷, by Madness, which reinforces the use of the vocabulary related to family and it introduces new expressions, such as *Sunday best*⁸ and *house-proud*⁹, among others, that can perfectly be used when dealing with family issues. It also focus

⁶ I have been using this material since the first edition, precisely since 2008, and this has always been the average time it takes to develop the lesson with ease, giving you all the features of the collection.

⁷ See appendix 3.

⁸ Best clothes.

⁹ Spending a lot of time keeping a house clean and neat.

on relationships between siblings, about the advantages and disadvantages of being a younger sibling and an only child through a text that offers reflections and debates. At this point, students have the opportunity to expand their vocabulary by broadening their knowledge of adjectives that describe personality. They may probably know some of the adjectives, considering their level, but it is an opportunity to practice what they know and to learn new words. The listening activities encourage them to talk about each member's position within a family and how this can affect the personality of each one. A written activity¹⁰ on a person description is also proposed. All these varied kinds of activities offer numerous moments of application and usage of the vocabulary presented in the lesson, allowing the students to work and deepen these uses, in a comprehensive and wide way, especially for being a subject that ends up being meaningful and connected with their realities.

Having made this broader contextualization of the lesson, I focused on analyzing the proposals of some activities that allow the acquisition and usage of vocabulary.

In part 1, *Vocabulary & Speaking* (pages 8 and 9)¹¹, the student is encouraged to analyze three images that represent different family contexts. This proposal allows them to be free to share their perceptions and use vocabulary that they already know. This step can be performed in pairs and then with the group, which already ends up being a moment of warming up, and introducing the main subject of the unit.

Then, the proposal is, in pairs, the students have the opportunity to explain the differences between the family relationships presented. It is worth to emphasize here that the activities in pairs are important, because they allow more opportunities of speaking and interactions. As mentioned before, Foster (1998) and Richards (2008) warns of the importance of peer work.

Next, the text *Changing – for the better?* is presented so that the students, through the reading, reflect on some contexts of family changes, besides receiving input of linguistic structures and also vocabulary, as well as developing the receptive skill of reading. After reading, the students listen to the audio from the text, which also presents the answers of the previous activity, which was to fill in the gaps with a suggested percentage. Again, through listening, the students are exposed to some input and another receptive skill – listening –, when they can observe and confirm the pronunciation of words that they do not know and appear in the text. As previous mentioned, Schmidt (1990), Swain (2000), Latham-Koenig and Oxenden

¹⁰ Appendix 4.

¹¹ The pages with the activities corresponding to part 1 appear in the appendix 2.

(2014), Yi (2007), Richards (2008) emphasize the importance of input for students to continue learning.

At the end of this block, students are invited to work in small groups to discuss and present their views on the main topic of the unit, family structure and routine, and the task provide with helpful expressions so that they can assist students in communication and deepen their communicative abilities and competences.

Part 2¹² refers to the grammatical topic presenting the future forms, and it will not be deepened here, but it is worth to mention, as before, that it can be very pertinent when working the proposed vocabulary about family and adjectives of personality.

Part 3¹³, regarding to pronunciation, works on sentence stress, helping students to improve their fluency. Afterwards, a speaking activity is proposed, which also involves the main theme of the lesson. Here, students have the opportunity to use the previously worked grammatical structures and vocabulary through output. This moment, in particular, I suggest doing the speaking activity in pairs, so that everyone has more opportunities to speak and produce language, developing this productive skill.

The song *Our House*, previously reported above, appears as an opportunity for more input, through the playfulness that music brings with it, besides presenting words and expressions related to the topic of the lesson. Gairns and Redman (1986), Richards (2008), Cook (2016) and Holden and Nobre (2018), as discussed before, state for a better vocabulary acquisition it is important to work on blocks of related words. This unit is structured in block of related words, so that the vocabulary is presented and worked in a way students learn them in a process divides in stages.

In part 5¹⁴, Reading, the article *Younger brother or only child? How was it for you?*, adapted from *The Times* and *The Guardian*, presents the story of the family relationships of two people. Initially, students are encouraged to talk about the advantages and disadvantages of being an only child or having siblings. Again, students are encouraged to talk about the main topic, using related vocabulary, and so having another opportunity to improve their lexicon. This moment is interesting for a lead-in stage to the reading, and ends up involving them to the next task. In pairs, each student is responsible to read the story of one of the two people mentioned in the text, and then to share information with a partner, telling what happened to

¹² Page 9 of the book, which appears in the appendix 2. The appendix 5 shows the grammar bank corresponding to this lesson.

¹³ Page 9 of the book, appendix 2.

¹⁴ Page 10 of the book, appendix 2.

each of these people. Next, the students are encouraged to recall which family members are mentioned in the text, and how the childhood experience of the writers from the text affects their lives.

At this point, students use another lexical topic proposed in the unit, in addition to the family: personality adjectives. Next, students look at the words highlighted in the text and relate them to their meanings. This kind of activity helps to learn contextualized vocabulary, important for their understanding and acquisition. Richards (2008) reinforces the use of context as a tool to learn vocabulary. At this point, the material presents the use of *each other*¹⁵ through examples, and closes this section by raising questions about their own family contexts, which makes students widely use the vocabulary that are being studied, especially because they are talking about themselves and their own reality. As it was said before, personalization is relevant to learning.

In part 6¹⁶, which focuses specifically on vocabulary, more specifically on personality adjectives, the students are encouraged to recall the meaning of some personality adjectives that appeared in the text, as well as whether any of them would describe their personalities. Afterwards, they are taken to the Vocabulary Bank¹⁷, and another opportunity to acquire new vocabulary is presented. In the first part, *What are they like?*, a list of adjectives, followed by their phonetic transcription (which is also worked through the *American English File* collection) is available for students to complete sentences with their definitions. After that, the audio of these sentences is available to check. I consider this activity important to the acquisition of new vocabulary, since they do not work the translation, but its meaning through definitions and examples, which is more effective and meaningful than simply memorizing words, as informed by Gairns and Redman (1986), Richards (2008), Cook (2016) and also Holden and Nobre (2018). It is relevant to point out the words in this section are worked in block, as explained before.

In the second part of the Vocabulary Bank, the opposites of some adjectives presented in the previous activity are shown, and students are asked to list them alongside the corresponding opposite. After that, through the audition of the audio, the students can check the answers and work on the pronunciation. Then, they are invited to work in pairs again, analyzing whether the adjectives listed in either Part 1 or Part 2 correspond to positive, negative, or neutral characteristics. Again, it is also emphasize the words are presented in blocks. This activity is a

¹⁵ Page 10 of the book, appendix 2.

¹⁶ Page 11 of the book, appendix 2.

¹⁷ Page 153 of the book, appendix 1.

good opportunity, when analyzing these characteristics, to talk about themselves and their families, which makes the activity even more meaningful, as well as a good opportunity to use the new words. So, the students are asked to test whether they remember how the adjectives with the negative prefixes are, without reading them. I consider this activity playful and challenging, but it may please some students or not others, but I believe it is interesting, regarding to memorization, which is not all the process of learning new vocabulary, but also necessary. Finally, the students are exposed to some *false friends*, which is often challenging when communicating, as reported by Gairns and Redman (1986), and which usually make students get confused due to the word similarities to other languages, that is why the importance of working on them.

Next, students are invited to return to page 11¹⁸ and another task invites students to think about the first three personality adjectives that come to their minds, leading them to a communicative activity¹⁹, presenting a personality test, which can be a moment of reflection and playful interaction among learners.

Part 7²⁰ of the lesson 1B is focused on pronunciation, and it brings word stress and adjective endings. This activity enhances the pronunciation of the vocabulary that has been learned throughout the lesson, which is also important to fluent communication. It can be done by drilling, and it is a relevant part inside the communicative approach, resulting in a better pronunciation and fluency improvement.

Part 8²¹ is dedicated to listening and speaking, and begins by questioning the position of the students in their families. Then, they analyze the cover of a book that deals with this subject, and listen to a journalist talking about it on a radio program. While they listen to the audio, they complete a chart with the adjectives mentioned by her and which correspond to each family position (oldest children, middle children, youngest children and only child). In this kind of activity, I usually play the audio²² twice, to enable everyone to capture as much information as possible, and I play a third time only if I observe the students really need – as the text from this listening activity is relatively long – but considering they are at level B1 in the CEFR, they may not need to listen more than twice. Afterwards, they compare their notes with a partner, and are challenged to remember the reasons and examples that the journalist gives. Different from what is proposed by the activity – listen to the four sessions again, one by one – I would

¹⁸ Appendix 2.

¹⁹ Page 104, appendix 6, activity 1B. There is a section for communication that goes from page 104 to 112.

²⁰ Page 11, appendix 2.

²¹ Page 11, appendix 2.

²² Appendix 7, audio 1.27.

only do so if I observe the students necessity, since they had the opportunity to listen at least twice before. Again, peer work offers more moments of interaction and speech, and in this specific activity, the students can make extensive use of words related to the family and personality adjectives, which is fundamental to the acquisition of the lexicon. The pairs analyze whether or not they agree with what they have just heard and whether they observe such characteristics in themselves or in other people they know. Overall, this section provides vocabulary practice, providing students opportunities to learn and improve new lexicon and develop the receptive skill of listening and the productive skill of speaking.

To close the lesson, the students are invited to do a written production describing a person. They are taken to page 113, in the *Writing*²³ section, and so the students are exposed to a writing model, which deals with two messages exchanged between two friends, via social network. The students are asked to answer two questions of comprehension, and to find five spelling mistakes, challenging them to correct, which arouses a critical sense of their own writing. They are then encouraged to read the text again and answer questions without going back to the text again. These questions involve personality adjectives, and they again use new vocabulary. After that, they are introduced to modifiers, commonly used with adjectives, further expanding their lexicon. Some more useful language when describing a person is presented, involving positive and negative adjectives, as well as some prepositions that follow adjectives. Again, the work on blocks of words is perceived, reinforcing the importance of relating the words when acquiring vocabulary. Finally, students are invited to describe a person through a written production, guiding them to divide the information into paragraphs, and encouraging them to check their mistakes. I think it is interesting to designate this activity to be done at home, outside the classroom, since it is a time-consuming activity and fully individual. They could share and deliver their written productions in another class, which also allows the review the vocabulary learned in the previous class. Overall, it is a section which makes students use the new vocabulary as well as develop the productive skill and writing. If it is pertinent, teacher can give another opportunity of writing after the corrections.

The teacher's material offers extra activity for vocabulary and for communication. The vocabulary activity²⁴ proposes that students, in pairs, complete a crossword with personality adjectives, describing the words to each other, but not mentioning the word itself, only through its meaning. It is a playful and very useful activity to learn new vocabulary. It can be done after working with the Vocabulary Bank, or at the end of the class, as the closing of the lesson. I

²³ There is a section dedicated exclusively to written production, pages 113 to 121. Appendix 4.

²⁴ Appendix 8.

think it is interesting to finish the class in a lighter and more playful way, I believe that motivates for the next classes. The communicative activity²⁵ also brings the vocabulary worked in the lesson, which the students talk about someone in their family, reinforcing and reusing the vocabulary worked. It also can be done at the end of the class, as one more opportunity to speak and learn lexicon, especially by bringing up personal issues, which usually motivates students to talk.

At the end of the two lessons of unit 1, the *Practical English*²⁶ section offers a review of the main linguistic aspects covered in the previous two lessons, such as grammatical points and the most recurring vocabulary. This section tells the story of two characters, which is presented from the beginning of the collection. The activities are developed through three videos, merging activities that include issues of filling in the gaps with relevant information, issues of truth or false, and questions that contemplate comprehension. They also present different words between British English and American English, and useful expressions for communication and common phrases in social interactions. It also offers pronunciation experiences and drill activity. I will emphasize what concerns the vocabulary related to previous lesson. The story presented in the videos²⁷ involves a familiar situation, with an exchange of experiences during the interactions, which uses vocabulary referring to the family and descriptions with adjectives. The section presents the difference between the terms "mom" and "mum", respectively, referring to "mother", so both words refer to family. It also presented the use of "*how + adjective*" and "*what + noun*", which meets all adjectives worked previously. At this point, students are taken to the *Communication*²⁸ section to deepen the use of these structures. This review is pertinent because it reinforces what has been worked up to then, in a contextualized and broad way, allowing a relationship with real and routine interactions. Concerning the vocabulary, it is another opportunity, not in the same class, but in later moments, to review the new vocabulary learned, giving more chances of effective learning.

The *American English File* collection also offers a workbook²⁹, which includes a CDROM, reinforcing all classroom learning by studying at home. The activities from the workbook can be checked in the following class as a way of clarifying and learning. The material also has an online platform, focused on skills required for CEFR level B1, which is an

²⁵ Appendix 9.

²⁶ Pages 12 and 13 of the book, appendix 10. Both pages are in this appendix.

²⁷ The transcription of the videos is shown on pages 122 and 123 of the book, appendix 11, audios 1.28, 1.29 and 1.32.

²⁸ Pages 104 and 109 of the book, appendix 12, activities PE1. Both pages are in this appendix.

²⁹ The appendix 13 presents the activities of the workbook related to the lesson analyzed, from pages 7 to 9 of the workbook.

alternative of self-study. This collection offers effective opportunities to improve lexicon and to acquire new vocabulary, as shown previously, since it does not simply present the vocabulary, but link them to a variety of usages, always contextualized, leading the students to effective use of language. Next section will present the analysis of the other course book, *Interchange 3* 5th edition, by Cambridge University Press, also concerning vocabulary.

3.2 INTERCHANGE 5TH EDITION COLLECTION ANALYSIS

This analysis refers to the book *Interchange 3*, 5th edition. The *Interchange* collection also works based on the Communicative Approach, and the collection is composed of four books. Book 3 corresponds to the last book in the collection, and fits into level B1 of the CEFR. It has sixteen lessons, and each lesson can be worked on in approximately four class hours. Richards (2017) informs in unit 1³⁰, the students are able to

[...] practice talking about personalities and qualities and likes and dislikes. By the end of Cycle 1, students will be able to discuss ideal friends and partners using relative pronouns *who* and *that*. By the end of Cycle 2, students will be able to discuss things they like and don't like using clauses with *it* and adverbial clauses with *when* (2017, p. 2).

In the first part of the lesson, *Snapshot*³¹, a chart inviting students to reflect on marital and loving relationships is presented, so they can debate on the subject. This activity ends up being a warm up activity to what will be addressed in the lesson, which involves themes related to personalities and qualities, as well as personal preferences. At this point, they have the opportunity to use known vocabulary, such as looking for new words that appear on the chart.

In Part 2, *Conversation*³², a conversation between two friends is presented, and in it they can talk about a search on a dating website. Here, in addition to using the vocabulary referring to the characteristics and preferences, which involves adjectives, is already introduced the grammatical point that will be approached in the next section, the *relative pronouns*. They are invited to listen to the audio of the conversation, and practice in pairs, such as drill activity. This moment is important to shape speech models and to deep improvement in fluency. Afterwards, the students listen to the conclusion of the conversation³³, which makes the conversation not something random, simply added to the lesson, but a situation of real context,

³⁰ Pages 2 to 7 of the book, appendix 14. The six pages are in this appendix.

