

English File

Intermediate

Teacher's Guide

with Digital Pack

Includes photocopiable Grammar,
Communicative, and Vocabulary activities

fifth
edition

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Student Book contents

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12 B Happy families?	future forms: present continuous, <i>be going to</i> , <i>will</i> / <i>won't</i>	family ➡, adjectives of personality	sentence stress, word stress
2			
18 A Spend or save?	present perfect and past simple ➡	money ➡	the letters o and or ➡
22 B Life-changing	present perfect + <i>for</i> / <i>since</i> , present perfect continuous ➡	strong adjectives: <i>exhausted</i> , <i>amazed</i> , etc.	sentence stress
3			
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32 B Challenging stereotypes	articles: <i>a</i> / <i>an</i> , <i>the</i> , no article	collocation: verbs / adjectives + prepositions ➡	/ə/, two pronunciations of <i>the</i> ➡
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42 B Yes, we can!	ability and possibility: <i>can</i> , <i>could</i> , <i>be able to</i> ➡	-ed / -ing adjectives	sentence stress
5			
48 A Good sports	past tenses: simple, continuous, perfect	sport ➡	/s/ and /z/ ➡
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READING & LISTENING

Reading using personal experience to understand a text
Listening understanding key words in questions; predicting content using visual clues 🎧

Reading identifying reasons
Listening understanding a story

Reading understanding paragraph topics; using personal experience to respond to a text
Listening understanding the order of events 🎧

Reading reading for detail
Listening using subtitles and other visual clues to understand the main information 🎧; understanding information in order to express personal opinions 🎧

Reading using detail to make predictions
Listening confirming predictions 🎧; using own knowledge to understand factual information

Reading understanding the difference between two concepts
Listening understanding the evolution of a concept

Reading assessing a point of view
Listening understanding problems and advice

Reading working out meaning from context
Listening understanding tips and benefits 🎧; listening for gist 🎧

Reading understanding how examples support main points
Listening understanding an interview

Reading understanding a relationship story
Listening understanding facts and supporting information

SPEAKING & WRITING

Speaking asking for food preferences; agreeing and disagreeing

Speaking talking about family; politely refusing to talk about something; retelling a story
Writing describing a person

Speaking talking about spending habits; asking for more information

Speaking asking about how long (+ present perfect forms); using strong adjectives
Writing a thank-you email

Speaking role-play being a tourist; giving your opinion
Writing an article for a website

Speaking generalizing; using collocations (verbs / adjectives + prepositions)

Speaking talking about phone use; saying what you think is right
Writing an email of complaint

Speaking talking about ability and possibility; talking about tips for learning English

Speaking talking about sport; telling an anecdote
Writing telling a story

Speaking talking about relationships; talking about past and present habits; presenting an opinion

Practical English p.16

Pictures of you 🎧
 Episode 1: *Surprise meetings*

Practical English
 reacting to what people say
Social English

Revise and Check p.26

Revise and Check 1&2 🎧

Practical English p.36

Pictures of you 🎧
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Practical English
 giving opinions
Social English

Revise and Check p.46

Revise and Check 3&4 🎧

Practical English p.56

Pictures of you 🎧
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Practical English
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Social English

GRAMMAR

VOCABULARY

PRONUNCIATION

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regular and irregular past participles ➡

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houses ➡

sentence stress, the letter *c*

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crime

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	Reading interpreting visual information Listening checking assumptions; understanding advice	Speaking talking about profile photos	
	Reading understanding points of view Listening checking predictions	Speaking talking about your education; organizing and presenting your opinions	Practical English p.76 Pictures of you Episode 4: <i>Together again?</i> Practical English making suggestions Social English
	Reading understanding pros and cons; understanding biographical information Listening using visual information to understand biographical information	Speaking discussing pros and cons of living at home; talking about future possibility and imaginary situations (first and second conditionals); describing a dream home Writing describing a house or flat	
	Reading predicting from evidence Listening listening for note-taking	Speaking asking about somebody's job; explaining what happened; presenting a product Writing a covering email	Revise and Check p.86 Revise and Check 7&8
	Reading understanding the main point in a short text; predicting the end of a story Listening understanding the order of events; understanding how to do something better	Speaking sharing personal experience; role-playing complaining	
	Reading identifying topic sentences Listening listening for retelling	Speaking talking about luck	Practical English p.96 Pictures of you Episode 5: <i>Ben's big show</i> Practical English asking indirect questions Social English
	Reading understanding technical language Listening listening for note-taking	Speaking talking about power cuts; discussing digital habits Writing a 'for and against' essay	
	Reading understanding biographical facts Listening understanding biographical facts ; listening for note-taking	Speaking asking questions using relative clauses; talking about things, people, and places you like or admire Writing a biography	Revise and Check p.106 Revise and Check 9&10
	Reading reading for detail; understanding characters, places, and events in a short story Listening understanding evidence and opinion; making biographical notes	Speaking checking information (question tags)	



Course overview

Introduction

Our aim with *English File fifth edition* has been to improve every lesson, and to make it more engaging, motivating, and relevant to today's students. New video content is integrated into the lessons, which helps the students learn and practise Grammar, Vocabulary, and Pronunciation and develops listening, speaking, and viewing skills. In addition, the Practical English lessons include a brand-new drama called *Pictures of you*. Please refer to page 19 for more information on the video offer in *English File fifth edition*.

As well as the main A and B Student Book lessons, there is a range of material that you can use according to your students' needs, and the time and resources you have available.

- Workbook
- Teacher's Guide notes
- Exam Confidence
- Tests

The **Workbook** provides review, support, and practice for students outside the class. The **Teacher's Guide** suggests different ways of exploiting the Student Book depending on the level of your class.

Exam Confidence gives students access to bite-size Reading, Listening, Speaking, and Writing practice.

We very much hope you and your students enjoy using *English File fifth edition*.

What do Intermediate students need?

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 to make their passive knowledge active, together with a steady input of new language.

Grammar, Vocabulary, and Pronunciation

If we want students to speak English with confidence, we need to give them the tools they need – Grammar, Vocabulary, and Pronunciation (G, V, P). We believe that 'G + V + P = confident speaking', and in *English File Intermediate* all three elements are given equal importance. Each lesson has clear G, V, P aims to keep lessons focused and give students concrete learning objectives and a sense of progress.

Grammar

- Consolidation and extension of main grammatical points
- Fun and engaging grammar videos to introduce and practise grammar
- Practice in using different tenses together
- Student-friendly reference material

We have tried to provide contexts for new language that will engage students, using real-life stories and situations, humour, and suspense. Grammar practice videos introduce or practise grammar in an engaging way. The **Grammar Banks** give students a single, easy-to-access grammar reference section, with example sentences with audio, clear rules, and common errors. There are at least two practice exercises for each grammar point. The **Workbook** provides a variety of practice exercises and the opportunity for students to use the new grammar to express their own ideas.

Vocabulary

- Systematic expansion of topic-based lexical areas
- Building new words by adding prefixes and suffixes
- Opportunities to personalize new vocabulary
- Motivating and fun videos to present and practise vocabulary
- Revision and reactivation of previously learnt vocabulary

Every lesson focuses on high frequency vocabulary and common lexical areas but keeps the amount realistic. All new vocabulary is given with the phonemic script alongside, to help students with the pronunciation of new words. Vocabulary practice videos present and practise vocabulary in a motivating and fun way.

Many lessons are linked to the **Vocabulary Banks** which help present and practise the vocabulary in class, give an audio model of each word, and provide a clear reference so students can revise and test themselves in their own time. Students can find further practice in the **Workbook**.

Pronunciation

- Practice in pronouncing sounds, words, and connected speech
- Awareness of rules and patterns
- Focus on word and sentence stress
- Pronunciation videos

Clear, *intelligible* pronunciation (not perfection) should be the goal of students at this level. There is a pronunciation focus in every lesson, which integrates clear pronunciation into grammar and vocabulary practice. There is an emphasis on the sounds most useful for communication, on word stress, and on sentence rhythm. The Pronunciation videos show students the mouth positions to make English vowels and consonants. There is also a Sound Bank section on pages 174–175 of the Student Book and a full set of Sound Bank videos in the resources section on *Oxford English Hub*.

There is more practice of pronunciation in the Workbook.

Speaking

- Motivating and accessible topics
- The key words and phrases necessary to discuss a topic
- Confidence that their language is clear and intelligible
- Practice in more extended speaking
- Time to organize thoughts before speaking

Lack of self-confidence can be a barrier to successful speaking at this level. Each speaking task is supported by the necessary language (G + V + P) and designed to help students feel a sense of progress and to show that the number of situations in which they can communicate effectively is growing.

Listening and viewing

- A reason to listen
- Confidence-building, achievable tasks
- Practice in dealing with authentic spoken language
- Video listening tasks

At Intermediate level students need confidence-building tasks which are progressively more challenging in terms of speed, length, and language difficulty, but are always achievable. Longer listenings are broken into separate parts with different tasks to avoid overload. Students are exposed to a wide variety of accents, including some non-native speakers of English. Many of these listenings are now presented as video listenings. These provide visual contexts to traditional audio and help develop students' viewing skills, such as focusing on body language.

There is a wide variety of video types in *English File fifth edition*, including:

- Grammar presentation and practice
- Vocabulary presentation and practice
- Pronunciation and Sound Bank videos
- Documentaries
- Dramas
- Teacher-generated videos
- Vox pops
- Practical English drama *Pictures of you*

Reading

- Engaging topics and stimulating texts
- Exposure to a wide variety of authentic task types
- Challenging tasks which help students read more skillfully

Many students need to read in English for their work or studies, and reading is also important in helping to build vocabulary and to consolidate grammar. The key to encouraging students to read is to give them motivating but accessible material and tasks they can do. In *English File Intermediate* reading texts have been adapted from a variety of authentic sources and have been chosen for their intrinsic interest and ability to generate discussion.

Writing

- Clear models for a variety of text types
- An awareness of register, structure and fixed phrases
- A focus on 'micro' writing skills

It is often difficult to motivate students to write at this level. In *English File fifth edition* each guided writing activity flows out of a main lesson to ensure that students have plenty of ideas to start with and focuses on key areas of language, style, and organization to help break the writing process down into a series of achievable chunks.

Practical English

- Consolidation and extension of functional language
- Knowing what to say in social situations
- Getting used to listening to faster, more colloquial speech

The Practical English lessons give students practice in key language for situations such as reacting to what people say or giving opinions. To make these everyday situations come alive, there is a brand new drama called *Pictures of you* with a storyline set in London and following the story of the two main characters, Ben and Izzy, and how their lives, careers, and relationships develop. There is a clear distinction between what students will hear and need to understand and what they need to say. The lessons also highlight other key 'Social English' phrases. The **Workbook** provides practice of all the language from the Practical English lessons.

Revision

- Regular review
- Motivating reference and practice material
- A sense of progress

Students will usually only assimilate and remember new language if they have the chance to see it and use it several times. Grammar, Vocabulary, and Pronunciation are recycled throughout the course. After every two Files there is a two-page Revise and Check section. The left-hand page revises the Grammar, Vocabulary, and Pronunciation of each File. The right-hand page provides a series of skills-based challenges, including vox pop interviews, and helps students to measure their progress in terms of competence. These pages are designed to be used flexibly according to the needs of your students. Every two Files, the Workbook contains a *Can you remember...?* page, which provides a cumulative review of language students have covered in the Student Book.

Print components

FOR STUDENTS

Student Book

The Student Book has 10 Files. Each File is organized like this:

A and B lessons

Each File contains two four-page lessons which present and practise Grammar, Vocabulary, and Pronunciation as well as developing skills with a balance of reading and listening activities, and lots of opportunities for speaking. Video content is integrated throughout the lessons. All lessons have clear references to the Grammar Bank, Vocabulary Bank, and where relevant, to the Sound Bank at the back of the book. These banks support and extend the lesson material on the page.

Practical English

Every two Files (starting from File 1), there is a two-page lesson based on a new drama series for the fifth edition, *Pictures of you* – Season 3. This lesson teaches functional ‘survival English’ (for example, language for reacting to what people say or making suggestions) and also ‘Social English’ (useful phrases like *That’s a shame, It’s my fault.*). The video is in the form of a drama, featuring the two main characters, Ben and Izzy. The lessons have a storyline which runs through the Elementary and Pre-intermediate levels and continues into Intermediate with *Pictures of you* – Season 3. There’s a Season 1 and 2 recap at the beginning of the first lesson.

Revise and Check

Every two Files (starting from File 2) there is a two-page section revising the Grammar, Vocabulary, and Pronunciation of each File and providing additional Reading, Listening, and Speaking. The ‘*Can you...?*’ section challenges students with engaging reading texts and street interview videos, which give students exposure to real-life English.

The back of the Student Book

The lessons contain cross-references to these sections: Communication, Writing, Listening, Grammar Bank, Vocabulary Bank, and Sound Bank.

The Student Book is also available as an e-Book.

Workbook

For language practice after class.

- All the Grammar, Vocabulary, and Practical English
- Pronunciation exercises with audio
- *Can you remember...?* exercises for students to check their progress
- Available with or without key

The Workbook is also available as an e-Book.

FOR TEACHERS

Teacher’s Guide

Step-by-step procedural notes for all the lessons

These notes include an optional ‘books-closed’ lead-in for every lesson.

Extra challenge suggestions for ways of exploiting the Student Book material in a more challenging way if you have a stronger class.

Extra support suggestions for ways of adapting activities or exercises to make them work for students who need an alternative approach.

Extra ideas for optional activities.

All lesson plans include answer keys and audio scripts.

Photocopiable materials

There are over 50 pages of Grammar, Communicative, and Vocabulary worksheets, which can be done before, during, or after a lesson by students working individually or together.

Grammar

see pp.156–180

An activity for every Grammar Bank, which can be used in class or for self-study extra practice

Communicative

see pp.181–210

Extra speaking practice for every A and B lesson

Vocabulary

see pp.211–229

An activity for every Vocabulary Bank, which can be used in class or for self-study extra practice

There is more information on page 155 of this Teacher’s Guide about the photocopiable worksheets and tips on how best to use them.

Digital components on Oxford English Hub

The digital materials and resources for this course can all be found at **oxfordenglishhub.com**

FOR STUDENTS

Student e-Book

- A digital version of the Student Book with audio and video

Workbook e-Book

- A digital version of the Workbook with audio

Course resources

- All course audio and video

Exam Confidence

- Students can develop their skills confidence in English with access to bite-size Reading, Listening, Speaking, and Writing practice that complements the course. They can access it from their mobile device and use it in their own time and at their own pace.



FOR TEACHERS

Classroom Presentation Tool

The Classroom Presentation Tool digital component is for use in conjunction with the Student Book and Workbook print materials. It is a valuable tool for classroom management, providing a clear focus in the classroom and strong visual support for students, as well as additional material.

- The complete Student Book and Workbook
- All class audio and video, with interactive scripts
- Answer keys for exercises in the Student Book and Workbook

Course assessment

- Tests and assessment material, including: an Entry Test; Progress Tests; an End-of-Course Test; a Quick Test for every File; and a complete test for every File. There are A and B versions of all the main tests and audio files for all the Listening tests.

Teacher resources

- Course audio and video
- Photocopiable materials
- Downloadable wordlists

Professional Development

- Video in ELT
- Multimodality
- Effective feedback

File overview

Clear lesson summaries

Grammar, Vocabulary, and Pronunciation in every lesson

A range of Vocabulary and Grammar videos to bring language learning to life

Vocabulary Banks help present and practise vocabulary.

Pronunciation videos to model and practise English sounds

1A

How we eat

Do you eat a lot of red meat?
Yes, but I'm trying to cut down.

1 VOCABULARY food and cooking



a **Video** Watch the video. How many of the 16 circled food items can you remember?

b **Vocabulary Bank** Food and cooking p.160

c Look at some common adjectives to describe food. What kind of food do we often use them with?

fresh /'frefʃ/ frozen /'frouzn/ hot /'spaisi/ low-fat /ləʊ'fæt/ raw /rɔ:/ tinned /'tɪnd/

d **1.5** Listen to six conversations. Write the food phrase you hear for each adjective in c.

1 raw beetroot

3 LISTENING & SPEAKING

a Read the *Your food profile* questionnaire. What do you think the **bold** words and phrases mean?

Your food profile

- 1 What's your favourite...?
 - a snack
 - b pizza **topping**
 - c sandwich **filling**
- 2 Do you ever have...?
 - a **ready meals**
 - b **takeaways**
 - c very hot / spicy food
 Give examples.
- 3 Are you **allergic** or **intolerant** to any food? How long have you had the problem?
- 4 What food do you usually eat...?
 - a to **cheer yourself up** when you're feeling sad
 - b when you're tired and don't want to cook
- 5 When you're away from home, is there any food or drink that you really **miss**?
- 6 Is there any food or drink that you couldn't live without? How often do you eat / drink it?

b **1.7** Listen to six people each answering one question from *Your food profile*. Match each speaker to the question they are answering.

Emma	John	James
Sarah	Rob	Sean

c Listen again and write their answers.

d Ask and answer the questions in *Your food profile* with a partner. What do you have in common?



Opportunities for personalized speaking throughout the lesson

Tasks develop listening skills.

Reading tasks develop students' reading skills.

4 READING

a You're going to read an article about new rules for eating. Look at the six paragraph headings and try to guess the missing words.

- 1 **Don't start the day with a black** _____
- 2 **Eat natural** _____ **before a meal**
- 3 **Eat** _____ **before meat and fish**
- 4 **Eat** _____ **before carbs**
- 5 _____ **your food thoroughly**
- 6 _____ **up to digest a meal**

b Read the article once and check your answers in **a**. Did you guess any of the words? Complete the article with the headings.

c Read the article again. Match the advice from each paragraph 1–6 to the reason why it's better for you.