³¹ See appendix 14, page 2 of the book.

³² See appendix 14, page 2 of the book.

³³ Appendix 15, 1.2 Conversation (p. 2).

in which some of the students can identify themselves by already having lived or meeting someone who has already lived it, what makes learning more meaningful, in addition to being an input opportunity, already mentioned its importance previously.

In part 3, *Grammar Focus*³⁴, the highlight is for relative pronouns. Although it is not the focus of the work, it is worth to emphasize this grammatical point can meet the vocabulary worked in the unit - personality and qualities, which involve adjectives, and preferences - since when we describe what we like or dislike and qualify or report somebody, somewhere or something, the usage of these pronouns is very important. Therefore, I believe it is pertinent to join the use of this vocabulary and this grammatical topic.

Part 4, *Word Power*³⁵, addresses personality traits. Here, it is possible to observe focus on adjectives that describe personality. The first activity proposes to match a list of adjectives to their descriptions - it is observed the use of the relative pronoun previously worked as well - , and then classify the adjectives into positive or negative. After that, it is proposed that, in pairs, students, without reading the definitions, define the adjectives with their own words. This type of activity, in addition to helping them learn new words, helps them develop oral skills and the ability of paraphrasing something they do not know or do not remember how to say during communication. It is then suggested that they choose adjectives to describe some family members they like. This moment is very meaningful because it starts from something very personal, which usually motivates students to express about themselves. It is worth to mention, once again, the importance of working in pairs, addressed several times previously throughout this work. Overall, this section provides students opportunity to learn and use the new vocabulary from the unit.

In part 5, *Listening*³⁶, the proposed activity is to listen to three people's description³⁷, which students should classify the descriptions as negative and positive, and list the adjectives mentioned. As in the previous section, this activity, in addition to providing input – also emphasized its importance previously –, the students reinforce the use of the vocabulary worked, and helping them learn and consolidate its acquisition.

Part 6, *Discussion*³⁸, proposes that students discuss what an ideal friend, family member, or partner would look like. In addition to allowing reflection on what kind of person is interesting that each one has at their side, which becomes meaningful for the students, again

³⁴ See appendix 14, page 3 of the book.

³⁵ See appendix 14, page 3 of the book.

³⁶ See appendix 14, page 4 of the book.

³⁷ Appendix 15, 5. Listening (p. 4).

³⁸ See appendix 14, page 4 of the book.

they use the vocabulary studied. Then, in groups, they share their ideas and discuss them, using in practice and in a real and meaningful context the vocabulary explored.

Afterwards, in part 7, *Writing*³⁹, it is proposed that they think about a friend and write a paragraph, based on some questions. After writing, which involves the subject addressed in the unit – which goes on to reaffirm the acquisition of this new vocabulary – they are invited to share their writings and compare them. Here, I suggest writing at home, because it is an individual and time-consuming activity, and bringing it in the following class, and so sharing with the group. Overall, this section allows one more opportunity of putting in practice the new lexicon, which is useful to learn it.

In part 8, *Perspectives*⁴⁰, students are exposed to a text and its audio, and invited to think about if they agree or not with the subject addressed in it. Therefore, a score can be calculated, just like in some tests we find in some magazines, for example, and they can verify if they bother easily with some everyday situations concerning other people. This topic often engages students, since people tend to enjoy talking about what they like or dislike. After this test, they are invited to share their scores with the group and explore those issues. Again, besides being significant and engaging, it is a playful activity that involves the lexicon addressed. All these aspects reinforce the acquisition of new vocabulary.

Part 9, *Pronunciation*⁴¹, presents linked sound by some sentences and speeches involving the topics addressed. Although it is not the focus of the work, improving pronunciation is always relevant in terms of fluency and language use, as well as practicing the pronunciation of the new vocabulary.

Part 10, *Grammar Focus*⁴², presents another grammatical point referring to the use of *it clauses + adverbial clauses with when*. Just as part 3, already mentioned before, although it is not the focus of the work, it is worth to mention that this grammatical structure is in agreement with the personal preferences, which contributes to the development and deepening of the vocabulary worked on in the unit, facilitating its acquisition. Both sections 3 and 10 lead students to page 132⁴³, in the *Grammar Plus* section⁴⁴, where they can deepen the grammatical structures studied throughout the units.

³⁹ See appendix 14, page 4 of the book.

⁴⁰ See appendix 14, page 5 of the book.

⁴¹ See appendix 14, page 5 of the book.

⁴² See appendix 14, page 6 of the book.

⁴³ Appendix 16.

⁴⁴ This section of the book is contemplated between pages 132 to 147, and it presents the grammar topic explanations and activities.

In Part 11, *Interchange I*⁴⁵, students are taken to page 114⁴⁶ – which is part of the *Interchange activities* section⁴⁷ and develops communicative skills – and are invited to do a quiz, in pairs, about their own personalities. Here, in addition to being a playful and very significant moment, by referring to themselves, they make use of all the structures studied in the unit up to then, including those referring to the lexicon. After the first step in pairs, they are invited to share their answers and what they found out with the group, and again end up using the language, its structures and the lexicon to be learned, corroborating for its acquisition.

Finally, in Part 12, *Reading*⁴⁸, students can read a text that meets all that has been brought in the unit, reinforcing their learning, and broadening their comprehension and interpretation skills involving the English language. In the end, they are invited to discuss the topic addressed in the text, which means they use language and vocabulary to communicate.

Teachers who adopt the *Interchange* collection have access to extra resources that can be used in their classes as a way of enriching their pedagogical practices and mediating the achievement of learning goals. One of the activities is especially dedicated to the vocabulary⁴⁹, which presents a list of personality adjectives, some presented in the unit, others not. After this list, there are activities aimed at the practice and use of adjectives, which propose that students classify the adjectives into positive and negative, and list some famous people and their characteristics. Afterwards, they are invited to talk about their preferences. These activities are democratic and usually involve students because they have the opportunity to express themselves and talk about their personal preferences, as well as they help them to acquire a little more of the vocabulary that are being studied. There is also an activity⁵⁰ in which students, in pairs, complete a crossword with personality adjectives. Here, they are supposed to give the definition of each adjective so that the colleague identifies it, making them to develop the ability of description and paraphrasing, as well as the interpretation of what they are listening and, consequently, acquisition of the lexicon studied and improvement of speaking. Both activities can be done after approaching vocabulary in the unit, in this case after part 4, or at the end of class, to close it in a playful and enjoyable way. As mentioned before, I believe that ending the class in this way interferes with the pleasure of returning to class because students leave class with a good feeling of joy and accomplishment.

⁴⁵ See appendix 14, page 6 of the book.

⁴⁶ Appendix 17.

⁴⁷ This section is contemplate between pages 114 and 131, and it is focused on what is studied in each unit.

⁴⁸ See appendix 14, page 7 of the book.

⁴⁹ Appendix 18.

⁵⁰ Appendix 19.

The extra activities of listening⁵¹ and writing⁵² directly involve the studied vocabulary: personality adjectives and preferences. The listening activity can be performed at any time that the teacher considers pertinent. I suggest doing it at the end of the lesson, as another way to take back what has been studied in class, including vocabulary. The writing activity I suggest to be done at home, considering it is an individual and time-consuming act. In the following class, this writing can be shared and debated with the group, becoming a way of remembering and reinforcing some aspects previously studied. Overall, the two proposals are relevant concerning the use and practice of the new lexicon.

The *Interchange* collection offers online workbook, contemplating self-study, where students can deepen their knowledge and language skills, which is fundamental for consolidating language learning. This collection offers a range of opportunity to learn new vocabulary since it contemplates new lexicon by using them along the unit in a meaningful and personalized way.

Richards (2008) and Cook (2016), as well as other authors mentioned in this work, discuss about the importance of teaching the language, and so new vocabulary with solid and consistent approach, allowing students use making effective use of language. Both course books from the analyses provide students moments to use the language in a contextualized and meaningful form, as well as personalized, collaborating to the vocabulary acquisition and to face the plateau phase that may occur during this stage of learning when the students achieve the intermediate level.

⁵¹ Appendix 20.

⁵² Appendix 21.

4 FINAL CONSIDERATIONS

Both the *American English File 3* and *Interchange 3* books bring their content in an interrelated way. Throughout the lesson and the unit analyzed, it is possible to observe that the vocabulary is present at all activities and moments during the lesson, as well as the grammatical components presented can be easily used with the vocabulary proposed by the lesson. The materials evidence what Gairns and Redman (1986), Richards (2008), Cook (2016) and Holden and Nobre (2018) discuss about the importance of working with vocabulary in a related way, presenting new vocabulary in blocks of words, and offering different and varied opportunities of using the new lexicon.

Both books also offer extra features and the option of self-study, which collaborates to increase knowledge and to consolidate of what has being studied through practice, in addition to not only focus on the student's book, which can be motivating for students keep on their studies. They lead students to work in pairs or in groups constantly, allowing real and dynamic interactions, facilitating communication and consolidating learning. Foster (1998) and Richards (2008) mention the importance of peer work.

Both materials provide meaningful and engaging activities that involve the individual realities of each student, as well as they involve them in their peers' realities. When there is engagement and involvement from the students, the learning happens in a fuller and more natural way, providing a warm and democratic environment, making each one feel part and responsible for their own learning, as well as a sense of belonging. Richards (2008) warns the importance of meaningful activities for better results in learning.

Apparently, the *American English File* collection is a little bit denser, with a big amount of information and deeper tasks if compared to the *Interchange* collection, which is a little bit lighter and the tasks are usually less complex. These characteristics do not detract any of the proposals, since what becomes relevant here is about considering the profile of the groups and students when choosing one of these materials.

The way both course books deal with the acquisition of vocabulary contributes so that students – in this case intermediate level students, B1 of CEFR – learn new lexicon and reinforce what is already known, since they are given a good time in class to use new vocabulary, as well as this new lexicon is brought in several different ways and context throughout the lessons. The collections also offer opportunity to go on studying by themselves out of the classroom, which results in a deeper learning. All these features help those students who may be facing the plateau phase because it gives them the several and different

opportunities to use the vocabulary in a natural, intuitive and personalized way, over a considerable period of time, allowing the use to be relevant, so they can acquire new lexicon in a more fluid and non-anxious way.

Using vocabulary when you are at an intermediate level is the most efficient way to learn it, considering it is a time when many students cannot realize their own progress in language learning, which is most noticeable at basic levels, but it does not mean that learning does not keep happening at the other levels. Using the language in a natural and intuitive way can help students understand better the processes and observe their own progress, while encouraging them to continue studying, without evading courses and classrooms.

It is also important that teachers analyze what is possible to follow in the proposals presented by the collections and what is important to reformulate and adapt, in order to achieve the needs and the goals of their groups and students. Teachers must have the expertise when analyzing, reformulating and adapting the activities presented by the course books.

In the course of this work, it was observed that there is not much material available about what concerns specifically plateau in acquiring vocabulary. As suggestion for future papers, a more in-depth research in this field and practical analyses of groups that use the methodology and the collections presented by this analysis can be very pertinent and relevant to understand and help teachers and students concerning the plateau phase and the acquisition of vocabulary during this moment of learning.

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APPENDIX 1

Personality

VOCABULARY BANK

1 WHAT ARE THEY LIKE?

a Complete the definitions with the adjectives.

affectionate /ə'fekʃənət/ aggressive /ə'grɛsɪv/
 ambitious /ə'mbɪʃəs/ anxious /æŋ'kʃəs/ bossy /'bɒsi/
 charming /tʃɑːmɪŋ/ competitive /kəm'petɪtɪv/
 independent /ɪndɪ'pendənt/ jealous /'dʒeləs/
 moody /'muːdi/ rebellious /rɪ'bɛljəs/ reliable /rɪ'laɪəbl/
 selfish /'selfɪʃ/ sensible /'sensəbl/ sensitive /'sensətɪv/
 sociable /'səʊjəbl/ spoiled /spɔɪld/ stubborn /'stʌbən/

- Selfish people think about themselves and not about other people.
- A competitive person always wants to win.
- spoiled children behave badly because they are given everything they want.
- An aggressive person gets angry quickly and likes fighting and arguing.
- charming people have an attractive personality and make people like them.
- A sensible person has common sense and is practical.
- A sociable person is friendly and enjoys being with other people.
- anxious people are often worried or stressed.
- A moody person is happy one minute and sad the next, and is often bad-tempered.
- Independent people like doing things on their own, without help.
- A bossy person likes giving orders to other people.
- An affectionate person shows that he or she loves or likes people very much.
- A jealous person thinks that someone loves another person more than him or her, or wants what other people have.
- A sensitive person can be easily hurt or offended.
- An ambitious person wants to be successful in life.
- A reliable person is someone who you can trust or depend on.
- A rebellious person doesn't like obeying rules.
- A stubborn person never changes his (or her) opinion or attitude about something.

b (123) Listen and check.

c Cover the definitions and look at the adjectives. Remember the definitions.

2 OPPOSITES

a Match the adjectives and their opposites.

cheap /tʃi:p/	hardworking /'hɑːd'wɜːkɪŋ/
outgoing /'aʊtɡoʊn/	self-confident /self 'kɒnfədənt/
stupid /'stʊpɪd/	talkative /'tɔːkətɪv/

Opposite

generous	cheap
insecure	self-confident
lazy	hardworking
quiet	talkative
shy	outgoing
smart	stupid

b (124) Listen and check. Then cover the opposites and test yourself.

c With a partner, look at the adjectives again in 1 and 2. Do you think they are positive, negative, or neutral characteristics?

3 NEGATIVE PREFIXES

a Which prefix do you use with these adjectives? Put them in the correct column.

ambitious	clean	friendly	honest	imaginative
kind	mature	organized	patient	reliable
responsible	selfish	sensitive	sociable	

un- / dis-	im- / ir- / in-
unambitious	immature
dishonest	impatient
unclean	irresponsible
disorganized	irresponsible
unfriendly	imaginative
unimaginative	
unsociable	

b (125) Listen and check. Which of the new adjectives has a positive meaning?

c Cover the columns. Test yourself.

False friends

Some words in English are very similar to words in other languages, but have different meanings.

Sensible looks very similar to **sensible** in Spanish and French, but in fact in English it means someone who has common sense and is practical. The Spanish / French word **sensible** translates as **sensitive** in English (to describe a person who is easily hurt).

Sympathetic does not mean the same as **sempatik** in Turkish (which mean **nice, friendly**). In English, **sympathetic** means a person who understands other people's feelings, e.g. *My best friend was very sympathetic when I failed my exam last week.*

← p.11

Online Practice

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APPENDIX 2

G future forms: present continuous, going to, will / won't
V family, adjectives of personality
P sentence stress, word stress, adjective endings

Are you seeing your grandparents this weekend?
 No, I'm going to stay home. I'll probably see them next weekend.

1B Family life

1 VOCABULARY & SPEAKING

family

a Look at some photos showing family members. What's happening in each one? What do you think the relationship is between the people?

b With a partner, explain the difference between each pair.

- a father and a parent
- a mother and a stepmother
- a brother and a brother-in-law
- a grandfather and a great-grandfather
- a nephew and a niece
- a child and an only child
- your immediate family and your extended family

c Read *Changing—for the better* and try to guess what the missing percentages are. Choose from the list.

11% 43% 60% 67% 75%

d (15) Listen and check. Do any of the statistics surprise you? Which ones do you think would be very different if the survey was taken in your country?

e Work in small groups. Say what you think and give reasons.

Do you think that...?

- families should have a meal together every day
- children should leave home as soon as they can afford to
- parents and their teenaged children should spend a lot of time together
- parents should be friends with their children on social networking sites, e.g., Twitter
- elderly parents should live with their children when they are too old to live alone


Useful language:
Giving your opinion (2)
 We often use *should* + verb to say what we think is the right thing or a good thing (to do), e.g.,
*I think families **should have** dinner together every day because...*
*I don't think parents **should be** friends with their children on Twitter because...*

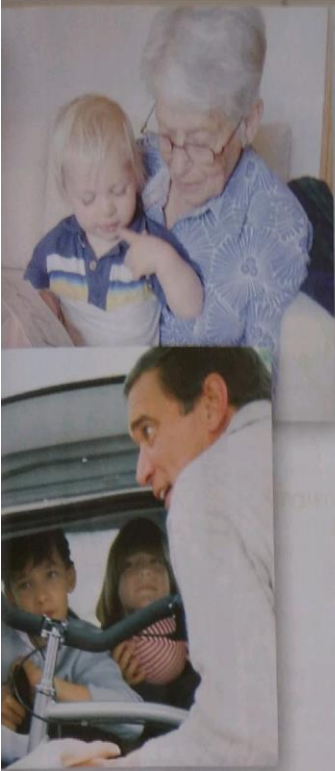
Changing – for the better?

Family life is changing in the US, but not in the way we might think. The results of several different US surveys expected to find that family relationships were suffering because of the decline in traditional family structures.

However, some of the results were very surprising...

- 32% of young adults under 25 and
- 10% of adults 30-34 still live at home with their parents
- 143% of families eat together every day.
- 33% say they have the TV on during dinner.
- 50% think a new baby in the family brings more happiness.





1. grandmother to grandson → what he's going to do next
 2. father to daughter → where she's going and what she's doing
 3. son to mother → if he can borrow her car.

2 GRAMMAR

future forms

a (116)) Listen to three dialogues between different family members. Who is talking to who (e.g., brother to sister)? What are they talking about?

b Listen again and match two sentences with each dialogue (1-3).

A <input type="checkbox"/> 1 I'll make you a cup of tea.	D <input type="checkbox"/> 2 I'm staying overnight there.
B <input type="checkbox"/> 3 You'll drive too fast.	E <input type="checkbox"/> 3 I'll drive really slowly.
C <input type="checkbox"/> 4 I'm not going to go to college yet.	F <input type="checkbox"/> 4 It's going to be cold tonight.

c With a partner, decide which sentence (A-F) is...

<input type="checkbox"/> C a plan or intention	<input type="checkbox"/> B a prediction	<input type="checkbox"/> A an offer
<input type="checkbox"/> D an arrangement	<input type="checkbox"/> E a promise	

d ▶ p.133 Grammar Bank 1B. Learn more about future forms, and practice them.

3 PRONUNCIATION

sentence stress

Sentence stress
 An important aspect of speaking English is stressing the words in a sentence that carry the information, and not stressing the other ones. This will help you to communicate better and to speak with good rhythm.

a (121)) Listen to the rhythm in these three dialogues.

1 A Are you **coming home** for **dinner** tonight?
 B No, I'm **going out** with my **friends**.

2 A **What** are you **going to do** in the **summer**?
 B We're **going to rent** a **house** with my **sister** and her **husband**.

3 A Do you **think** they'll **have children** soon?
 B I **don't think** so. **Not** for a **few years** anyway.

b Practice them with a partner. Copy the rhythm.

c Ask and answer the questions below. Give as much information as possible.

ARE YOU...?

- having dinner with your family tonight
- or is anyone in your family getting married soon
- doing something with a family member this week
- visiting a relative this weekend

ARE YOU GOING TO...?

- have a new nephew or niece soon
- have a big family get-together soon
- go on vacation with your family this year
- buy a present for a member of your family this month

DO YOU THINK...?

- the number of people getting divorced will go up or down in the future
- the birthrate will go up or down in your country
- anyone in your family will live to be 90 or more
- you will move away from (or back to) the area where your family lives

1 **49%** of adults are happy and enjoy their lives without a lot of stress.

2 **11%** of adults are not happy and have a lot of stress or worry in their lives.

3 **60%** of teens feel close to their family.

4 **67%** of teens want to spend more time with their parents.

5 **55%** of parents stay connected with their children on social networks.

40% of parents worry about what their kids post on social networks.

17% of elderly women live with a relative such as a daughter, daughter-in-law, or grandchild.

4 (122)) **SONG** *Our House* 🎵

5 READING

- a Which do you think has more advantages, being an only child, or having brothers and sisters? Why?
- b Work in pairs. A read *The Younger Brother*, B read *The Only Child*.
- c Tell your partner about 1 and 2 below. Whose childhood sounds happier?
 - 1 other family members who are mentioned
 - 2 how the writer's experience as a child affects him/her now

d Look at the **highlighted** words in the two texts. Try to figure out their meaning from the context. Then match them with definitions 1–12.

- 1 sick adj ill
- 2 No wonder it's no surprise that
- 3 rivalry noun competition between two people
- 4 childhood noun the time when you were a child
- 5 a gathering noun a meeting of people, e.g., family
- 6 adults noun people who are fully grown
- 7 aware of adj knowing about or being conscious of something
- 8 boarding school noun a school where children can live during the year
- 9 value verb think that somebody or something is important
- 10 shared verb divided something between two or more people
- 11 fight verb try to hurt somebody else
- 12 a gang noun a group of friends

each other
 When brothers and sisters get older they value **each other** more.
 Use **each other** to talk about an action between two people or groups of people, e.g., *I don't get along very well with my father. We don't understand **each other**.*

e Talk to a partner. Do you have brothers and sisters, or are you an only child? Do you feel positive or negative about it?

Younger brother or only child?
HOW WAS IT FOR YOU?

THE YOUNGER BROTHER
NOVELIST TIM LOTT

Rivalry between brothers is normal, but there was a special reason for the tension between us. I was very ill when I was born, and spent three months in the hospital with my mother. My brother did not see her at all during that time because he went to stay with an aunt. When our mother returned home, it was with a **sick** newborn baby who took all the attention. **No wonder** he hated me (although if you ask Jeff, he will say that he didn't – we remember things differently).



My brother and I were completely different. We **shared** the same bedroom, but he was neat, and I was really messy. He was responsible; I was rebellious. He was sensible; I was emotional. I don't have any positive memories of our **childhood** together, though there must have been good moments. Jeff says we used to play "Cowboys and Indians," but I only remember him trying to suffocate me under the bedcovers.

My relationship with Jeff has influenced my attitude toward my own four daughters. If the girls **fight**, I always think that the younger child is innocent. But the good news about brothers and sisters is that when they get older, they **value** each other more. Jeff is now one of my best friends, and I like and admire him greatly. For better or for worse, we share a whole history. It is the longest relationship in my life.

Adapted from The Times

THE ONLY CHILD
JOURNALIST SARAH LEE

I went to **boarding school** when I was seven, and the hardest thing I found was making friends. Because I was an only child, I just didn't know how to do it. The thing is that when you're an only child, you spend a lot of your time with **adults**, and you're often the only child in **a gathering** of adults. Your parents go on living more or less the way they have always lived, only now you are there, too.

I found being an only child interesting because it gave me a view of the world of adults that children in a big family might not get. And I know it has, at least partly, made me the kind of person I am – I never like being one of a group, for example. If I have to be in a group, I will always try to go off and do something on my own, or be with just one other person – I'm not comfortable with being one of **a gang**.

My parents are divorced now and my mother lives in the US and my father in the UK. I feel very responsible for them – I feel responsible for their happiness. I'm the closest relative in the world to each of them, and I am very **aware of** that.

Adapted from The Guardian



6 VOCABULARY

adjectives of personality

- a Without looking back at *The Younger Brother* text, can you remember who was *neat*, *responsible*, and *sensible* and who was *messy*, *rebellious*, and *emotional*? Do you know what the adjectives mean? Would you use any of them to describe yourself?
- b ► p.153 Vocabulary Bank Personality.
- c Write down the first three adjectives of personality that come into your head. Don't show them to your partner. Now go to ► Communication Personality p.104.

7 PRONUNCIATION

word stress, adjective endings

- a (1 26)) Underline the stressed syllable in these multisyllable adjectives. Listen and check.

- 1 jealous an|xious am|bi|tious
ge|ne|rous re|bell|ious
- 2 so|cia|ble re|li|a|ble
- 3 re|spon|si|ble sen|si|ble
- 4 com|pe|ti|tive tal|ka|tive
a|ggre|ssive sen|si|tive
- 5 un|fri|endly in|se|cure
im|pa|tient im|ma|ture

- b Listen again and answer the questions.

- 1 Is *-ous* pronounced /aus/ or /as/?
- 2 Is *-able* pronounced /abl/ or /eibl/?
- 3 Is *-ible* pronounced /ibl/ or /ibl/?
- 4 Is *-ive* pronounced /iv/ or /iv/?
- 5 Are *-ous* / *-able* / *-ible* / *-ive* stressed? NO
- 6 Are *un-* / *in-* / *im-* stressed? NO



8 LISTENING & SPEAKING



- a What's your position in the family? Are you the oldest child, a middle child, the youngest child, or an only child?
- b (1 27)) Look at the cover of Linda Blair's book. Now listen to a journalist talking about it on a radio program. Complete the chart by writing four more adjectives of personality in each column.

Oldest children	Middle children	Youngest children	Only children
sensible	relaxed	outgoing	self-confident
responsible	sociable	charming	independent
ambitious	sensitive	rebellious	organized
insecure	sympathetic	immature	spoiled / selfish
anxious	unambitious	disorganized	impatient

- c Compare with a partner. Then listen to the four sections one by one. Check your answers. What reasons or examples does the journalist give?
- d Look at the completed chart above. In pairs, say...

...if you think it is true for **you** – and if not, why not?

...if you think it is true for **other people** you know (your brothers and sisters, friends, etc.)

9 WRITING

- p.113 Writing A description of a person. Write a description of a friend you know well.

APPENDIX 3

1B SONG Our House



Our House

Father wears his ¹ Sunday best (*a day of the week*)
 Mother's ² _____ she needs a rest (*adjective*)
 The kids are playing up ³ _____ (*part of the house*)
 Sister's sighing in her sleep
⁴ _____'s got a date to keep (*member of the family*)
 He can't hang around

CHORUS

Our house, in the middle of our street
 Our house, in the middle of our...

Our house it has a crowd
 There's ⁵ _____ something happening (*adverb of frequency*)
 And it's usually quite loud
 Our ⁶ _____ she's so house-proud (*member of the family, colloquial*)
 Nothing ever slows her down and a mess is not allowed

CHORUS

Our house, in the middle of our street
 (Something tells you that you've got to move away from it)

Father gets up ⁷ _____ for work (*adverb of time*)
 Mother has to iron his ⁸ _____ (*something you wear*)
 Then she sends the kids to ⁹ _____ (*a place*)
 Sees them off with a small kiss
 She's the one they're going to miss in lots of ways

CHORUS

I remember way back then when everything was true and when
 We would have such a very good time
 Such a fine time
 Such a ¹⁰ _____ time (*adjective*)

And I remember how we'd play, simply waste the day away
 Then we'd say nothing would come between us two dreamers

REPEAT FIRST VERSE

CHORUS

Our house, was our castle and our keep
 Our house, in the middle of our street
 Our house, that was where we used to sleep
 Our house, in the middle of our street (*to fade*)

a Listen to the song and write the missing words 1–10. Use the clues in parentheses to help you.

b Read the lyrics with the glossary and answer the questions.

- 1 Do you think the singer's memory of his home is positive or negative?
- 2 Which of these adjectives would you use to describe his house? Check (✓) the boxes.

- busy
- quiet
- clean
- messy
- crowded
- traditional

GLOSSARY

Sunday best = best clothes
 playing up = behaving badly
 sighing = making a sad sound
 has got a date = has a meeting (with a girl)
 hang around = stay somewhere for a long time
 house-proud = spending a lot of time keeping a house clean and neat
 you've got to = you have to

SONG FACTS

Our House was British group Madness's biggest international hit. In the summer of 2012, 20 years after they first recorded it, the song became popular with a new generation of music fans: Madness sang the song to an international audience at the closing ceremony of the London 2012 Olympics.

APPENDIX 4

Writing

1 A DESCRIPTION OF A PERSON

a Read the two Facebook messages once and answer the questions.

1 Why has Angela written to Sofia? *she was looking for an au pair*

2 Does Sofia recommend her friend to Angela? *yes*

Messages + New Message

Angela Vernon
Hi Sofia,
I hope you're well.
I'm looking for an au pair to look after Austin and Melissa, and I remembered your Peruvian friend Marisol, who I met last summer. She said she might be interested in working in the US as an au pair, so I thought I would write and ask her. The thing is, I don't really know her, so before I write and suggest it, could you tell me a little about her (age, personality, etc., and what she likes doing) so that I can see if she would fit in with the family? Please be honest!
Angela

Sofia Lugo
Hi Angela,
Marisol is one of my best friends, so of course I know her **very** well. She's 22, and she just graduated from college with a degree in economics, but she doesn't have a job yet, and I'm sure she would be **interested** in going to the US. Her parents are both doctors, and she has two younger brothers. She gets along very well with them, and they are a very close family.
Marisol's an intelligent girl and very hardworking. She can be **really** shy at first, but when she gets to know you she's **incredibly** friendly. She loves children - she often takes care of her brothers - so she has a lot of experience, and she's also very **responsible**.
In her free time she likes going to the movies, listening to music, and she's also very good at **photography** - she always has her camera with her. She's **really** independent and happy to do things on her own, so you won't have to worry about taking her to places.
The only problem with Marisol is that she's **a little forgetful**... she sometimes loses things, like her keys, or her phone. Also, to be honest her English isn't great, but I'm sure she'll improve very quickly. I think Austin and Melissa will love her. I hope this helps! Let me know if you need anything else.
Love,
Sofia

b The computer has found **five spelling mistakes** in Sofia's email. Can you correct them?

c Read both emails again. Then cover them and answer the questions from memory.

1 What **five** adjectives describe Marisol's personality? *intelligent, hardworking, friendly, responsible, independent*

2 What does she like doing in her free time? *going to the movies, listening to music, taking photos*

3 What negative things does Sofia say about Marisol? *shy, forgetful, not good English*

4 Does Sofia think Marisol will get along with Angela's family? *yes*

d Look at the **highlighted** expressions we use to modify adjectives. Put them in the correct place in the chart.