- ☐ A Eating like this makes you feel fuller.
- ☐ B It's more difficult to manage your blood sugar levels.
- ☐ C It increases the speed of digestion.
- ☐ D You'll probably eat less.
- ☐ E It helps you digest a meal more easily and you're less likely to develop heart problems.
- ☐ F It helps you digest a meal more easily and you use more energy as you eat.

d Complete five compound nouns from the article. How do you say them in your language?

- 1 blood _____
- 2 _____ disease
- 3 _____ pressure
- 4 _____ science
- 5 stress _____

Compound nouns

Compound nouns are two nouns together, where the first noun describes the second one, e.g. *coffee machine*. The stress is usually on the first noun.

e With a partner, answer the questions for each piece of advice.

- 1 Do you usually do what the experts recommend? If not, why not?
- 2 Do you believe the information? Why (not)?
- 3 Will you change your habits as a result of the advice?

How you should eat: the new rules

Is it good to start the day with a coffee? Should you eat protein before carbs? These days, it's not just *what* we eat and drink that's important. Now, scientists are coming up with rules about *how* we should consume food and drink. Here is some of their latest advice.

1

Do you switch on the coffee machine as soon as you wake up? It's a habit you might want to change. Research shows that drinking black coffee in order to wake yourself up can have a negative effect. 'Blood sugar control is impaired when the first thing our bodies come into contact with is black coffee,' says Professor James Betts. 'It's better to eat something first and then drink coffee later if you need it.'

2

Yogurt is a great addition to your diet for many health reasons. And the best time to eat it is before a meal, according to food scientists at the University of Wisconsin-Madison. Participants in the research were asked to eat a dish of natural yogurt followed by a large high-fat, high-carb meal. The yogurt improved digestion and also helped reduce the chance of heart disease.

3

From a plate of meat or fish and green or brightly coloured vegetables, it is the vegetables that should be eaten first. In one study, children who ate the meat or fish at the start of a meal were more likely to be overweight than children who ate the vegetables first. 'Vegetables contain fibre which fills you up,' says nutritionist Ian Marber.

4

Eat the meat, fish, eggs, cheese, or tofu on your plate, that is, the protein, before potatoes, rice, pasta or bread. Researchers in New York suggest that the worst time to eat carbs is at the beginning of a meal or on an empty stomach. In the study, participants ate ciabatta bread before or after eating a meal of grilled chicken with lettuce, tomatoes, and cucumber. The results showed that eating the carbs after the protein helped to reduce appetite.

5

Spending time chewing your food can help with high blood pressure, heart disease, and diabetes. Scientists found that when people chewed their food once a second for 30 seconds, it resulted in better digestion and they also used up more calories. 'The effect is small for each meal, but over 365 days a year, it makes a big difference,' says Professor Naoyuki Hayashi, a researcher in the faculty of sports science.

6

Eating your lunch on the run means you will probably eat faster and enjoy the food less, according to psychologists from the University of South Florida. But once you have finished eating, their research showed that it is best to stand up and move around. In their study, they asked 358 participants to rate their stress levels while eating sitting or standing. Those who ate while seated said they enjoyed their meals more, but scientists found that the people who walked around digested their meal about five minutes faster than the people lying down or sitting.

Engaging texts and topics updated from the fourth edition



Adapted from The Times

Vocabulary development in context

Each episode consists of three parts which develop the storyline and teach students everyday, survival English.

Practical English lessons teach functional English and are based on the new drama series *Pictures of You* – Season 3.

Part 2 provides the context for the functional English.

The story so far recaps what happened in Seasons 1 & 2.

Part 1 sets the scene for the episode.

Each video has two video tasks. The first is a viewing task, and the second a comprehension task to check understanding.



Surprise meetings

Practical English reacting to what people say

EPISODE 1

PICTURES OF YOU

THE STORY SO FAR

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


Ben


Izzy


Andre


Carla


Max


Emma


Pamela

1 WHERE ARE THEY NOW?

a **Video** Watch *Where are they now?* Then answer the questions.



- How much time has passed since the end of Season 2?
- Who is Izzy calling? What about?
- Where does Pamela meet Ben? What does he show her?

b Watch again. Then complete the sentences with *Ben, Dominic, Izzy, Pamela, or Max*.

- _____ is now _____'s boss.
- _____ hasn't finished the designs for a new magazine feature.
- _____ and _____ are giving a presentation to _____ tomorrow morning.
- _____ 's photography show opens on Friday.
- _____ really wants to see Ben's photos.

2 REACTING TO WHAT PEOPLE SAY

a **Video** Watch *Reacting to what people say*. Then answer the questions.



- Why is Izzy pleased for Carla?
- Why is Carla pleased for Izzy?
- Has Izzy seen Ben recently?

b **Video** Look at some extracts from the conversation. Try to remember the missing words. Then watch again and check.

Carla Izzy? Hi! It's been so long!

Izzy Carla! I don't 1 _____ it! Do you still work here?

Carla It's my café now!

Izzy You're kidding! That's 2 _____! Congratulations!

Izzy I got a promotion and I'm Max's boss now.

Carla 3 _____? Wow! That's great 4 _____! Good for you.

Carla So, have you seen Ben recently?

Izzy No. I haven't seen him in more than a year.

Carla Oh, that's a 5 _____.

Izzy How's he doing?

Carla Really good, actually. He's having a big photography show soon.

Izzy 6 _____ fantastic! I'm so happy for him.

Izzy Hello. Oh 7 _____! One moment. Sorry, Carla. I have to go, it's work.

Carla No problem! It was lovely to see you.

c **Video** Watch and repeat the **highlighted** phrases and sentences in **b**. **Copy** the **rhythm** and **intonation**.

Focus on the key functional language

Pairwork tasks for students to practise the key language

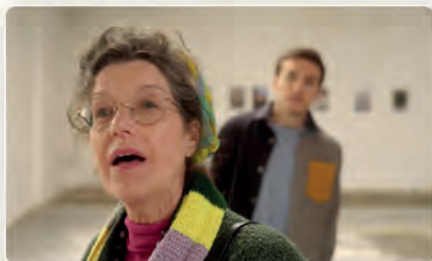
Reacting to what people say	
What you say when you hear...	
something surprising	<i>I don't believe it!</i> <i>You're kidding!</i>
something interesting	<i>Really?</i>
some good news	<i>That's amazing!</i> <i>Congratulations!</i> <i>Wow!</i> <i>That's great news.</i> <i>Good for you.</i> <i>How fantastic!</i>
some bad news	<i>That's a pity.</i> <i>Oh no!</i>

d Practise the extracts in b with a partner. Then change roles.

e **Communication** How fantastic! A p.108 B p.113 Practise reacting to news.

3 FEELING CONFIDENT?

a **Video** Watch *Feeling confident?* Do you think a) Ben's exhibition, b) Izzy's presentation are going to be a success?



b Watch again. Then answer the questions.

- How does Pamela feel about...?
 - Ben's photos
 - Ben and Izzy breaking up
- How does Ben feel about...?
 - his career and future
 - Izzy's promotion
 - the break-up with Izzy
 - the rent he has to pay for the gallery
- How does Izzy feel about her meeting with Dominic?
- How does Dominic feel about the meeting?

4 SOCIAL ENGLISH

a Match a phrase from A to a response in B.

A	B
1 Don't worry. I'll finish them and Dominic will love them.	Really? Well, say hi from me.
2 What a surprise! How are you?	Oh, that's a shame, Ben.
3 These photographs are fantastic, Ben. Congratulations.	Great to see you too, Pamela. Take care.
4 In fact, I'm seeing her later. We're meeting for coffee.	Oh, hi, Pamela. Wow! Nice to see you.
5 I haven't seen Izzy since we broke up.	I hope so. I'm relying on you.
6 It was good to see you, Ben.	Hey, thanks, Pamela.

b **Video** Watch and check.

c Practise the phrases and responses in pairs. Then change roles.

WHAT DO YOU THINK?

In pairs, talk about Izzy and Ben. Do you think they're happy with their lives? How do you think they feel about each other now?

Focus on key Social English phrases from the episode

Opportunities for students to respond personally and critically to the video

Part 3 continues the story and ends with a cliffhanger before the next episode.

Review to be done individually or in pairs, in class, or at home

The left-hand page revises the Grammar, Vocabulary, and Pronunciation of the previous Files.

The right-hand page provides a series of skills-based challenges.

1+2 Revise and Check

GRAMMAR

Circle a, b, or c.