Marisol is **incredibly** **really** very **a bit** forgetful.

Useful language: describing a person
He's **really** / **very**, etc. + positive adjective (e.g., *friendly, outgoing*, etc.)
She's **a little** + negative adjective (e.g., *messy, shy*, etc.)
He **likes** / **loves** / **doesn't mind** + verb + **-ing**
She's **happy to** + base form
He's **good** **with** children
at making new friends

e Imagine you received Angela's message asking about a friend of yours. **Write** an email to answer it. **Plan** what you're going to write using the paragraph headings below. Use the **Useful language** box and **Vocabulary Bank** Personality p.153 to help you.

Paragraph 1	age, family, work / study
Paragraph 2	personality (good side)
Paragraph 3	hobbies and interests
Paragraph 4	any negative things?

f **Check** your email for mistakes (grammar, vocabulary, punctuation, and spelling).

◀ p.11

Writing

APPENDIX 5

1B

future forms

going to + base form

future plans and intentions

My sister's **going to** adopt a child. (17))
 Are you **going to** buy a new car or a used one?
 I'm **not going to** go to New York City tomorrow. The meeting is canceled.

predictions

The Yankees are **going to** win. They're playing really well. Look at those black clouds. I think it's **going to** rain. (18))

- We use *going to* (NOT *will / won't*) when we have already decided to do something. NOT *My sister will adopt a child.*
- We also use *going to* to make a prediction about the future, especially when you can see or have some evidence (e.g. black clouds).

present continuous: be + verb + -ing

future arrangements

Lorna and James are **getting** married in October. (19))
 We're **meeting** at 10:00 tomorrow in Jack's office.
 Jane's **leaving** on Friday and **coming back** next Tuesday.

- We often use the present continuous for future arrangements.
- There is very little difference between the present continuous and *going to* for future plans / arrangements, and often you can use either.


GRAMMAR BANK

- going to* shows that you have made a decision.
We're going to get married next year.
- the present continuous emphasizes that you have made the arrangements. *We're getting married on October 12th.* (= we've ordered the invitations, etc.)
- We often use the present continuous with verbs relating to travel arrangements, e.g., *go, come, arrive, leave, etc.*
I'm going to Tokyo tomorrow and coming back on Tuesday.

will + base form

instant decisions, promises, offers, predictions, (20))
future facts, suggestions

I'll have the steak. (instant decision)
 I won't tell anybody where you are. (promise)
 I'll carry that bag for you. (offer)
 You'll love New York City! (prediction)
 I'll be home all afternoon. (future fact)



We use *will / won't* (NOT the simple present) for instant decisions, promises, offers, and suggestions. NOT *I carry that bag for you.*

- We can also use *will / won't* for predictions, e.g., *I think the Yankees will win,* and to talk about future facts, e.g., *The election will be on March 1st.*

a Circle the correct form. Check ✓ the sentence if both are possible.

My grandparents are going to retire / will retire next year. ✓

- We'll invite / We're going to invite your parents for Sunday lunch? ✓
- I'm going to make / I'll make a cake for your mom's birthday, if you want.
- I'm not having / I'm not going to have dinner with my family tonight. ✓
- The exam will be / is being on the last Friday of the semester.
- You can trust me. I'm not telling / I won't tell anyone what you told me.
- My cousin is arriving / will arrive at 5:30 p.m. ✓
- I think the birthrate will go down / is going to go down in my country in the next few years. ✓
- I'm not going to go / I won't go to my brother-in-law's party next weekend.
- I'm going to help / I'll help you with the dishes. ✓

b Complete B's replies with a correct future form.

- A What's your stepmother going to do about her car?
B She's going to buy a used one. (buy)
- A I'm going to miss you.
B Don't worry. I promise I'll write every day. (write)
- A What are Alan's plans for the future?
B He's going to earn a degree in engineering. (earn)
- A Can I see you tonight?
B No, I'm working late. How about Saturday? (work)
- A What would you like for an appetizer?
B I'll have the shrimp, please. (have)
- A There's nothing in the refrigerator.
B OK, she we going to get some take-out Mexican food? (get)
- A I don't have any money, so I can't go out.
B No problem, I'll lend you some. (lend)
- A Can we have a barbecue tomorrow?
B I don't think so. On the radio they said that it 's going to rain. (rain)
- A We land at about eight o'clock.
B Will you need a ride from the airport? (need)

◀ p.9
Online Practice
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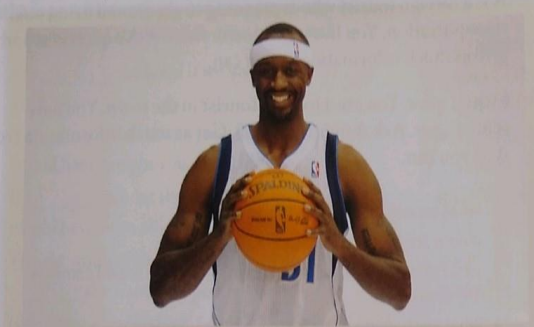
APPENDIX 6

Communication

5A OTHER SPORTS SUPERSTITIONS

Student B

- a Read about Jason Terry and Alexander Wurz.



JASON TERRY, an American basketball player, wears the colors of his team's opponents the night before a game. If the team he's playing the next day wears black and white, then Terry wears black and white to bed the night before. He's been doing this since his playing days in college.

ALEXANDER WURZ, an Austrian racing driver, used to race with odd-colored shoes, the left one red and the right one blue. It came about when he lost a shoe before a big race and had to borrow one of a different color. After winning the race, he decided it was a lucky omen.



- b Now listen to **A** telling you about Sydney Crosby and Kolo Touré's superstitions.
- c Cover the text and tell **B** about Jason Terry and Alexander Wurz's superstitions from memory.
- d Together decide which superstition you think is a) the strangest
b) the most impractical.

PE5 ASKING POLITELY FOR INFORMATION Student B

- a You are a tourist in **A**'s town. You want to ask **A**, who you have stopped on the street, questions 1–5 and you want to be very polite. Rewrite 2–5 as indirect questions.
- 1 Do stores close at lunchtime?
Could you tell me *if stores close at lunchtime*?
 - 2 Is there a cash machine near here?
Do you know _____?
 - 3 Where's the closest drugstore?
Could you tell me _____?
 - 4 What time do the buses stop running at night?
Do you know _____?
 - 5 Do banks open on Saturday mornings?
Could you tell me _____?
- b **A** is a tourist, and is going to stop you on the street and ask you some questions. Answer politely with the necessary information.
- c Ask **A** your indirect questions 1–5. Always begin with *Excuse me*.

APPENDIX 7

Listening

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- A I usually have meat or seafood. Usually shrimp or something as an appetizer and then maybe lamb for the main course.
- B I often have ready-made vegetable soups that you just have to heat up – in fact, they're the only vegetables I ever eat! And I usually have a couple of frozen pizzas in the freezer for emergencies. I don't really order take-out when I'm on my own, but if I'm with friends in the evening, we sometimes order Chinese food for dinner.
- C Eggs and soda. I have eggs for breakfast at least twice a week, and I drink a couple of cans of soda every day.
- D If I'm feeling down, chicken soup, with nice big pieces of chicken in it. It's warm and comforting. Uh, I usually have a banana before going to the gym. If I know I'm going to have a really long meeting, I usually have a coffee and a cupcake because I think it will keep me awake and give me energy.
- E Fruit – cherries, strawberries, raspberries, and apples. Vegetables – peppers, tomatoes, and cucumbers. The only thing I really don't like is zucchini. I can't even stand the smell of it.

17

Part 1

Interviewer What was your favorite food when you were a child?

Steve Well, I always liked unusual things, at least things that most English children at the time didn't like. For instance, when I was six or seven my favorite things were snails, oh and prawns with garlic.

Interviewer Funny things for a six-year-old English boy to like!

Steve Well, the thing is my parents liked traveling and eating out a lot, and I first tried snails in France, and the prawns, my first prawns I had at a Spanish restaurant in the town where we lived.

Interviewer So you were interested in Spanish food right from the start. Is that why you decided to come to Spain?

Steve Partly, but of course, I suppose like a lot of British people I wanted to see the sun! The other thing that attracted me when I got here were all the fantastic ingredients. I remember going into the market for the first time and saying "Wow!"

Interviewer When you opened your restaurant, how did you want it to be different from typical Spanish restaurants?

Steve Well, when I came to Spain, all the good restaurants were very formal, very traditional. In London then, the fashion was for informal places where the waiters wore jeans, but the food was amazing. So I wanted a restaurant a bit like that. I also wanted a restaurant where you could try more international food, but made with some of these fantastic local ingredients. For example, Spain's got wonderful seafood, but usually here it's just grilled or fried. I started doing things in my restaurant like cooking Valencian mussels in Thai green curry paste.

Interviewer What do you most enjoy cooking?

Steve What I most enjoy cooking, I think, are those traditional dishes which use quite cheap ingredients, but they need very long and careful cooking, and then you turn it into something really special... like a really good casserole, for example.

Interviewer And is there anything you don't like cooking?

Steve Maybe desserts. You have to be very precise when you're making desserts. And that's not the way I am.

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Part 2

Interviewer What's the best thing about running a restaurant?

Steve I think the best thing is making people happy. That's why even after all this time I still enjoy it so much.

Interviewer And the worst thing?

Steve That's easy, it has to be the long hours. This week for example, I'm cooking nearly every day. We usually close on Sundays and Mondays, but this Monday is a public holiday, when lots of people want to eat out, so we're open.

Interviewer Seu Xerea is in all the British restaurant guides now. Does that mean you get a lot of British customers?

Steve Yes, we get a lot of British people, especially at the weekends, but then we get people from other countries, too.

Interviewer And are the British customers and the Spanish customers very different?

Steve Yes, I think they are. The British always say that everything is lovely, even if they've only eaten half of it. The Spanish, on the other hand, are absolutely honest about everything. They tell you what they like; they tell you what they don't like. I remember when I first opened, I had sushi on the menu, which was very unusual at that time, and I went into the dining room, and I said to people, "So what do you think of the sushi?" And the customers, who were all Spanish, said "Oh, it was awful! It was raw fish!" Actually, I think I prefer that honesty, because it helps us to know what people like.

Interviewer What kind of customers do you find difficult?

Steve I think customers who want me to cook something in a way that I don't think is very good. Let's see, a person who asks for a really well-done steak, for instance. For me that's a difficult customer. You know, they'll say, "I want steak," so I give them a really really well-done steak, and then they say "It's tough." And I think well, of course it's tough. It's well done! Well-done steak is always tough.

Interviewer People say that the Mediterranean diet is very healthy. Do you think people's eating habits in Spain are changing?

Steve Well, I think they are changing. Unfortunately, I think they're getting worse. People are eating more unhealthily.

Interviewer How do you notice that?

Steve I see it with, especially with younger friends. They often eat in fast-food restaurants, they don't cook... and actually the younger ones come from a generation where their mothers don't cook either. That's what's happening now, and it's a real pity.

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Interviewer This morning we're talking about family and family life, and now Danielle Barnes is going to tell us about a book she has just read called *Birth Order* by Linda Blair. So what's the book about, Danielle?

Danielle Well, it's all about how our position in the family influences the kind of person we are. I mean whether we're first-born, a middle child, a youngest child, or an only child. Linda Blair argues that our position in the family is possibly the strongest influence on our character and personality.

Interviewer So tell us more about this, Danielle. What about the oldest children in a family, the first-born?

Danielle Well, first-born children often have to take care of their younger brothers and sisters, so they're usually sensible and responsible as adults. They also tend to be ambitious, and they make good leaders. Many US Presidents and British Prime Ministers, including for example Abraham Lincoln were oldest children.

On the negative side, oldest children can be insecure and anxious. This is because when the second child was born, he or she lost some of his or her parents' attention and maybe he or she felt rejected.

Interviewer That's very interesting. What about the middle child?

Danielle Middle children are usually more relaxed than oldest children. That's probably because the parents are more relaxed themselves by the time the second child arrives. They're usually very sociable – the kind of people who get along with everybody, and they're also usually sensitive to what other people need. Now, this is because they grew up between older and younger brothers and sisters. For the same reason they're often good at sorting out arguments, and they're always sympathetic to the ones on the losing side, or in general to people who are having problems. On the other hand, middle children can sometimes be unambitious, and they can lack direction in life.

Interviewer And youngest children?

Danielle I was very interested in this part of the book because I'm a youngest child myself. It seems that youngest children are often very outgoing and charming. This is the way they try to get the attention of both their parents and their older brothers and sisters.

They are often more rebellious, and this is probably because it's easier for the youngest children to break the rules – by this time their parents are more relaxed about discipline. On the negative side, youngest children can be immature and disorganized, and they often depend too much on other people. This is because they have always been the baby of the family.

Interviewer Fascinating. And finally, what about only children?

Danielle Only children usually do very well at school because they have a lot of contact with adults. They get a lot of love and attention from their parents, so they're typically self-confident. They're also independent because they're used to being by themselves. And because they spend a lot of time with adults they're usually very organized.

Interviewer I'm an only child myself and people always think that I must be spoiled. Is that true, according to Linda Blair?

Danielle Well, it's true that only children can sometimes be spoiled by their parents because they're given everything they ask for. Also, on the negative side, only children can be selfish, and they can also be impatient, especially when things go wrong. This is because they're not used to sorting out problems with other brothers and sisters.

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Jenny My name's Jenny Zielinski. And New York is my city. I live here and I work for a magazine, *New York 24seven*.

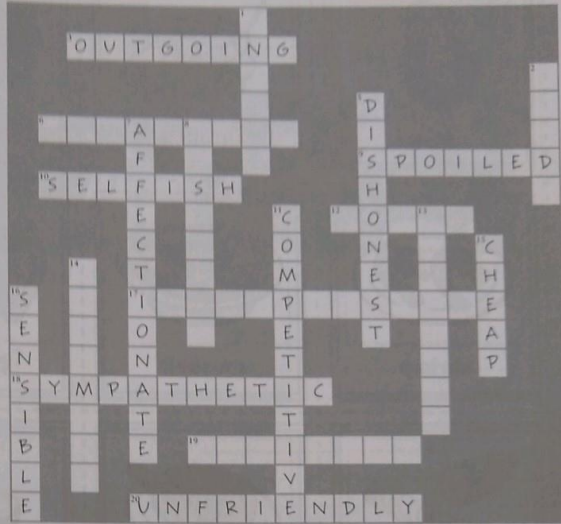
Rob My name's Rob Walker. I'm a writer on *New York 24seven*. You can probably tell from my accent that I'm not actually from New York. I'm British, and I came over to the States a few months ago.