- My sister ... fish or seafood.
a doesn't like b don't like c doesn't likes
- I have a quick breakfast because ...
a usually b I usually am c I'm usually
- I ... TV when I'm having a meal.
a never watch b don't never watch c am never watching
- I had for my exams at the moment.
a I study b I'm studying c I'm studying
- any brothers or sisters?
a Are you having b Are you have c Do you have
- What ... when you leave school?
a you are going to do b are you going to do c are you going to do
- I can't see you this evening because some friends.
a I'm meeting b I meet c I'll meet
- Would you like something to drink?
a Yes ... an orange juice, please. b I have c I'm having
- I can't open this jar.
a Shall I b Will I c Can I
- That's a lovely dress. Where ... it?
a Have you bought b Did you buy c Did you bought
- good at saving money.
a I've never been b I haven't never been c I've never
- I got £50 for my birthday. Did I ...
a didn't spend it yet b haven't spent it yet c get haven't spent it
- I've had this phone ...
a for about three years b since about three years c for about three years ago
- How long ... in Paris?
a Since last March. b Has he been living c Has he been living
- ... the same game for five years.
a I'm going to b I've been going to c I go to

VOCABULARY

a Circle the word that is different.

- prawns, mussels, duck, squid
- lamb, crab, beef, pork
- cherry, pear, peach, beetroot
- raspberry, cucumber, pepper, cabbage
- fried, baked, chicken, roast

b Write the opposite adjective using a prefix.

- lonely
- friendly
- responsive
- careless
- sensitive

c Write verbs for the definitions.

- to spend money on sth that is not necessary
- to spend money on sth that is not necessary
- to get money by working
- to get money from sth that you will pay back
- to keep money so that you can use it later

d Write the strong adjectives.

- tired
- hungry
- old
- dirty
- angry

e Complete the phrasal verbs.

- Shall we eat ... tonight? I don't feel like cooking.
- I'm allergic to milk, so I have to cut ... dairy products from my diet.
- We live ... my salary. My partner is unemployed.
- I'll send you the money if you promise to pay me ...
- I took ... £150 from my bank account.

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds

Consonant sounds

b Listen to the words and say more words for each sound.

c Which sound in a do the vowels have in these words?

d Underline the stressed syllable.

Can you understand this text?

a Read the article once. Choose the correct option.

The sandwich chain Pret A Manger only does / is now doing / used to do charity work in the Easter area.

b Read the article again. Complete the gaps with the best word for the context.

- giving / selling
- angry / proud
- benefit / suffer
- might / should
- saved / wasted
- improvement / investment
- opening / closing

Can you understand these people?

Watch and choose a, b, or c.

- Phonema says that ... gets cheer her up.
a roast or baked b fried or roast c boiled or baked
- One kind of food Mark likes when he eats out is ...
a Spanish b Italian c French
- Ross has got on well with his stepbrothers and sisters ...
a all his life b since they grew up c since they were teenagers
- When Criswell won some money in the lottery, she spent it on ...
a a long holiday b a holiday abroad c a short holiday
- Richard raised ... for Cancer Research.
a £5,000 b £5,500 c £5,050

Can you say this in English?

Tick (✓) the box if you can do these things.

Can you ...?

- describe your diet, and the typical diet in your country, and say how it's changing
- describe members of your family and say what they are like
- describe some of your plans and predictions for the future (e.g. your studies, your family life)
- ask and answer the questions below

How do you even win any money? How much did you win? What did you do with it?

How long have you been learning English? Where did you first start learning?

Leftover Pret A Manger baguettes go to homeless people

Pret's new High Street Pret A Manger since set up contracts with Devon and Cornwall Food Association and Exeter Cathedral to donate leftover food at the end of each day.

Pret A Manger, often known as 'Pret', is an international sandwich shop chain which has stores all over the UK. It has been ... food to homeless communities since it began in 1986. 80% of their stores currently donate their 'misad' sandwiches, salads, baguettes, and wraps to hundreds of charities supporting homeless people.

... to know that the surplus food will go to two very worthwhile places each evening.

Nicki Fisher, head of the Pret Foundation Trust which organizes their charity work, said, 'Whenever we open a new store, our teams work hard to find charities in the local area that could ... from food donations. It means a huge amount to us that we can connect with our local communities and help to solve an important problem at the same time.'

'The sandwiches and wraps we are collecting from Pret A Manger are kind to give to homeless people, who ... not have the facilities to prepare much themselves,' said Rory Matthews, from Devon and Cornwall Food Association. 'We are delighted that the food is not being ...'

Anne Newman-Walker from Exeter Cathedral added, 'We have been running a café for homeless people and other vulnerable people in Exeter for four years. We often serve dinner to 50 people or more. Having Pret surplus sandwiches and salads has been a huge ...'

... on the small local Exeter Pret have made the process really simple. They ... time and let us take away any of the leftover sandwiches and salads. It is such a good initiative and we are delighted.'

Glossary
wrap a type of sandwich made with a roll filled with meat or vegetables

Vox pop interviews with real people which can be done in class or at home

Exam-type tasks

Speaking challenge to assess students' ability to use the language in the Files

Vocabulary sections in the Student Book are linked to the Vocabulary Bank section on pages 160–172 of the Student Book to provide further development of lexical sets.

Students can easily revise, review, and test their vocabulary.

Phonemic transcriptions of new vocabulary and audio models of each word help students with pronunciation.

Food and cooking

Vocabulary Bank

1 Food

a Match the words and photos.

Fish and seafood

- lobster /'lɒstə/
- prawns /'praʊnz/
- salmon /'sælmən/
- scallops /'skæləps/
- seafood /'si:fu:ld/

Meat

- beef /bi:f/
- chicken /'tʃi:kən/
- duck /dʌk/
- lamb /læm/
- pork /pɜ:k/

Fruit and vegetables

- avocado /ə'vɒkədəʊ/
- beans /bi:ns/
- broccoli /brə'kɒli/
- cabbage /'kæbɪdʒ/
- carrots /'kærəts/
- courgettes /'kʊrədʒets/
- cucumber /'kʊkəmbəd/
- grapes /'græps/
- lemon /'lemən/
- onions /'ɒni:ns/
- peach /pi:tʃ/
- peas /pi:s/
- raspberries /'ræspberiz/
- red pepper /'red'pepə/

2 Cooking

a Match the words and photos.

- baked /beɪkəd/
- boiled /bɔɪld/
- fried /fraɪd/
- grilled /grɪld/
- roast /rəʊst/
- steamed /sti:md/

b Listen and check.

c ACTIVATION Talk to a partner. How do you prefer these things to be cooked?

chicken eggs fish potatoes

d Phrasal verbs

a Complete the phrasal verbs with a word from the list.

down on out (x2)

- I eat ... a lot because I often don't have time to cook. Luckily, there are lots of good restaurants near where I live.
- I'm trying to cut ... coffee at the moment. I'm only having one cup at breakfast.
- The doctor told me that I should completely eat ... all cheese and dairy products from my diet.

b Listen and check.

Photos and illustrations give context to vocabulary items.

Each Vocabulary Bank has an Activation activity which provides further practice of the vocabulary.

The Grammar Banks provide a single, easy-to-access grammar reference section to provide further grammar explanation.

Extended grammar rules for every lesson in the Student Book

Common errors are highlighted.

A focus on meaning, form, and use in each Grammar Bank section

Example sentences with audio provide context and focus on pronunciation.

1A Grammar Bank

present simple and continuous, action and non-action verbs

present simple: s / es, he works, etc.

1. I live in Santiago. She works in a restaurant. We don't eat meat. John doesn't wear glasses. Where do you live? Does the supermarket open on Sundays? She usually has cereal for breakfast. He never late for work. We only eat out about once a month.
2. We use the present simple for things that are always true, or happen regularly.
3. Remember the spelling rules for third person singular, e.g. lives, arrives, watches.
4. Use **AM** (Auxiliary, Subject, Infinitive) or **QUESTION** word, Auxiliary, Subject, Infinitive) to help you with word order in questions. Do you know David? What time does the film start?
5. We often use the present simple with **adverbs** of frequency, e.g. usually, never, or expressions of frequency, e.g. every day, once a week.
6. Adverbs of frequency go **before** the main verb and **after** be.
7. Expressions of frequency usually go at the end of the sentence or verb phrase.

present continuous: be + verb + ing

1. Is your sister still going out with Adam? No, they broke up. She isn't going out with anyone now. The phone's ringing. Can you answer it? Those prices are going up very fast at the moment.
2. We use the present continuous (NOT the present simple) for actions in progress at the time of speaking, e.g. things that are happening now or around now. These are normally temporary, not habitual, actions.
3. Remember the spelling rules, e.g. going, studying, printing.
4. We also use the present continuous for future arrangements (see 1B).

action and non-action verbs

action verbs

- 1. What are you looking for? My car keys.
- 2. Is he helping you in a moment. But I said that now.
- 3. What are you cooking? It smells delicious.
- 4. He's making pasta.
- 5. I'm losing weight.

non-action verbs

- 1. Verbs which describe **actions**, e.g. cook, make, can be used in the present simple or continuous. I'm making lunch. I usually make lunch at the weekend.
- 2. Verbs which describe **states or feelings** (NOT actions), e.g. be, need, love, are **non-action verbs**. They are not usually used in the present continuous, even if we mean 'now'.
- 3. Common non-action verbs are: agree, be, believe, belong, depend, forget, hate, have, know, like, love, matter, mean, need, prefer, realize, recognize, remember, seem, suppose, wait.
- 4. Verbs of the senses are normally also non-action, e.g. look, smell, taste, and sound.