APPENDIX 8

1B VOCABULARY Personality

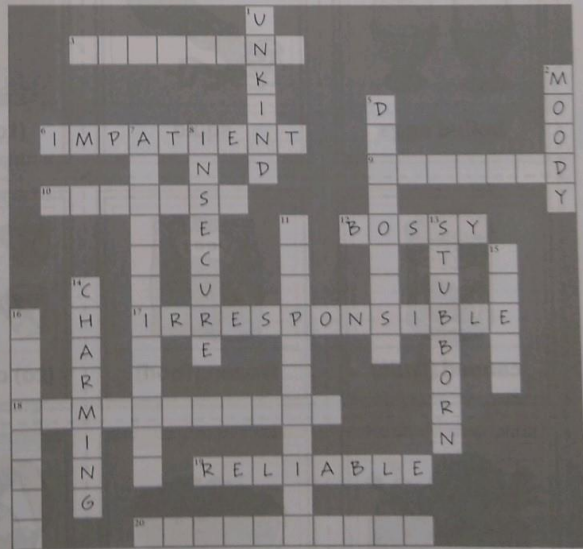
Student A

- a Look at your crossword and make sure you know the meaning of all the words you have.
- b Now ask B to define a word for you. Ask for example, *What's 1 down?* *What's 4 across?* Write the word in.
- c Now B will ask you to define a word.



Student B

- a Look at your crossword and make sure you know the meaning of all the words you have.
- b Now A will ask you to define a word. Ask for example, *What's 3 across?* *What's 5 down?* Write the word in.
- c Now ask A to define a word for you. Ask for example, *What's 3 across?* *What's 5 down?* Write the word in.



APPENDIX 9

1B COMMUNICATIVE Who is it?

a parent your boyfriend / girlfriend your best friend
 a stepmother / stepfather a brother / sister
 a co-worker a nephew / niece your husband / wife
 a grandparent

Person's first name _____	
<p>1 Family</p> <p>Where / born? _____</p> <p>Where / live? _____</p> <p>Who / live with? _____</p>	<p>4 Interests</p> <p>What / like doing in / free time? _____</p> <p>/ play any sports or exercise? Which? _____</p> <p>What kind / music / like? _____</p> <p>/ speak foreign languages? Which? _____</p>
<p>2 Occupation / School</p> <p>What / do? _____</p> <p>Where / work or go to school? _____</p> <p>/ like / job or school? Why (not)? _____</p> <p>/ going / change / job or school in the future? _____</p>	<p>5 Your relationship with this person in the present</p> <p>How often / see each other? _____</p> <p>/ get along well? _____</p> <p>What / have in common? _____</p> <p>What / do together? _____</p>
<p>3 Appearance and personality</p> <p>What / look like? _____</p> <p>What kind / clothes / wear? _____</p> <p>What / like? _____</p> <p>What / best and worst quality? _____</p>	<p>6 Your relationship with this person in the future</p> <p>When / you / see this person next? _____</p> <p>What / do together? _____</p> <p>/ go on vacation together this year? _____</p> <p>Do you think / know this person / ten years from now? _____</p>

a You're going to tell your partner about someone in your family, or someone you know very well. Look at the question prompts in the table and think of your answers to the questions.

b Student A: Ask **B** about his or her person. Use the questions in the table but ask for more information, too. Try to guess who the person is.
Student B: Answer **A**'s questions. Give as much information as possible about him or her, but don't tell **A** who he or she is. **A** has to guess if the person is a parent, your boyfriend or girlfriend, your best friend, a coworker, etc.

c Change roles.

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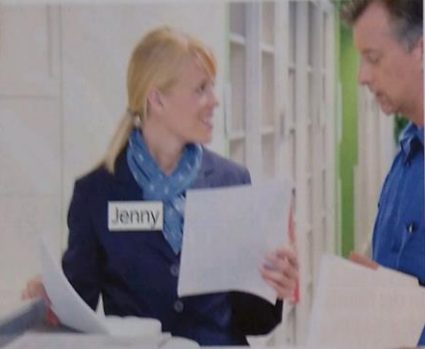
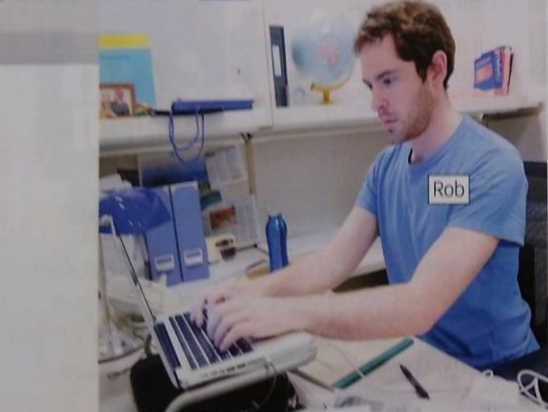
APPENDIX 10

Practical English Meeting the parents

EPISODE 1

1 VIDEO INTRODUCTION

a Look at the photos. Describe Jenny and Rob.


2 VIDEO REACTING TO WHAT PEOPLE SAY

a Watch or listen to Jenny introducing Rob to her parents. What bad news does Rob have for Jenny? What good news does Jenny have for her parents?

American and British English
 mom = American English
 mum = British English

b Watch or listen again and mark the sentences T (true) or F (false). Correct the F sentences.


- 1 Rob left the chocolates at the office. T
- 2 Rob's desk is usually very neat. F (messy)
- 3 It's the second time that Rob has met Jenny's parents. F (first)
- 4 Sally has prepared a big dinner. T
- 5 Jenny's new job is managing director. F (editor)
- 6 Jenny is going to be Rob's manager. F (no)



b Watch or listen to Jenny and Rob talking. Fill in the blanks.

Jenny Zielinski and Rob Walker work for a ¹ *magazine* called New York ² *seven*. She's American, and he's ³ *British*. Rob came to New York a few ⁴ *months* ago. He had met Jenny when she went to ⁵ *London* on a work trip. They got along very well, and he was offered a job for a month in ⁶ *New York*. Later he was offered a ⁷ *permanent* job. Jenny helped Rob ⁸ *find* an apartment, and they are enjoying life in the US, although Rob misses his friends and ⁹ *family*.

American and British English
 apartment = American English
 flat = British English



12

c 1 30)) Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.

- 1 Jenny Don't forget the chocolates.
Rob OK. Oh, no.
Jenny I don't believe it. Don't tell me you forgot them?
Rob I think they're still on my desk.
Jenny You're kidding.
- 2 Jenny Mom, I'm really sorry – we bought you some chocolates, but we left them at the office.
Sally What a pity. Never mind.
- 3 Jenny But I also have some good news.
Sally Really? What's that?
- 4 Sally So you've got a promotion? How fantastic!
Harry That's great news!
- 5 Sally Let's go and have dinner.
Jenny What a great idea!

3 VIDEO HARRY FINDS OUT MORE ABOUT ROB



a 1 32)) Watch or listen to the after-dinner conversation. Does the evening end well or badly? Well

- b Watch or listen again and answer the questions.
- 1 What school did Jenny go to? Harvard.
 - 2 Is Harry impressed by Rob's job? Why (not)? No, because 'no more
 - 3 What does Harry like doing in his free time? Taking pictures.
 - 4 Who are most of the photos in the dining room of? Jenny.
 - 5 Who are Miles Davis, John Coltrane, and Wynton Marsalis? Jazz.
 - 6 What surprises Harry about Rob? He knows a poet - William S. Burroughs (interviewed) last night a day
- c Look at the **Social English phrases**. Can you remember any of the missing words?

REACTING TO WHAT PEOPLE SAY

What you say when you hear...	
something surprising	You're kidding. I don't believe it.
something interesting	Really?
some good news	How fantastic! That's great news! What a great idea!
some bad news	Oh, no! What a pity. Never mind.

How + adjective, What + noun
We often use *How* + adjective or *What* + noun to respond to what people say.
*How interesting! How awful! How amazing!
What a pity! What a good idea! What terrible news!*

Social English phrases

Harry How do you relax your career?
Rob Not really. I'm more of a writer.
Rob Oh, you know, interviews, reviews, things like that...
Rob I mean, I like photography.
Harry That's because most of them are of Jenny.
Harry How incredible
Rob Well, he's a really nice guy.
Harry Go ahead, son!

e Practice the dialogues in c with a partner.

f **Communication** *How awful! How fantastic!* A p.104 B p.109.

d 1 33)) Watch or listen and complete the phrases.

e Watch or listen again and repeat the phrases. How do you say them in your language?

- Can you...?**
- react to good news, bad news, unexpected news, and interesting news
 - introduce yourself and other people
 - use phrases that give you time to think, e.g., *you know, I mean*, etc.

APPENDIX 11

Listening

16))

- A I usually have meat or seafood. Usually shrimp or something as an appetizer and then maybe lamb for the main course.
- B I often have ready-made vegetable soups that you just have to heat up – in fact, they're the only vegetables I ever eat! And I usually have a couple of frozen pizzas in the freezer for emergencies. I don't really order take-out when I'm on my own, but if I'm with friends in the evening, we sometimes order Chinese food for dinner.
- C Eggs and soda. I have eggs for breakfast at least twice a week, and I drink a couple of cans of soda every day.
- D If I'm feeling down, chicken soup, with nice big pieces of chicken in it. It's warm and comforting. Uh, I usually have a banana before going to the gym. If I know I'm going to have a really long meeting, I usually have a coffee and a cupcake because I think it will keep me awake and give me energy.
- E Fruit – cherries, strawberries, raspberries, and apples. Vegetables – peppers, tomatoes, and cucumbers. The only thing I really don't like is zucchini. I can't even stand the smell of it.

17))

Part 1

Interviewer What was your favorite food when you were a child?

Steve Well, I always liked unusual things, at least things that most English children at the time didn't like. For instance, when I was six or seven my favorite things were snails, oh and prawns with garlic.

Interviewer Funny things for a six-year-old English boy to like!

Steve Well, the thing is my parents liked traveling and eating out a lot, and I first tried snails in France, and the prawns, my first prawns I had at a Spanish restaurant in the town where we lived.

Interviewer So you were interested in Spanish food right from the start. Is that why you decided to come to Spain?

Steve Partly, but of course, I suppose like a lot of British people I wanted to see the sun! The other thing that attracted me when I got here were all the fantastic ingredients. I remember going into the market for the first time and saying "Wow!"

Interviewer When you opened your restaurant, how did you want it to be different from typical Spanish restaurants?

Steve Well, when I came to Spain, all the good restaurants were very formal, very traditional. In London then, the fashion was for informal places where the waiters wore jeans, but the food was amazing. So I wanted a restaurant a bit like that. I also wanted a restaurant where you could try more international food, but made with some of these fantastic local ingredients. For example, Spain's got wonderful seafood, but usually here it's just grilled or fried. I started doing things in my restaurant like cooking Valencian mussels in Thai green curry paste.

Interviewer What do you most enjoy cooking?

Steve What I most enjoy cooking, I think, are those traditional dishes which use quite cheap ingredients, but they need very long and careful cooking, and then you turn it into something really special... like a really good casserole, for example.

Interviewer And is there anything you don't like cooking?

Steve Maybe desserts. You have to be very precise when you're making desserts. And that's not the way I am.

18))

Part 2

Interviewer What's the best thing about running a restaurant?

Steve I think the best thing is making people happy. That's why even after all this time I still enjoy it so much.

Interviewer And the worst thing?

Steve That's easy, it has to be the long hours. This week for example, I'm cooking nearly every day. We usually close on Sundays and Mondays, but this Monday is a public holiday, when lots of people want to eat out, so we're open.

Interviewer Seu Xerea is in all the British restaurant guides now. Does that mean you get a lot of British customers?

Steve Yes, we get a lot of British people, especially at the weekends, but then we get people from other countries, too.

Interviewer And are the British customers and the Spanish customers very different?

Steve Yes, I think they are. The British always say that everything is lovely, even if they've only eaten half of it. The Spanish, on the other hand, are absolutely honest about everything. They tell you what they like; they tell you what they don't like. I remember when I first opened, I had sushi on the menu, which was very unusual at that time, and I went into the dining room, and I said to people, "So what do you think of the sushi?" And the customers, who were all Spanish, said "Oh, it was awful! It was raw fish!" Actually, I think I prefer that honesty, because it helps us to know what people like.

Interviewer What kind of customers do you find difficult?

Steve I think customers who want me to cook something in a way that I don't think is very good. Let's see, a person who asks for a really well-done steak, for instance. For me that's a difficult customer. You know, they'll say, "I want steak," so I give them a really really well-done steak, and then they say "It's tough." And I think well, of course it's tough. It's well done! Well-done steak is always tough.

Interviewer People say that the Mediterranean diet is very healthy. Do you think people's eating habits in Spain are changing?

Steve Well, I think they are changing. Unfortunately, I think they're getting worse. People are eating more unhealthily.

Interviewer How do you notice that?

Steve I see it with, especially with younger friends. They often eat in fast-food restaurants, they don't cook... and actually the younger ones come from a generation where their mothers don't cook either. That's what's happening now, and it's a real pity.

127))

Interviewer This morning we're talking about family and family life, and now Danielle Barnes is going to tell us about a book she has just read called *Birth Order* by Linda Blair. So what's the book about, Danielle?

Danielle Well, it's all about how our position in the family influences the kind of person we are. I mean whether we're first born, a middle child, a youngest child, or an only child. Linda Blair argues that our position in the family is possibly the strongest influence on our character and personality.

Interviewer So tell us more about this, Danielle. What about the oldest children in a family, the first-born?

Danielle Well, first-born children often have to take care of their younger brothers and sisters, so they're usually sensible and responsible as adults. They also tend to be ambitious, and they make good leaders. Many US Presidents and British Prime Ministers, including for example Abraham Lincoln were oldest children.

On the negative side, oldest children can be insecure and anxious. This is because when the second child was born, he or she lost some of his or her parents' attention and maybe he or she felt rejected.

Interviewer That's very interesting. What about the middle child?

Danielle Middle children are usually more relaxed than oldest children. That's probably because the parents are more relaxed themselves by the time the second child arrives. They're usually very sociable – the kind of people who get along with everybody, and they're also usually sensitive to what other people need. Now, this is because they grew up between older and younger brothers and sisters. For the same reason they're often good at sorting out arguments, and they're always sympathetic to the ones on the losing side, or in general to people who are having problems. On the other hand, middle children can sometimes be unambitious, and they can lack direction in life.

Interviewer And youngest children?

Danielle I was very interested in this part of the book because I'm a youngest child myself. It seems that youngest children are often very outgoing and charming. This is the way they try to get the attention of both their parents and their older brothers and sisters.

They are often more rebellious, and this is probably because it's easier for the youngest children to break the rules – by this time their parents are more relaxed about discipline. On the negative side, youngest children can be immature and disorganized, and they often depend too much on other people. This is because they have always been the baby of the family.

Interviewer Fascinating. And finally, what about only children?

Danielle Only children usually do very well at school because they have a lot of contact with adults. They get a lot of love and attention from their parents, so they're typically self-confident. They're also independent because they're used to being by themselves. And because they spend a lot of time with adults they're usually very organized.