Verbs that can be both action and non-action

A few verbs have an action and a non-action meaning, e.g. have and think.

- 1. I don't feel well. I'm having lunch. = action (have lunch)
- 2. I have a car now. = non-action (possession)
- 3. What are you thinking about? = action (think about sth)
- 4. I think this movie's great. = non-action (opinion)

1B Grammar Bank

future forms: present continuous, be going to, will / won't

be going to + infinitive

future plans and intentions

My sister's getting a job. I'm getting a car. Are you going to buy a new car or a second-hand one? He's not going to go home for the holidays. It's too far.

predictions

Sarah's going to win. They're playing really well. Look at those black clouds. I think it's going to rain.

will / shall + infinitive

future decisions, promises, offers, predictions, future facts, suggestions

1. I'll have the steak. (what decision)
2. I won't tell anybody where you are. (promise)
3. I'll buy that bag for you. (offer)
4. I'll leave you home. (prediction)
5. Next year Christmas Day will be on a Thursday. (future fact)
6. I shall help you with your homework. (offer)
7. I shall see you tonight. (promise)

present continuous: be + verb + ing

future arrangements

David and Jane are getting married in October. We're meeting at 10 o'clock tomorrow in Angela's office. Ali's leaving on Friday and leaving Paul next Sunday.

will / won't

future decisions, promises, offers, predictions, future facts, suggestions

1. I will use will / won't (NOT the present simple) for future decisions, promises, and offers.
2. I shall use shall / won't (NOT the present simple) for future predictions, e.g. I shall be home at 8.00. The election will be on 1st March.
3. We use shall / won't with I and we for offers and suggestions when they are questions.

will / won't

future decisions, promises, offers, predictions, future facts, suggestions

1. I will use will / won't (NOT the present simple) for future decisions, promises, and offers.
2. I shall use shall / won't (NOT the present simple) for future predictions, e.g. I shall be home at 8.00. The election will be on 1st March.
3. We use shall / won't with I and we for offers and suggestions when they are questions.

Circle the correct form. Tick (✓) the sentence if both are possible.

The exam will be / is being on the last Friday of term.

1. Will / Shall we invite your parents for Sunday lunch?
2. A. It's Alice's birthday tomorrow. B. Oh, really? I'm meeting / I'll make a cake.
3. I'm not having / I'm not going to have dinner with my family tonight.
4. Are you going to go / Will you go to Leo's party next weekend?
5. You can trust me. I'm not telling / I won't tell anyone what you told me.
6. A. What are you doing on Sunday? B. We're visiting / We'll visit my grandparents.
7. I think the birth rate will go down / is going down in my country in the next few years.
8. My grandfather is going to retire / retiring at the end of the month.
9. Shall / Will I help you with the washing-up?

Complete B's responses with a correct future form. Use contractions if possible.

1. What's your mother going to do about her cat? B. She's going to buy a second-hand one. (buy)
2. I'm going to miss you. Please stay in touch. B. I promise I will every day. (phone)
3. What are Alan's plans for the future? B. He is a degree in engineering. (do)
4. Can I see you tonight? B. No, I am late. Maybe Saturday? (work)
5. Are you ready to order? B. Yes, I am in the prams, please. (have)
6. There's nothing in the fridge. B. Oh, we a takeaway? (get)
7. I don't have any money, so I can't go out. B. No problem, I will some. (lend)
8. Shall we have a barbecue tomorrow? B. No, the weather forecast says it will (rain)
9. We land at about 8.00. B. I will you up from the airport? (pick)

Additional grammar practice with at least two practice exercises for each grammar point

A Writing Bank for every File provides guided writing tasks to develop students' writing skills, covering a range of writing genres.

Writing Bank

1 Describing a person

a Read the two emails. Why has Carrie written to Gustavo? What does Gustavo think of Carrie's suggestion?

b Read the emails again. In which paragraph (1-4) does Gustavo answer Carrie's questions about Camila?

c Correct five spelling mistakes in Gustavo's email.

d Read Gustavo's reply again. Give two examples of...

e Read the information box. Then put the modifiers in the correct place in the chart (1 = the most).

f Imagine you received an email asking for a description of a friend. Plan four paragraphs. Make notes to answer the questions in Carrie's email.

g Now write your email. Use your notes in f and the language in the information box. Include some of the highlighted phrases, which are typical in a description of this kind.

h Check your email for mistakes in spelling, grammar, and punctuation.

Subject: An idea

From: Carrie Spencer

Hi Gustavo,

Glad to hear from you!

You asked about accommodation for your friend, Camila, while she's doing a summer course in Oxford. Well, I have an idea! You know I share a flat with Jess and Linda? Linda's going to Australia in July, so Camila could stay with us.

Before you mention it to Camila, Jess and I would like to know a bit more about her. What's she doing at the moment? What's a day that she did that she liked? Do you think we'll get on well together? As you know, we're very outgoing and we have quite a busy social life. Friends often come round, but we're also out a lot. We're very tidy too. That's important. Also, Jess has a cat - that might be a problem. Let me know what you think.

Love, Carrie

From: Gustavo Lopez

To: Carrie Spencer

Hi Carrie,

Thank you so much for your email!

I've known Camila for about eight years. She finished Economics at university last year and then she went travelling. Now she's living at home with her parents. She's looking for a job and trying to improve her English.

Camila's a good friend. She's really patient and kind, and she hardly ever gets angry. She's a sensible and she's very responsible, so I know she'll look after Linda's room. The only problem is that she's a bit shy, but when she gets to know you, she's incredibly friendly.

In her free time, Camila loves going to the cinema, especially to see action films. She's really good at photography, and she always has her camera with her. She likes listening to music, and I think she'd like to go to a music festival while she's in the UK.

I'm sure you would all get on really well together! Camila's quite independent, and she's happy to do things on her own, so you won't have to worry about her. She doesn't mind doing housework, so that won't be a problem. And she's good with animals, so I think she'll be fine with Jess's cat!

I think it's a great idea for Camila to stay with you. And of course she's happy to pay rent for the room. Let me know if you're OK to go ahead and I'll tell Camila. I hope it all works out.

Best wishes, Gustavo

A model text provides a clear context for writing.

Focus on key language needed for the writing task

A plan / write / review approach in each Writing Bank



The role of video in language learning

Introduction

Video viewing is increasingly becoming recognized as a 'fifth skill' and is a hugely important part of the language learning classroom. It has become a predominant medium in how we receive information in today's world.

Video is not new in language teaching, but it has been seen as primarily a listening skill, where students have often been asked to watch a video and complete a written task whilst they are watching the video, which checks their comprehension of what they have heard. While comprehension is still very important, the visual and viewing aspects of video in the classroom have not always been fully exploited.

The approach to video in the classroom nowadays is changing as we understand that students can benefit from engaging actively with it. It should be an integral part of teaching where students can participate in a multi-sensory way with a variety of information, have greater interaction with the content, and thus facilitate their language acquisition and confidence to communicate.

The benefits of using video in the classroom

Motivation and engagement

Most students respond well to video and can find it more engaging than text or audio as a medium of instruction, so video can help to keep students motivated and focused.

Providing a context for language input

Video helps to contextualize new language, such as vocabulary and grammar, as well as more complex aspects of language, such as register and formality.

It's also hugely beneficial for modelling non-verbal communication. Video can give us the opportunity to observe non-verbal communication: the way people use their hands, bodies, and facial expressions to communicate in different contexts, something that would otherwise be very challenging to teach in the classroom.

Language practice

Videos can provide us with models of the target language in conversation that students can follow and then personalize for their own practice, perhaps creating videos of themselves using the target language and sharing them with classmates.

Skills practice

Watching a video provides more information than simply listening to an audio. Providing a balance of video and audio allows students to improve their ability to understand what is being said in real situations. Similarly, watching people speak will allow students to improve their ability to communicate effectively.

It's important that students are given the opportunity to develop their viewing skills, so material should provide activities that focus on what the students can see as well as hear.

Achieve learning goals

Videos are an important part of a lesson and provide variety to help learners achieve their learning goals. There should be a clear reason for using video in the classroom. It shouldn't be used as a 'reward' or an add on at the end of term but must always have a clear purpose.

Multimodal learning

Many videos that learners encounter in real life are multimodal. Multimodality is where there is the use of more than one mode of communication in a visual text to create meaning. Including some video in the classroom which is multimodal helps them to develop their English both inside and outside of the classroom.

Cultural aspects

As English is an international language spoken in different contexts around the world, each with their own cultural appropriacies, video is often rich in cultural information about the way people in different cultures live and interact.