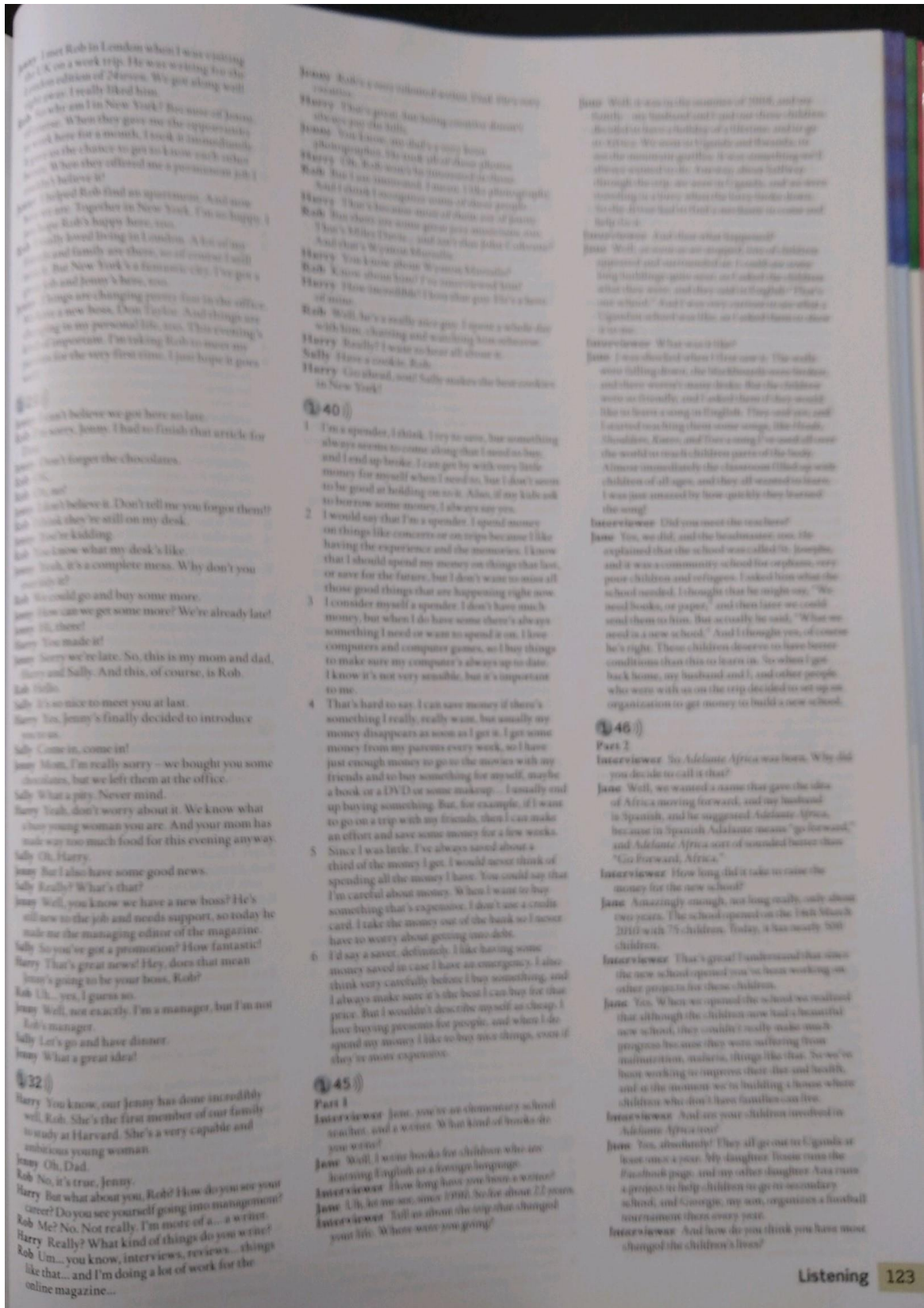
Interviewer I'm an only child myself and people always think that I must be spoiled. Is that true, according to Linda Blair?

Danielle Well, it's true that only children can sometimes be spoiled by their parents because they're given everything they ask for. Also, on the negative side, only children can be selfish, and they can also be impatient, especially when things go wrong. This is because they're not used to sorting out problems with other brothers and sisters.

128))

Jenny My name's Jenny Zielinski. And New York is my city. I live here and I work for a magazine, *New York 24seven*.

Rob My name's Rob Walker. I'm a writer on *New York 24seven*. You can probably tell from my accent that I'm not actually from New York. I'm British, and I came over to the States a few months ago.



Latham-Koenig, C.; Oxenden, C. *American English File 3 – Student Book*. 2nd edition. New York: Oxford University Press, 2014.

APPENDIX 12

Communication

1B PERSONALITY Students A+B

Read the explanation and compare with a partner. Do you agree with your results?

The activity you have just done is a personality test. The first adjective you wrote down is how you see yourself, the second is how other people see you, and the third is what you are really like.

PE1 HOW AWFUL! HOW FANTASTIC! Student A

- a Read your sentences 1–9 to **B**. **B** must react with a phrase, e.g., *You're kidding, Oh, no!*, etc.
- 1 I collect funny salt-and-pepper shakers.
 - 2 I spilled some coffee on my laptop last night, and now it doesn't work.
 - 3 I'm going to New York City next weekend.
 - 4 Someone stole my bike yesterday.
 - 5 My dog can open the kitchen door by itself.
 - 6 My father's going to be interviewed on TV tomorrow.
 - 7 My grandmother just bought a sports car.
 - 8 My parents met when they were only 15.
 - 9 I just won \$2,000 in the lottery!
- b Listen to **B**'s sentences and react with a phrase.
- c Tell **B** some real (or invented) news about you for **B** to react. React to **B**'s news.

2A SPENDER OR SAVER? Students A+B

Check your results. Then compare with a partner. Do you agree with your results?

Mostly a answers

You can't be trusted with your own money! You definitely need someone to help you to manage your finances better. Why not speak to an organized friend about how to plan? This will help you to make your money go further and stop you from getting into debt.

Mostly b answers

Although you understand how to manage your money, sometimes you need to be a little more organized. Try setting yourself a weekly or monthly budget, and then stick to it. You will then know how much money you have, what you spend it on, and how much you can save.

Mostly c answers

Congratulations! It sounds like you really know what you are doing when it comes to managing your money. You know how important it is to keep track of your spending and are responsible with your money.

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2B ARE YOU HUNGRY?

Student A

- a Ask **B** your questions. He / She responds with the phrase in parentheses.

- 1 Is the water cold? (Yes, it's **freezing**.)
- 2 Was the movie good? (Yes, it was **fantastic**.)
- 3 Were you tired after the exam? (Yes, I was **exhausted**.)
- 4 Was the room dirty? (Yes, it was **filthy**.)
- 5 Is it a big house? (Yes, it's **enormous**.)
- 6 Were you surprised? (Yes, I was **amazed**.)
- 7 Are you sure? (Yes, I'm **positive**.)

- b Respond to **B**'s questions. Say *Yes, it's... / I'm...*, etc. + the strong form of the adjective that **B** used in the question. Remember to stress the strong adjective.

Are you afraid of flying? (Yes, I'm terrified.)

- c Repeat the exercise. Try to respond as quickly as possible.

3A I'M A TOURIST - CAN YOU HELP ME? Student A

- a Think of the town / city where you are, or the nearest big town. You are a foreign tourist, and you are planning to get around using public transportation. Ask **B** questions 1–5. Get as much information from **B** as you can.

- 1 What kind of public transportation is there?
- 2 What's the best way for me to get around the city?
- 3 Can I rent a bike? Are there any bicycle lanes?
- 4 Is it easy to find taxis? How expensive are they?
- 5 What's the best way to get to the airport from the center of town? How long does it take?

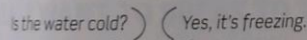
- b Switch roles. **B** is a foreign tourist in the town who has rented a car. You live in the town. Answer **B**'s questions and give as much information as you can.

27A HOW AWFUL! HOW FANTASTIC! Student B

- a Listen to A's sentences and react with a phrase, e.g., *You're kidding. Oh, no!*, etc.
- b Read your sentences 1–9 for A to react.
- 1 I failed my driving test yesterday.
 - 2 I lost my wallet on the way to class.
 - 3 I met George Clooney at a party last week.
 - 4 I think I saw a ghost last night.
 - 5 I won a salsa competition last weekend.
 - 6 I'm going to be on a new edition of *Big Brother*.
 - 7 My dog died yesterday.
 - 8 My grandfather has a black belt in karate.
 - 9 My uncle is 104.
- c Tell A some real (or invented) news about you for A to react. React to A's news.

27B ARE YOU HUNGRY? Student B

- a Respond to A's questions. Say *Yes, it's... / I'm... etc.* + the strong form of the adjective that A used in the question. Remember to stress the strong adjective.

Is the water cold?  *Yes, it's freezing.*

- b Ask A your questions. He / She responds with the phrase in parentheses.

- 1 Are you afraid of flying? (Yes, I'm **terrified**.)
- 2 Is the soup hot? (Yes, it's **boiling**.)
- 3 Was the teacher angry? (Yes, he / she was **furious**.)
- 4 Is the bedroom small? (Yes, it's **tiny**.)
- 5 Are the children hungry? (Yes, they're **starving**.)
- 6 Is the chocolate cake good? (Yes, it's **delicious**.)
- 7 Was she happy with the present? (Yes, she was **excited**.)

- c Repeat the exercise. Try to respond as quickly as possible.

3A I'M A TOURIST - CAN YOU HELP ME?

Student B

- a Think of the town / city where you are, or the nearest big town. A is a foreign tourist who is planning to get around using public transportation. You live in the town. Answer A's questions and give as much information as you can.
- b Switch roles. You are a foreign tourist in the town. You have rented a car. Ask A questions 1–5. Get as much information from A as you can.

- 1 What time is rush hour in this town?
- 2 Where are there usually traffic jams?
- 3 What's the speed limit in the town? Are there speed cameras anywhere?
- 4 What will happen if I park somewhere illegal?
- 5 Where's the nearest tourist attraction outside the city? How long does it take to drive there from here?

4A GUESS THE SENTENCE

Student B

- a Look at sentences 7–12 and think of the correct form of *be able to* + a base form verb. **Don't write anything yet!**

7 It must be great to _____ a lot of languages.

8 I won't _____ you tonight. I'm too busy.

9 My grandmother can't walk very well, but luckily we _____ just outside the restaurant.

10 They haven't _____ an apartment yet. They're still looking.

11 You should _____ this exercise. It's very easy.

12 We really enjoy _____ outside in the summer.

- b Now listen to A say sentence 1. If it's the same as your sentence 1 below, say "That's right." If not, say "Try again" until A gets it right. Continue with 2–6.

1 I'm sorry I won't **be able to come** to your party next weekend.

2 It was August, but we **were able to find** a hotel without any problems.

3 I used to **be able to understand** a little Japanese, but I can't now.

4 I love **being able to stay** in bed late on the weekend.

5 Will you **be able to finish** the work before Saturday?

6 I've never **been able to cook** fish well.

- c Read your sentence 7 to A. If it isn't right, try again until A tells you, "That's right." Then write it. Continue with 8–12.

APPENDIX 13

Happy families are all alike; every unhappy family
is unhappy in its own way.
First line of *Anna Karenina* by Leo Tolstoy, Russian writer

1B Family life

1 GRAMMAR future forms

a Complete the sentences with the correct form of the verbs or phrases on the right.

- | | |
|--|----------------------------------|
| 1 My brother hates his job. <i>He's going to look for</i> a new one. | he / look for (an intention) |
| 2 Don't worry about the drinks. _____ for them. | I / pay (an offer) |
| 3 _____ some more coffee. | I / make (an offer) |
| 4 Do you think _____ before you're 30? | you / get married (a prediction) |
| 5 _____ to my cousin's wedding. We'll be on vacation. | we / not go (an arrangement) |
| 6 A Are you ready to order? | |
| B Yes, _____ the steak. | I / have (an instant decision) |
| 7 _____ 21 on my next birthday. | I / be (a fact) |
| 8 _____ for dinner tonight. You paid last time. | we / pay (an offer) |
| 9 I'm going to the mall. _____ long. | I / not be (a promise) |
| 10 _____ a party for my grandmother's 80th birthday tomorrow. | we / have (an arrangement) |

b Complete the dialogues with the correct future form of the verbs in parentheses.



- 1 A *Are you going away* this weekend? (go away)
B No, we _____ here. Why? (stay)
A We _____ a barbecue. Would you like to come? (have)



- 2 A I'm too tired to cook. I _____ some Chinese take-out food tonight. (order)
B Good idea. I _____ the restaurant. What do you want for an appetizer? (call)
A I _____ the spring rolls, please. (have)




- 3 A What time _____ you _____ in the morning? (leave)
B I _____ the six o'clock train. (take)
A I _____ you a ride to the train station. (give)



- 4 A What _____ you _____ tonight? (do)
B I _____ the new James Bond movie. Do you want to come? (see)
A No, thanks. I've already seen it. You _____ it! (love)



- 5 A I _____ you with the dishes. (help)
B OK. I _____ and you can dry. But please be careful with the glasses. (wash)
A Don't worry. I _____ anything! (not break)

2  **each other**

Rewrite the sentences with *each other*.

- 1 My brother's shouting at my sister and she's shouting at him.
My brother and sister are shouting at each other.
- 2 Rob doesn't know Alex and Alex doesn't know Rob.
Rob and Alex don't know each other.
- 3 I'm not speaking to my sister and she isn't speaking to me.
My sister and I aren't speaking to each other.
- 4 I don't understand you and you don't understand me.
We don't understand each other.
- 5 The coach respects the players and they respect him.
The coach and the players respect each other.

3 PRONUNCIATION sentence stress

a  Listen and complete the sentences.

- 1 When are you going to book your vacation?
- 2 I'm going to the park yet.
- 3 I'm going to buy some fruit.
- 4 How are you feeling?
- 5 I'm going some place.
- 6 I'm going to buy some fruit.
- 7 When will you take your test?
- 8 I don't know where they are.
- 9 I'll bring them on Monday.

b Listen again and repeat. Copy the rhythm.

4 VOCABULARY family, adjectives of personality

a Complete the sentences with a family word.

- 1 Your mother and father are your parents.
- 2 Your grandfather's father is your gr-grandfather.
- 3 A child who has no brothers or sisters is an only child.
- 4 Your brother's daughter is your niece.
- 5 Your father's sister is your aunt.
- 6 Your spouse, children, parents, and brothers and sisters are your immediate family.
- 7 Your father's new wife is your stepmother.
- 8 Your wife's or husband's father is your father-in-law.
- 9 Your aunts, uncles and cousins are your extended family.
- 10 Your brother's or sister's son is your nephew.

b Match the comments with the personality adjectives in the box.

aggressive ambitious independent
jealous reliable self-confident selfish
sensible spoiled stubborn

- 1 "When I want something, my parents always give it to me."
spoiled
- 2 "I don't like my boyfriend talking to other women."
jealous
- 3 "I'm always there when my friends need my help."
reliable
- 4 "Those are my pens and you can't borrow them."
aggressive
- 5 "I'm going to go to bed early so I can sleep well before my test tomorrow."
sensible
- 6 "I'll hit you if you do that again!"
stubborn
- 7 "I feel very comfortable when I'm speaking in public."
self-confident
- 8 "I'd like to be the manager of a big multinational company."
ambitious
- 9 "That's what I think and I'm not going to change my mind."
stubborn
- 10 "I'd prefer to do this on my own, thanks."
independent

c Write the opposite adjectives. Use a negative prefix if necessary.