Integrating videos into a lesson

In *English File fifth edition*, the concept of integrating a range of videos into each lesson enhances the learning experience for students. When teachers incorporate viewing into their classroom practices, it is of vital importance that viewing does not seem radically different to their current teaching practices and that both teachers and learners are aware that understanding the viewing process is as important as understanding the listening and reading processes.

To encourage learners to become effective active viewers, teachers could use the following procedure:

- **Before Viewing:** learners prepare to view by activating the prior knowledge they bring to the study of a topic or theme (their schemata), anticipating a message, predicting, speculating, asking questions, and setting a purpose for viewing.
- **During Viewing:** learners view the multimodal text to understand the message by seeking and checking their understanding by making connections, confirming predictions and inferences, interpreting and summarising, pausing and reviewing, and analysing and evaluating. Learners should monitor their understanding by connecting to their background knowledge, questioning, and reflecting.
- **After Viewing:** learners should be given opportunities to respond personally, critically, and creatively to multimodal texts. Learners respond by reflecting, analysing, evaluating, and creating.

Video in *English File fifth edition*

English File fifth edition takes the principles of using video in the classroom, as seen on the previous page, and embeds them into the lessons throughout the book.

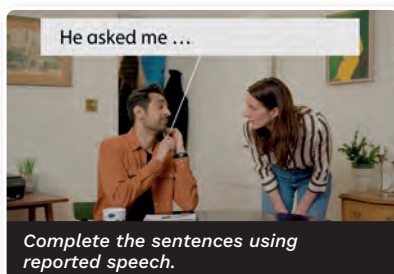
Look out for the Video icons  **Video** in every File.

There is a lot of variety of video type and also of how and where the videos are used. The firm principle is that video is used to enhance a lesson in the natural place it works best, rather than sticking to a rigid formula with video tagged onto the end of a File.

The three key language elements of the course are Grammar, Vocabulary, and Pronunciation, and the video content sets out to help students learn and practise these elements as well as developing their listening and speaking skills.

The video content in *English File fifth edition* also develops viewing skills, with tasks that focus on what they can see, body language, and other non-verbal communication.

Types of video in the course include:



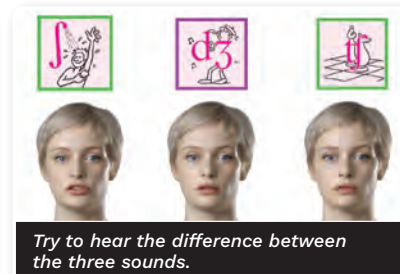
Grammar videos

The use of video brings situations to life and provides engaging practice. Students are exposed to real language in meaningful contexts which are used to present or practise target language through dramatized conversations, games, and quizzes.



Vocabulary videos

Video helps to contextualize language through carefully selected images and clips that are visually engaging and motivating. The videos include clips and visual prompts, games, and animations.



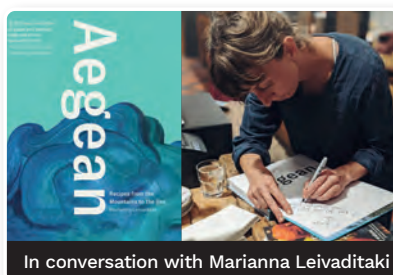
Pronunciation videos

These provide modelling and practice of English sounds, showing the mouth position to help students both make and recognize the sounds. Pronunciation videos are embedded within lessons and a full set of Sound Bank videos can be found in the resources section on Oxford English Hub.



Dramas

Short dramas, dramatized conversations, and comedy shorts, present or practise grammar and vocabulary and develop listening and viewing skills.



Documentaries

Information films, documentaries, and biopics in a range of styles, with videos from around the world, develop listening and viewing skills.



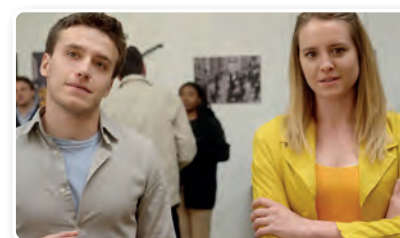
Vox pop and teacher-generated content

Vox pop videos expose students to authentic content from real people around the world and provide stimulating examples of language they can relate and aspire to. For the *fifth edition* we invited *English File* teachers to submit their own videos for use in the course.



Practical English videos

An exciting, new Netflix-style drama series for *English File fifth edition*, *Pictures of you*, develops listening and viewing skills and provides valuable input and practice for functional language and social English.





How to exploit video in the classroom

English File fifth edition has tasks and teaching notes for every video. For example, with grammar and vocabulary practice activities where the video contains visual prompts for words, phrases, or sentences, the Teacher's Guide gives instructions as to how to use them in class. However, many of them can be used in other ways, depending on class numbers and what kind of practice you want to focus on. The following are possible ways to ring the changes and get the most out of the video material in *English File fifth edition*:

- Written and oral practice
- Using subtitles
- Alternative video suggestions

Written and oral practice

Written practice

- 1 Ask Sts to work individually, or put them into pairs or teams.
- 2 Play the video once the whole way through.
- 3 If the activity ends with a grid showing a still image of all of the clips within the video, pause the video there, and give Sts time to write the answers. You may want to set a time limit.
- 4 If the video does not end with a grid, the second time you play it, pause it after each clip, again giving Sts a time limit.
- 5 You may want to ask Sts to spell their answers.

Oral practice

- 1 Play the video once the whole way through.
- 2 Tell Sts they are going to watch it again. Pause the video towards the end of each clip and elicit the answers orally, either from the whole class, or individual Sts.
- 3 Make sure you correct any pronunciation errors.

Using subtitles

Subtitles are being increasingly used by native speakers globally even when what they are watching is in their language. Reading English subtitles while watching is something that will benefit Sts' reading and listening skills, so there may be occasions, especially where the video is a grammar presentation, where you may want to have them on for the second listen. Where the aim is improving their listening skills, having a third listen with subtitles is a way of allowing Sts to confirm what they understood, and also for dealing with new vocabulary or pronunciation they were not expecting.

With a listening where you feel that the speed or accent is making it especially challenging for your Sts, having the subtitles on is a way of helping them to enjoy what they are watching, and to show them how watching with subtitles makes video that might otherwise be above level more accessible.

Alternative video suggestions

Once you are familiar with the way a video works in a lesson, you may want to try exploiting it in different ways, or even to reuse a video for a different purpose. The following list of tasks are things that you might choose to use with different videos. However, at lower levels make sure that you do not introduce an activity requiring language that Sts have not yet been taught.

Noticing sounds

- 1 Play the video with the picture off.
- 2 Ask Sts to write down the noises they can hear, e.g. a door opening, a person walking, a dog barking, etc.
- 3 Put the Sts into pairs to compare their ideas.
- 4 Play the video with the picture on and check their ideas.

Watching with the sound off 1

- 1 Play the video with the sound off.
- 2 Ask some questions while the video is playing to help Sts imagine / articulate what is happening.
- 3 Then ask Sts to discuss what they think the people in the video are saying or doing. Elicit some ideas.
- 4 Play the extract with the sound on and compare with the Sts' answers.

Watching with the sound off 2

- 1 Play the video with the sound off.
- 2 Put the Sts in pairs. Ask them to write five questions that they want to know the answer to, based on the visuals they have seen.
- 3 Elicit some ideas and write them on the board.
- 4 Play the video again with the sound on and see if the Sts can answer their own questions.
- 5 Ask the Sts to share the information from their questions and answers.

Screenshots

- 1 Before the lesson, watch the video and make five or six screenshots. Make a handout or a PowerPoint slide of the screenshots in a random order.
- 2 Distribute / Display the handout and ask Sts to discuss what the video is going to be about.
- 3 Ask Sts to put the screenshots in the order they expect to see them.
- 4 Compare their ideas as a group and then play the video to check them.
- 5 Extension: After you've done the coursebook exercises, ask Sts to use the pictures to summarize the video in their own words.

Watching on fast forward

- 1 Play the video on fast forward.
- 2 Give Sts a few gist questions to predict what they think is happening, e.g. *Are they talking or arguing? Does it end well?*
- 3 Put the Sts into pairs to compare their ideas.
- 4 Play the video with the picture on and check their ideas.

Emotions

- 1 Play the video with the sound off. Ask the Sts to say how the people are feeling and why they think that.
- 2 Put the Sts into pairs and ask them to compare their ideas.
- 3 When doing the course book exercises, the Sts can check their ideas.

'Thing' bingo

- 1 Before the lesson, watch the video and make a list of things you see. This works for a video of stills, clips, a short drama or documentary, etc.
- 2 In class, write the list of things on the board. Ask Sts to choose and write down five of the words.
- 3 Play the video, and Sts tick off the items on their list as they see them.
- 4 When a student has ticked off all the items on their list, they shout 'Bingo'. Keep playing the video until all the Sts have completed their lists.
- 5 Put Sts into pairs and ask them to discuss what they saw, when and in what order.