- 1 generous cheap
- 2 kind unkind
- 3 lazy hardworking
- 4 mature immature
- 5 organized disorganized
- 6 sensitive insensitive
- 7 talkative quiet
- 8 clean dirty

5 READING

a Read the article once. Why do the Bedouins prefer to live together in a big family group?



Extreme family ties

Family can be an important part of a person's life, and for some nationalities being close to your family is more important than it is to others. For example, families in Southern Europe are generally very close, although in the past they spent even more time together. This is also true of families in the Middle East. But it is the Bedouin people who have the closest ties of all.

Traditional Bedouin families live in large tents about half the size of a basketball court. The tents are divided into two sections: the first is for receiving guests in true Bedouin style – they have the reputation of being the world's most generous hosts. Visitors are always served a big meal as soon as they arrive. The second part of the tent is the family's shared kitchen, living room, dining room, and bedroom. They don't have tables and chairs, as the whole family sits on the floor to eat. And instead of beds, everybody sleeps on mattresses, which are piled into a corner of the room during the day.

Several generations usually share the tent. The head of the family is the mother, and she is the one who gives the orders. Her husband and her children live with her, even when the children are married and have their own children. The sons and sons-in-law look after the animals, while the daughters and daughters-in-law clean the tent, cook the meals, and take care of the younger grandchildren. The older ones are left to run around outside. There may often be as many as 30 people under the same roof.

The few young people who have left the family to live in the city visit their mothers nearly every day. It can be quite a surprise to see a shiny new Mercedes pull up outside one of the tents and watch a well-dressed man get out to greet his relatives.

Bedouin people do not like to be separated from their families and there is a very good reason why. If they are poor, sick, old, or unemployed, it is the family that supports them. Elderly people are never left alone, and problems are always shared. Children who work in the city are often responsible for their families financially. In this way, Bedouin families aren't just close; they are a lifeline.

b Read the article again. Choose the correct answers according to the information given.

- In the past, most families in Southern Europe and the Middle East were...
a smaller. **b** closer. c richer.
- There isn't much ... in a Bedouin tent.
a furniture b light c space
- Bedouin ... spend most of the day inside.
a men b women c children
- Young Bedouins who live in the city...
a hardly ever go home.
b don't earn much money.
c don't lose touch with their families.
- Members of a Bedouin family help each other to...
a survive. b get a job. c choose clothes.

c Look at the highlighted words and phrases. What do you think they mean? Use your dictionary to look up their meaning and pronunciation.

6 LISTENING

a **Checker** Listen to a couple, Terry and Jane, talking about going to live with the in-laws. What do they decide at the end of the conversation?

b Listen again and mark the sentences T (true) or F (false).

- Terry and Jane are both very tired. **T**
- Terry is more optimistic about the future than Jane. **—**
- Terry's parents have suggested the family move in with them. **—**
- Terry says that if they all lived together, his parents would babysit. **—**
- Jane thinks that the new plan would mean less housework for her. **—**
- Jane worries that the grandparents would spoil the children. **—**

c Listen again with the audioscript on p. 69.

USEFUL WORDS AND PHRASES

Learn these words and phrases.

boarding school	sick /sɪk/
childhood /ˈtʃɪldhʊd/	value /ˈvælju/
gang /gæŋ/	fight /faɪt/
gathering /ˈgæðərɪŋ/	aware of /əˈweɪər əv/
rivalry /ˈraɪvəlri/	no wonder /nəʊ ˈwʌndə/

9000 TESTS FILE 1

APPENDIX 14

1 That's my kind of friend!

► Discuss personalities and qualities
► Discuss likes and dislikes

1 SNAPSHOT

ROMANCE AND MARRIAGE IN THE UNITED STATES

When choosing a spouse or partner, single Americans want to find someone with . . .

Quality	Men (%)	Women (%)
Similar ideas about having and raising children	62%	70%
A steady job	46%	78%
The same beliefs	31%	38%
At least as much education	28%	28%
The same background	7%	10%

In your opinion, which of the things above are most important to look for in a partner? Did any of the items surprise you? Which? Why? Are there other important qualities missing from the list?

2 CONVERSATION What are you looking for?

► A Listen and practice.

Joe: What are you doing?
Roy: I'm setting up my profile for this online dating site. I have to describe the kind of person I'm looking for.
Joe: I see. And what are you looking for?
Roy: Oh, I like people who aren't too serious and who have a good sense of humor. You know, someone I can have fun with.
Joe: OK. Uh, what else?
Roy: Well, I'd like someone I have something in common with – who I can talk to easily.
Joe: I think I know just the girl for you: my cousin Lisa. She's a lot of fun and she loves sports, just like you.
Roy: Well, why not? I'll give it a try.
Joe: OK, I'll invite her over for dinner, and you can tell me what you think.

► B Listen to Joe and Roy discuss Lisa after they had dinner together. What did Roy think of her?

3 GRAMMAR FOCUS

▶ Relative pronouns

As the subject of a clause

I like people **who/that** aren't too serious.

I like people **who/that** have a good sense of humor.

As the object of a clause

I want someone (**who/that**) I can have fun with.

I'd like someone (**who/that**) I can talk to easily.

GRAMMAR PLUS see page 132

A Match the information in columns A and B. Then compare with a partner.

A

1. I don't like to work with people **who/that** c
2. I have some good, old friends **who/that** _____
3. I discuss my problems with people **who/that** _____
4. I don't want to have a roommate **who/that** _____
5. I'd like to have a boss **who/that** _____
6. I enjoy teachers **who/that** _____
7. I'm looking for a partner **who/that** _____

B

- a. help me understand things easily.
- b. is messy.
- c. are too competitive.
- d. I can respect as a leader.
- e. I met in middle school.
- f. I have a lot in common with.
- g. can give me good advice.

B Put a line through **who/that** in part A if it's optional. Then compare with a partner.

C **PAIR WORK** Complete the sentences in column A with your own information.

Do you and your partner have similar opinions?

A: I don't like to work with people who are too competitive.

B: Neither do I. I like to work with people who are friendly and helpful.

4 WORD POWER Personality traits

A Match the words with the definitions. Then decide whether the words are positive (P) or negative (N). Write **P** or **N** after each word.

- | | |
|--|--|
| <u> h </u> 1. easygoing <u> P </u> | a. a person who doesn't change easily and is stubborn |
| <u> </u> 2. egotistical <u> </u> | b. someone who doesn't like giving or spending money |
| <u> </u> 3. inflexible <u> </u> | c. someone who has a very high opinion of him- or herself |
| <u> </u> 4. modest <u> </u> | d. someone who is helpful and encouraging |
| <u> </u> 5. outgoing <u> </u> | e. a person who doesn't do what he or she promised |
| <u> </u> 6. stingy <u> </u> | f. a person who enjoys being with other people |
| <u> </u> 7. supportive <u> </u> | g. a person who has unpredictable or irregular moods |
| <u> </u> 8. temperamental <u> </u> | h. a person who doesn't worry much or get angry easily |
| <u> </u> 9. unreliable <u> </u> | i. someone who doesn't brag about his or her accomplishments |

B **PAIR WORK** Cover the definitions. Take turns talking about the adjectives in your own words.

"An easygoing person is someone who . . ."

C **PAIR WORK** Think of at least two adjectives to describe your favorite relative. Then tell a partner.

5 LISTENING What's new?

A Listen to conversations that describe three people. Are the descriptions positive (P) or negative (N)? Check (✓) the box.

1. Emma	<input type="checkbox"/> P	<input type="checkbox"/> N
2. Mrs. Leblanc	<input type="checkbox"/> P	<input type="checkbox"/> N
3. Pablo	<input type="checkbox"/> P	<input type="checkbox"/> N

B Listen again. Write two adjectives that describe each person in the chart.

6 DISCUSSION The right qualities

A What is the ideal friend, parent, or partner like? Add your own type of person under **People**. Then write one quality each ideal person should have, and one each should not have.

People	This person is . . .	This person is not . . .
The ideal friend		
The ideal parent		
The ideal partner		
The ideal _____		

B GROUP WORK Take turns describing your ideal people. Try to agree on the two most important qualities for each person.

- A:** I think the ideal friend is someone who is supportive and who is a good listener.
- B:** I agree. The ideal friend is someone who isn't critical . . .
- C:** Oh, I'm not sure I agree. . . .



7 WRITING A good friend

A Think about a good friend. Answer the questions. Then write a paragraph.

- What is this person like?
- How long have you known each other?
- How did you meet?
- How are you similar?
- How are you different?
- What makes your relationship special?

My friend Nolan is *easygoing* and *doesn't take life too seriously*. He's *someone who loves to have fun*, and he makes sure everyone else has a *good time, too*. We met about six years ago . . .

B PAIR WORK Exchange paragraphs. How are your friends similar? How are they different?



8 PERSPECTIVES Are you difficult to please?

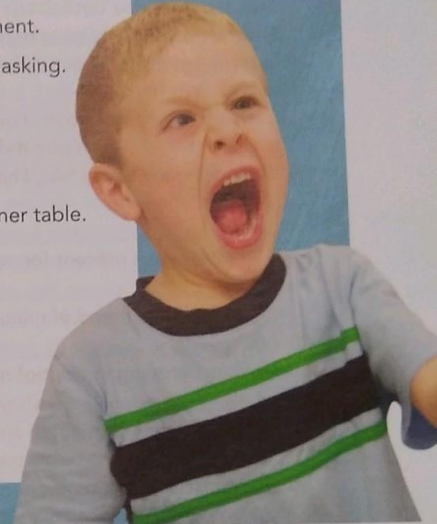
- ▶ A Listen to some common complaints. Check (✓) the ones you agree with.

Do you get **ANNOYED** easily?
Take the quiz and find out.

- I can't stand it when a child screams in a restaurant.
- I can't stand it when I'm upset and people tell me to calm down.
- It bothers me when my doctor arrives late for an appointment.
- I don't like it when someone takes the last cookie without asking.
- It upsets me when a close friend forgets my birthday.
- I don't like it when people call me early in the morning on the weekend just to chat.
- It bothers me when a friend answers the phone at the dinner table.
- I hate it when people text the message "Call me."

Score: If you checked . . .

- 1–2 complaints: Wow! You don't get annoyed very easily.
- 3–4 complaints: You're fairly easygoing.
- 5–6 complaints: You get irritated pretty easily.
- 7–8 complaints: Relax! You get upset too easily.



- B Calculate your score. Do you get annoyed easily? Tell the class what bothers you the most.

9 PRONUNCIATION Linked sounds

- ▶ A Listen and practice. Final consonant sounds are often linked to the vowel sounds that follow them.
- It upsets me when a friend js late for an appointment.
I love it when a friend js supportive and kind.

- ▶ B Mark the linked sounds in the sentences below. Listen and check. Then practice saying the sentences.
- I hate it when a cell phone goes off at the movies.
 - I can't stand it when a person is inflexible.
 - Does it bother you when a friend is unreliable?

- C **PAIR WORK** Take turns saying the sentences in Exercise 8. Pay attention to linked sounds.



That's my kind of friend! 5

10 GRAMMAR FOCUS

▶ It clauses + adverbial clauses with *when*

I like it	when my roommate cleans the apartment.
I don't mind it	when a friend answers the phone at the dinner table.
I can't stand it	when I'm upset and people tell me to calm down.
It makes me happy	when people do nice things for no reason.
It bothers me	when my doctor arrives late for an appointment.
It upsets me	when a close friend forgets my birthday.

GRAMMAR PLUS see page 132

A How do you feel about these situations? Complete the sentences with it clauses from the list. Then compare your sentences with a partner.

I love it	I don't mind it	It annoys me	It really upsets me
I like it	It doesn't bother me	I don't like it	I can't stand it
It makes me happy	I hate it		

- _____ when a friend gives me a present for no special reason.
- _____ when someone criticizes a friend of mine.
- _____ when friends start arguing in front of me.
- _____ when people call me late at night.
- _____ when salesclerks are temperamental.
- _____ when people are direct and say what's on their mind.
- _____ when someone corrects my grammar in front of others.
- _____ when a friend is sensitive and supportive.
- _____ when people throw trash on the ground.
- _____ when a friend treats me to dinner.



B **GROUP WORK** Do you ever get annoyed by a certain type of person or situation? Write down five things that annoy you the most. Then compare in groups.

A: I can't stand it when someone takes food off my plate.

B: I feel the same way. Especially when the person didn't order his or her own food!

C: Yeah, but it bothers me more when . . .

11 INTERCHANGE 1 Personality quiz

Interview a classmate to find out about his or her personality. Go to Interchange 1 on page 114.

12 READING

A Are you a frequent social media user? What kinds of things get your attention on social media?

HOME NEWS ABOUT CULTURE

SOCIAL NETWORKS THAT AREN'T FOR EVERYONE

Since social networking websites first appeared, many have come and some have gone. However, their purpose has generally been the same: keeping up with old friends, making new friends, and sharing pictures, videos, and bits of interesting news. In addition, some sites make it possible to pursue new relationships, either online or in the real world.

For some people who have very specific interests, generic sites like Facebook or Twitter are not sufficient. They want to be part of a supportive online community that shares their particular passions.

A good example is Stache Passions, a social site for people who wear, admire, or have an interest in moustaches. It features photos of men with all sizes and styles of moustaches, forums



for discussing the history, growing, and styling of the 'stache, and even a meet-up page to help you meet other moustache-lovers.

Purrsonals is a specialized site for those who love cats. Here you can meet and chat with cat-loving friends, set up feline play-dates with local people and their pets, and even find a home for a cat in need. And if your friends don't like it when you share endless cute cat videos on your regular social site, Purrsonals is where people are sure to appreciate them!

On a more serious note, Horyou is a website for people that want to do good in the world. On the site, you can connect with other social activists and entrepreneurs, plan meetings, share fund-raising strategies, and keep up with thousands of people who are working hard to make the world a better place. There are no funny videos here, but Horyou offers its own web-based video channel that features programs and documentaries about efforts to improve people's lives around the globe.

B Read the article. Which website is good for the people below? Write **S** (Stache Passions), **P** (Purrsonals), or **H** (Horyou).

- This site would be good for someone who . . .
1. has a strong interest in personal appearance. _____
 2. is hoping to adopt a new pet. _____
 3. wants to watch a bit of light entertainment. _____
 4. wants ideas for improving others' lives. _____
 5. is interested in styles from the past. _____
 6. wants to raise money for a charity. _____

C Find the words in the article that mean the following.

1. enough for a purpose _____
2. places where a discussion can take place _____
3. to like and be grateful for something _____
4. people who want to accomplish political or social change _____
5. plans of action _____

D **PAIR WORK** Do you belong to any specialized social networking sites? If yes, what is the focus? If not, what type of specialized site might you join?