Pause and predict

- 1 Prepare by reading the script and choosing a few places where you could pause and ask Sts what they think happens next?
- 2 Put the Sts in pairs. Play the video and pause on the first screen.
- 3 Ask them to predict what they think is happening and what is going to happen next.
- 4 Ask for ideas from a couple of pairs.
- 5 Play the clip and ask the Sts if their predictions were right.
- 6 Play the video and pause on the next screen. Ask the Sts in their pairs to discuss what they would like to happen and why?
- 7 Ask a couple of different pairs for their predictions.
- 8 Play the next clip and ask the class how many of their predictions were right, and so on.

Predicting images

- 1 Focus on the title of a video that Sts are going to watch.
- 2 Put Sts into pairs and ask them to predict five things they think they are going to see in the video.
- 3 Elicit their ideas and write them on the board.
- 4 Play the video and tick or cross their suggestions. See if any pairs predicted five correct images.

Colours

- 1 Ask Sts to write a list of eight colours.
- 2 Tell them that they need to try to find at least one thing in the video that is of each of the colours on their lists.
- 3 Play the video.
- 4 Put the Sts in pairs and ask them to compare their lists. What were the most / least common colours? Can they describe the things?

Memory / Observation

- 1 Play the video. Pause it at a specific point.
- 2 Tell the Sts they have 30 seconds to look at the image.
- 3 Turn off the video and ask Sts to write down what people are doing / what things are in the picture / what colours they can see (or other ideas depending on the video you have chosen).
- 4 Put the Sts in pairs and ask them to compare ideas.
- 5 Elicit feedback from the class.
- 6 Show the screen again and ask Sts how many of their observations were right. Did they miss anything?

One-sentence video review

- 1 Tell Sts to write a one-sentence review of the video. (You could set a word limit to add to the challenge.)
- 2 Ask Sts to work in pairs and compare their summary with a partner.

Memory test

- 1 After you've done the coursebook activities with the Sts, tell them you are going to do a 'test'.
- 2 Ask Sts to work with a partner. Ask them 5–10 'observation' questions about the video, e.g. *What colour was the girl's blouse? How many animals were there?* etc. Sts should discuss the answers with their partner and write them down.
- 3 After you've asked your questions, play the video again, and ask Sts to check their answers or go through the answers with the Sts to see who were the 'winners'.

- G** present simple and continuous, action and non-action verbs
V food and cooking
P short and long vowel sounds

Lesson plan

The topic of this first lesson is food and cooking. The lesson begins with a video revising food items, which leads into the **Vocabulary Bank**, where Sts extend their knowledge of words and phrases related to food and cooking. There is then a pronunciation focus on short and long vowel sounds, which is relevant to this lexical area and will be especially useful if your Sts are not familiar with the *English File* sound–picture system. Sts then do a food questionnaire before listening to six people, each answering one of the questions in the questionnaire. After this Sts read an article regarding new rules about how to eat that will help with both health and enjoyment.

In the second half of the lesson, Sts watch an interview with Marianna Leivaditaki, a food writer and chef from Greece now based in London. Extracts from the interview lead to the grammar focus, which is on the present simple and continuous, and Sts are introduced to the concept of action and non-action verbs. The lesson ends with a speaking activity where Sts discuss statements related to food, cooking, and restaurants.

If you would like to begin the first lesson without the book, there is a Communicative photocopiable *Getting to know you activity* on p.188–9 (instructions p.181), two photocopiable revision Grammar activities on p.159–60 (key p.156), and one Vocabulary photocopiable *Classroom language activity* on p.215 (instructions p.211).

There is an Entry Test on *Oxford English Hub*, which you can give Sts before starting the course.

Video material

Vocabulary – food and cooking

Pronunciation – short and long vowel sounds

Listening – *In conversation with Marianna Leivaditaki* (Parts 1–2)

More materials

For teachers

Photocopiables

Grammar Introduction What do you remember? p.159
 Introduction Don't make these mistakes! p.160
 present simple and continuous, action and non-action verbs p.161

Communicative Getting to know you p.188–9
 (instructions p.181)

Describing a photo p.190 (instructions p.181)

Vocabulary Classroom language p.215 (instructions p.211)
 Food and cooking p.216 (instructions p.211)

Oxford English Hub

Entry Test

For students

Workbook 1A

OPTIONAL LEAD-IN (BOOKS CLOSED) Put Sts in pairs or small groups. Write this activity on the board, or read the categories out one by one, and get pairs / small groups to write down their answers:

one red fruit, **one** yellow fruit, **one** green fruit

two kinds of food that some people are allergic to

three kinds of food that come from milk

four vegetables that you can put in a salad

five containers that you can buy food in

six things that people sometimes have for breakfast

Elicit answers and write them on the board (eliciting the spelling from Sts if you want to revise the alphabet).

1 VOCABULARY food and cooking

- a**  Books open. In this video Sts will see ten clips of different market stalls or shops where some of the food items are circled.

Now tell Sts that they are going to watch ten short clips showing food items and they must try to remember the ones that are circled.

Play the video once.

Then tell Sts that 16 items were circled. Give them time to write down as many food items as they remember.

Get them to compare with a partner, and find out if any pair have 16 items.

Then play the video again.

Check answers.

ANSWERS

oranges, apples, potatoes, bananas, pasta, onions, carrots, tomatoes, red peppers, chicken, eggs, bread, herbs, spices, fish, cheese

EXTRA SUPPORT Pause the video after the first clip to make sure Sts understand what they have to do. You could also pause the video after each clip and check answers.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- b** Tell Sts to go to **Vocabulary Bank Food and cooking** on p.160.

Vocabulary notes

Food

In this lexical group, as in many others, there are large numbers of useful words, and a selection has been made in order not to overwhelm Sts. However, words which are important in your Sts' country because they are very common or popular foods may have been left out, so it is important to teach them. Get Sts to add them to the **Vocabulary Bank** page in order that they are equipped with the vocabulary they need to do the speaking activities which follow.

Cooking

Sts may ask what the difference is between *baked* and *roast*, as both mean cooked in the oven: *baked* is used for bread, cakes, and most sweet things, and also fruit or vegetables. *Roast* always means cooked with fat, and is used especially for meat and potatoes cooked in fat.

Focus on **1 Food** and get Sts to do **a** individually or in pairs.

🔊 **1.2** Now do **b**. Play the audio for Sts to listen and check.

Check answers. Point out to Sts that there are several types of bean, e.g. *green beans*, *haricot beans*, *kidney beans*, *broad beans*, etc.

🔊 1.2

Food and cooking, 1 Food

Fish and seafood	9 duck	22 courgette
1 crab	10 lamb	18 cucumber
7 lobster	8 pork	23 grapes
5 mussels	Fruit and	26 lemon
6 prawns	vegetables	19 mango
2 salmon	20 aubergine	15 melon
3 squid	14 avocado	21 peach
4 tuna	27 beans	16 pear
Meat	25 beetroot	28 raspberries
11 beef	13 cabbage	17 red pepper
12 chicken	24 cherries	

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

Focus on **Activation** and put Sts in pairs to discuss the questions.

Get some feedback and write any new words on the board.

Focus on **2 Cooking** and get Sts to do **a** individually or in pairs.

🔊 **1.3** Now do **b**. Play the audio for Sts to listen and check.

Check answers.

🔊 1.3

2 Cooking

6 baked	2 grilled
5 boiled	4 roast
1 fried	3 steamed

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

Now focus on **Activation** and get Sts to tell a partner how they like the four items to be cooked.

Get some feedback from the class.

Finally, focus on **3 Phrasal verbs** and get Sts to do **a** individually or in pairs.

🔊 **1.4** Now do **b**. Play the audio for Sts to listen and check.

Check answers.

🔊 1.4

3 Phrasal verbs

- 1 I eat **out** a lot because I often don't have time to cook. Luckily, there are lots of good restaurants near where I live.
- 2 I'm trying to cut **down on** coffee at the moment. I'm only having one cup at breakfast.
- 3 The doctor told me that I should completely cut **out** all cheese and dairy products from my diet.

EXTRA CHALLENGE Get Sts to make a true sentence about themselves using each phrasal verb.

Tell Sts to go back to the main lesson **1A**.

EXTRA PRACTICE OPTION Use the **1A Vocabulary** photocopiable activity.

c Tell Sts to look at the list of adjectives that are used to describe food. You might want to point out that *hot* here means the same as *spicy*.

Either put Sts in pairs or do this as a whole-class activity. If Sts worked in pairs, elicit their ideas. Elicit the meaning of each adjective and drill pronunciation.

POSSIBLE ANSWERS

fresh: fish, vegetables, etc.

frozen: peas, fish, pizza, etc.

hot / spicy: sauce, chicken, etc.

low-fat: yogurt, cheese, etc.

raw: fish, vegetables, etc.

tinned: tomatoes, tuna, etc.

d 🔊 **1.5** Focus on the instructions and make sure Sts understand what they have to do. Point out that the first one (*raw beetroot*) has been done for them.