That's my kind of friend! **7**

APPENDIX 15

Audio scripts

1 That's my kind of friend!

2 Conversation (p. 2)

B Listen to Joe and Roy discuss Lisa after they had dinner together. What did Roy think of her?

Joe: So, what did you think of Lisa?

Roy: Well, I was worried at first – especially when I saw that she rode a motorcycle. I thought she might be one of those girls who is into heavy metal music and stuff like that. You know what I mean?

Joe: But she's pretty normal, right?

Roy: Yeah, and she's smart and funny . . . and very pretty, too.

Joe: I knew you'd like her.

Roy: Yeah, I do. She's my kind of girl.

Joe: So are you two going to get together again?

Roy: I hope so. I got her number, and I'll text her tomorrow. Do you think she liked me?

Joe: I think so. She seemed to be having a good time, too. But I guess you're going to have to get in touch with her and find out.

5 Listening (p. 4)

A Listen to conversations that describe three people. Are the descriptions positive or negative? Check the box.

1. Emma

Rob: So Courtney, how are things with your new roommate? Emma, right?

Courtney: Yeah, Emma. Things are OK.

Rob: That doesn't sound good.

Courtney: Well, I'm a little annoyed.

Rob: What happened?

Courtney: So we take turns cleaning the apartment. It was her turn this week, and she still hasn't done anything. Then today she left for her parents' house for the entire weekend.

Rob: Do you think she forgot?

Courtney: Well, I asked her about it before she left, and she wasn't very nice. She said she didn't need another mom and that she'd do things when she had time. She's not easy to talk to.

Rob: Well, she might do it Sunday night when she gets back. If she doesn't, then talk to her.

Courtney: Yeah, I'll wait and see. Thanks, Rob.

2. Mrs. Leblanc

Natalie: Hey Jen. What's new with that internship in Paris? Did your French teacher help you with the application?

Jen: Mrs. Leblanc? Yeah, she was a huge help. She reviewed my French and even gave me some good ideas.

Natalie: That's great! She sounds so helpful.

Jen: She really is. I often tell her that, and she just laughs. She won't take credit for anything.

Natalie: You know, my sister says she's the best teacher she's ever had. She's taking a French class now with another teacher, but she still writes Mrs. Leblanc with questions.

Jen: And Mrs. Leblanc doesn't mind?

Natalie: Nope. She says she's happy to help.

Jen: She's so sweet. It's people like her that make me want to be a teacher.

Natalie: Oh, yeah? Would you teach French?

Jen: French? Hmm. I'm not so sure. Let's see if I get this internship in Paris first.

3. Pablo

Man 1: Hey, remember that it's Pablo's birthday next Friday.

Man 2: Oh, that's right! What's the plan?

Man 1: I haven't heard of anything. He's always organizing parties for other people. Let's plan something for him this time.

Man 2: Great idea! Would he get mad if we invited all his friends?

Man 1: No, he'd love it! And Pablo never gets mad, anyway. Let's do dinner at his favorite Indian restaurant. You know how he loves curry.

Man 2: Perfect. I'll invite his friends, and you can take care of the dinner reservation.

Man 1: OK, but for how many people?

Man 2: He has a lot of friends. Let's say fifteen for now, and I'll let you know if it changes.

Man 1: He's going to love this!

B Listen again. Write two adjectives that describe each person in the chart.

2 Working 9 to 5

7 Conversation (p. 11)

B Listen to the rest of the conversation. What is Tyler going to do at the resort?

Emma: So, what will you be doing at the beach resort?

Tyler: Nothing that great, actually. I'll be working with the entertainment staff, you know, making sure the guests are having a good time.

Emma: That sounds interesting to me. What exactly will you have to do?

Tyler: Well, during the day, I'll have to organize activities and games for adults and children. And then we have to take part in evening activities, you know, shows, parties . . .

Emma: I see. It sounds like your days will be pretty long.

Tyler: For sure. And the job is six days a week.

Emma: Wow! You mean you only have one day off?

APPENDIX 16

Grammar plus

UNIT 1

1 Relative pronouns page 3

- A relative pronoun – *who* or *that* – is necessary when the pronoun is the subject of the clause: I'd love to meet someone **who/that** is considerate. (NOT: I'd love to meet someone is considerate.)
- When the pronoun is the object of the clause, *who* and *that* can be left out: I'd like a roommate **who/that** I have a lot in common with. OR I'd like a roommate I have a lot in common with.

Complete the conversation with *who* or *that*. Put an **X** when a relative pronoun isn't necessary.

A: Ana, have you met Clint – the guy **X** Laurie is going to marry?

B: Oh, Clint and I have been friends for years. In fact, I'm the one _____ introduced Laurie and Clint.

A: Do you think they're right for each other?

B: Definitely. They're two people _____ have a lot in common – but not too much.

A: What does that mean?

B: Well, you don't want a partner _____ doesn't have his or her own interests. Couples _____ do everything together usually don't last very long.

A: I guess you're right, but the opposite isn't good, either. My last girlfriend was someone _____ I had nothing in common with. She wasn't the kind of girl _____ I could talk to easily.

B: Well, you can talk to *me* easily. . . .

2 *It* clauses + adverbial clauses with *when* page 6

- In sentences with an *it* clause + an adverbial clause with *when*, the word *it* refers to and means the same as the adverbial clause with *when*. The *it* in these sentences is necessary and cannot be left out: I hate **it when** people talk on a cell phone in an elevator. (NOT: ~~Hate when~~ people . . .) **It** bothers me **when** people talk on a cell phone in an elevator. (NOT: ~~Bothers me when~~ people . . .)

Rewrite the sentences using the words in parentheses.

1. I can't stand it when people call me before 8:00 A.M. (it really bothers me)
It really bothers me when people call me before 8:00 a.m.
2. It upsets me when I don't have enough time to study for an exam. (I hate it)

3. I don't mind it when friends talk to me about their problems. (it doesn't bother me)

4. I don't like it when I forget a co-worker's name. (it embarrasses me)

5. It makes me happy when my friends send me videos. (I love it)

6. I hate it when I have to wait for someone. (it upsets me)

APPENDIX 17

Interchange activities

INTERCHANGE 1 Personality quiz

A PAIR WORK What is your personality type? Take turns using the quiz to interview each other. Then tally your answers and find out which category best describes you.

What's your personality type?

1. When you fail a test, do you:
 - a. get really upset and decide to try much harder next time?
 - b. go over your answers and learn from your mistakes?
 - c. not care much about it?
2. When you work on a big project, do you:
 - a. try to finish it as quickly as possible?
 - b. work at it over a long period of time?
 - c. put it off as long as possible?
3. When you do an assignment, do you:
 - a. try to do a first-class job so people will notice?
 - b. do it as well as you can without worrying too much?
 - c. do only what you must to get it done?
4. When faced with a difficult challenge, do you:
 - a. look forward to facing it?
 - b. worry about dealing with it?
 - c. try to avoid it?
5. Do you think the best way to get the most out of a day is to:
 - a. do as many things as possible?
 - b. take your time to get things done?
 - c. do only those things you really have to?
6. When something doesn't work out the way you want it to, do you:
 - a. get angry with yourself and others?
 - b. think calmly about what to do next?
 - c. give up, because it wasn't important anyway?
7. When people take a long time to finish something, do you:
 - a. get impatient and do it yourself?
 - b. gently ask them to do it more quickly?
 - c. let them take their time?
8. When you are learning a new skill, do you:
 - a. work very hard to master it quickly?
 - b. do your best and often ask for help?
 - c. take your time and enjoy the learning experience?
9. If you compare your goals with your friends' goals, do you:
 - a. want to accomplish greater things than they do?
 - b. hope to achieve similar things in life?
 - c. not care if they set higher goals for themselves than you do?
10. When people are late for appointments, do you:
 - a. get angry and stressed out?
 - b. remember that you are sometimes late, too?
 - c. not worry, because you are usually late, too?
11. When people are talking to you, do you:
 - a. not listen and think about other things?
 - b. listen and participate in the conversation?
 - c. let them talk and agree with everything they say?

Scoring

Count how many a, b, and c answers your partner has. If there are . . .

mostly a answers: This person is a high achiever but can get very stressed.

mostly b answers: This person is the cool and steady type.

mostly c answers: This person is the easygoing or carefree type.

B GROUP WORK Compare your scores. Then suggest four characteristics of each personality type.

"A high achiever is the kind of person who He or she can't stand it when . . ."

APPENDIX 18

Unit 1

Vocabulary Worksheet

PERSONALITIES**Your Vocabulary Log**

Make a vocabulary log. Write words or draw pictures to help you remember.

PERSONALITIES	
adventurous _____	outgoing _____
aggressive _____	quiet _____
competitive _____	self-confident _____
considerate _____	sensitive _____
creative _____	serious _____
easygoing _____	sociable _____
egotistical _____	stingy _____
generous _____	stubborn _____
impatient _____	supportive _____
inflexible _____	temperamental _____
kind _____	unreliable _____
modest _____	

(italics = new word)

Practice

A Classify the words in your vocabulary log. Write + for positive words or – for negative words.

B Choose four famous people and complete the chart. Use words from your vocabulary log and your own words.

Famous person	Why famous	Personality
Beyoncé	singer	creative, kind

C GROUP WORK Share your opinions about the people in your chart.

A: I really like Beyoncé.

B: Beyoncé? Why do you like her?

C: I think she's a great singer. She's very creative.

A: And she's very kind, too!

APPENDIX 19

Unit 1

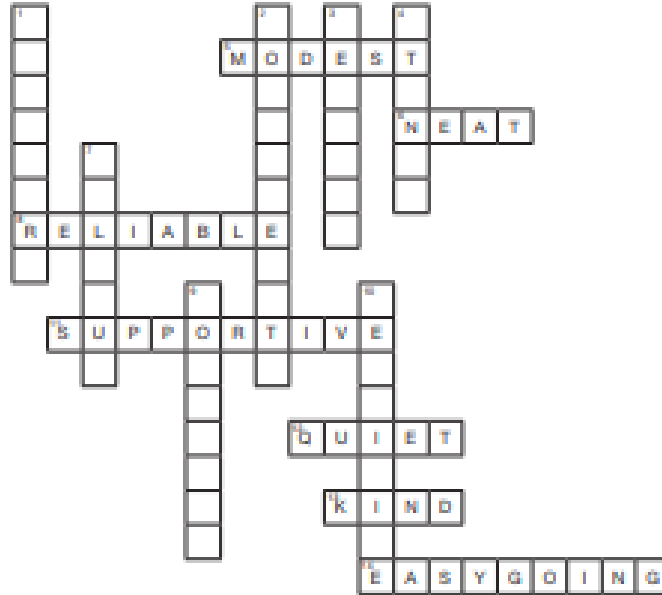
Extra Worksheet

INFORMATION GAP CROSSWORD

Part A

Across

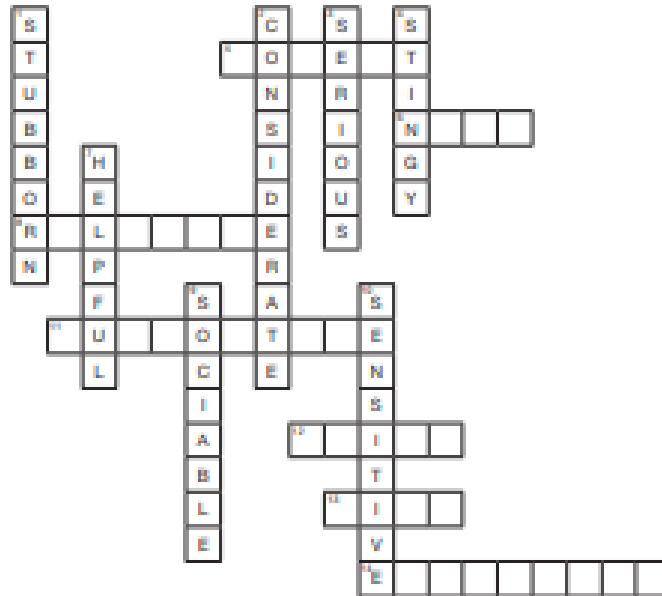
- 5. modest
- 6. neat
- 8. reliable
- 11. supportive
- 12. quiet
- 13. kind
- 14. easygoing



Part B

Down

- 1. stubborn
- 2. considerate
- 3. serious
- 4. stingy
- 7. helpful
- 9. sociable
- 10. sensitive



APPENDIX 20

Unit 1

Listening Worksheet

WHO IS YOUR BEST FRIEND?

A PAIR WORK Look at the pictures. Tony is telling a radio host about his best friend, Bob. Where do you think they met? What do you think Bob is like?



B Listen to the radio host ask people about their best friends. Complete the chart.

	When they met	How they met	What the friend is like
1.			
2.			

C Listen again. What do the friends do together in their free time? Check (✓) the correct answers.

- | | |
|--|--|
| 1. <input type="checkbox"/> a. give friends birthday parties | 2. <input type="checkbox"/> a. play on a softball team |
| <input type="checkbox"/> b. see movies | <input type="checkbox"/> b. listen to others talk |
| <input type="checkbox"/> c. tell jokes and make people laugh | <input type="checkbox"/> c. go shopping |
| <input type="checkbox"/> d. go downtown with friends | <input type="checkbox"/> d. take vacations |

D GROUP WORK Discuss these questions.

- Who is your best friend?
- When did you meet him or her?
- How did you meet?
- What is he or she like?
- What do you do together in your free time?

APPENDIX 21

Unit 1

Writing Worksheet

EMAIL ASKING FOR ADVICE**Before You Write****A** Read Carol's email. Why is she writing to Pam?

<p>To: pam@freeway.com Subject: Advice</p>
<p>Hi Pam,</p> <p>1 I'm writing to ask you about something personal. Remember John, my high school friend? You met him at my birthday party. John and I have always gotten along well, but he's changed a lot recently. I'm not sure what to do.</p> <p>2 To begin with, he's been calling me practically every day. I like friends who are thoughtful, but calling every day is too much! Also, he only calls to gossip about our friends. You know I don't like it when people talk about others behind their backs. I always try to change the subject, but he keeps calling with gossip!</p> <p>3 I don't want to hurt John's feelings, but I need this to stop. Should I tell him how I feel? Do you think he'll be upset? What would you do? Please let me know!</p> <p>Your friend, Carol</p>

B Complete the sentences with the number of the correct paragraph.

- a. Paragraph _____ describes the problem.
b. Paragraph _____ explains the purpose of the email.
c. Paragraph _____ requests advice.

Your First Draft**A** Think of someone whose behavior bothers you. Answer these questions.

- Who is this person?
- What is it that bothers you?
- Why does it bother you?
- How have you responded?
- Has the situation changed? If so, how?

B Write an email to a friend asking for advice. Write one paragraph explaining your purpose, one describing the problem, and one requesting advice. Use your notes and Carol's email as a model.**C** PAIR WORK Read your partner's email. Write answers to these questions.

- Is the explanation of the purpose clear?
- Is the description of the problem clear?
- Can you suggest any improvements to the content or grammar?

Your Second Draft

Use your partner's answers to revise your email.