Play the audio for Sts to complete the task.

Check answers. You may want to point out to Sts that *yogurt* can also be spelled *yoghurt*. Model and drill pronunciation of any words your Sts find difficult to pronounce.

ANSWERS

- 2 spicy prawns, hot food 3 fresh tuna 4 low-fat yogurts
5 tinned red peppers 6 frozen raspberries

🔊 1.5

- 1 **A** What do I need to make the soup?
B Well, first of all you need raw beetroot, not the cooked kind. Three or four should be enough.
- 2 **A** What are you going to have as a starter?
B I think I'll have the spicy prawns. I love hot food.
- 3 **A** How should I cook this fresh tuna?
B Just grill it for a few minutes on each side.
- 4 **A** Are you going to the shops? Could you get me some low-fat yogurts?
B Sure. What flavour do you want?
A Just plain.
- 5 **A** What else can I put in this rice salad?
B Well, we've got some tinned red peppers. How about those?
- 6 **A** I never buy frozen raspberries.
B No, they taste OK, but the texture just isn't the same.

2 PRONUNCIATION

short and long vowel sounds

Pronunciation notes

Sts work on distinguishing between two similar sounds (one short and one long). They then practise these sounds in food phrases which also illustrate typical spellings for these sounds. If you want to focus on them after doing **c**, get Sts to look at these sounds in the **Sound Bank** on p.174.

a Focus on the eight sound pictures. If your Sts are not familiar with them, explain that the sound pictures give a clear example of a word with the target sound, and they help Sts remember the pronunciation of the phonetic symbol (there is one for each of the 44 sounds of English). Elicit and drill the first two words and sounds: *fish* /ɪ/ and *tree* /i:/.

Now put Sts in pairs and get them to work out the other six words and sounds.

- b** Play the video for Sts to watch and check their answers in **a**. Tell them to focus on the mouth position for each sound.
Check answers.

ANSWERS

1 fish /ɪ/ 2 tree /i:/ 3 cat /æ/ 4 car /ɑ:/ 5 clock /ɒ/
6 horse /ɔ:/ 7 bull /ʊ/ 8 boot /u:/



See sounds and words in Student Book on p.8 and answer key

Now ask Sts how they know which sounds are long.

ANSWER

The two dots /:/ tell you that a sound is long.

Finally, play the video again for Sts to watch and repeat the sounds and words, copying the mouth position.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- c** **1.6** Focus on the instructions and point out to Sts that they have to match the letters in pink in the phrases to the sounds in **a**.

Give Sts time, in pairs, to complete the task. Tell them that this kind of exercise is easier if they say the phrases aloud to themselves.

Play the audio for Sts to listen and check.

Check answers. Point out to Sts that *tuna* is pronounced /'tju:nə/, not /'tu:nə/, in British English.

1.6

3 cat /æ/ crab salad
7 bull /ʊ/ a good cook
1 fish /ɪ/ grilled squid
5 clock /ɒ/ hot sausages
4 car /ɑ:/ a jar of raspberry jam
6 horse /ɔ:/ raw pork
2 tree /i:/ steamed green beans
8 boot /u:/ tuna with beetroot

Now play the audio again, pausing after each phrase for Sts to listen and repeat.

3 LISTENING & SPEAKING understanding key words in questions

- a** Focus on the questionnaire and give Sts time, in pairs, to try to guess what the words and phrases in **bold** mean.
Check answers. Model and drill pronunciation.

ANSWERS

topping /'tɒpɪŋ/ = a layer of food that you put on top of a dish, to add flavour

filling /'fɪlɪŋ/ = food put inside a sandwich

ready meals /'redi mi:lz/ = meals that you buy already prepared and which only need to be heated before you eat them

takeaways /'teɪkəweɪz/ = meals that you buy in a restaurant that cooks and sells food that you take away and eat somewhere else, usually at home

allergic /ə'lɜ:dʒɪk/ = when you react badly or feel sick when you eat something

intolerant /ɪn'tɒlərənt/ = not able to eat particular foods without becoming ill

cheer yourself up /tʃɪə ʃɪfself ʌp/ = to make yourself happier

miss /mɪs/ = to feel sad because you can't have sth

- b** **1.7** Focus on the instructions and give Sts time to quickly read all the questions in *Your food profile* again, and make sure they understand them.

Point out that the first one has been done for them.

Play the audio once the whole way through for Sts just to listen.

1.7

Emma Definitely tea. I went to Slovenia on holiday recently, and I was staying in a hotel and they didn't have any real English breakfast tea. I really missed it in the mornings.

Sarah I absolutely love pasta, and I try to eat it whenever I can, so I would find it really difficult to...to live without pasta. Pasta and pesto is my favourite meal, and I have it at least twice a week, normally when my husband's away, because he hates pasta!

John Yes, er, quite often. My wife's from Asia, from Indonesia, so we often...we often eat hot food. Erm, I love hot food, er, curries, any Indonesian food. I also love Thai food, like a good green curry.

Rob Er, I guess, like a lot of people, I tend to eat chocolate in that situation – chocolate or ice cream, maybe. Definitely something sweet.

James Only caffeine, actually, which I didn't use to be. I used to drink a lot of coffee, but a few years ago I started noticing that it was... it was affecting me quite badly when I drank coffee. I was getting headaches and, er, I've never been tested for it, but, um, I've stopped drinking caffeine – caffeine in coffee – and I think...I think I feel better.

Sean I like spicy ones, and I like them with meat, so maybe pepperoni. That's what I always end up ordering in an Italian restaurant.

Now play the audio again, pausing after each speaker for Sts to match each one to a question. Play again if necessary.

Check answers.

ANSWERS

Sarah 6 John 2 c Rob 4 a James 3 Sean 1 b

- c** Tell Sts that they are going to listen to the six speakers again and that this time they must write down the food or drink the speakers mention.

Play the audio, pausing after each speaker to give Sts time to write.

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

ANSWERS

Emma: tea

Sarah: pasta

John: curries, Indonesian food, Thai food

Rob: chocolate, ice cream

James: caffeine / coffee

Sean: meat / pepperoni

- d** Put Sts in pairs and get them to ask and answer the questions in *Your food profile*, giving as much information as possible. They should see if they have anything in common.

EXTRA SUPPORT Demonstrate the activity by answering one or two of the questions yourself before putting Sts in pairs.

Monitor and help with any food vocabulary.

EXTRA CHALLENGE Before Sts give feedback, you may want to teach them the phrases *Both of us...* and *Neither of us...*, which they can use to show what they have in common.

Highlight that the verb is plural after *Both of us* and singular after *Neither of us*.

Get feedback from different pairs to find out if they have anything in common.

4 READING using personal experience to understand a text

- a Focus on the task. Individually or in pairs, Sts look at the six paragraph headings and try to guess the missing words. If Sts worked individually, get them to compare with a partner.

EXTRA SUPPORT Before Sts read the article, check whether you need to pre-teach any vocabulary, but not the words in the answer key in **b**.

- b Give Sts time to read the article and check their answers in **a**.
Check answers and make sure Sts understand the meaning of *chew*. Find out how many Sts guessed some of the words correctly.

ANSWERS

1 coffee 2 yogurt 3 vegetables 4 protein 5 Chew
6 Stand

- c Focus on sentences A–F and make sure Sts understand all the lexis. Then give Sts time to read the article again and match the advice in each paragraph 1–6 to the reason for it. Point out that the first one has been done for them.
Get Sts to compare with a partner, and then check answers.

ANSWERS

A 3 C 6 D 4 E 2 F 5

Deal with any other new vocabulary, but not the words in **d**. Model and drill the pronunciation of any tricky words.

- d Focus on the **Compound nouns** box and go through it with the class. You might also want to tell Sts that occasionally compound nouns are hyphenated, e.g. *make-up*, or one word, e.g. *sunglasses*.
Now focus on the instructions and make sure Sts know what they have to do.
Get Sts to compare with a partner, and then check answers.

ANSWERS

1 sugar 2 heart 3 blood 4 sports 5 levels

- e Put Sts in pairs, tell them to look back at the headings in **a**, and discuss the three questions.
Get some feedback from various pairs. You could tell Sts what you think about the information in the article.

5 LISTENING predicting content using visual clues

- a Focus on the photo and introduction. You could read the introduction as a class and do the questions as a whole-class activity. Or put Sts in pairs and get them to discuss the questions. You may want to tell Sts that *Aegean* /i'dʒi:ən/ (the name of the cookery book) relates to the part of the Mediterranean Sea that is between Greece and Türkiye. You could also elicit from Sts that *Cretan* is the adjective used for someone from Crete, a Greek island.
Check answers to the first question.

ANSWERS

She's run a successful London restaurant and become a food consultant. She's also written a cookery book and articles for national newspapers.

Now elicit opinions for the second question.

EXTRA SUPPORT Ask Sts some comprehension questions, e.g. *Where is Marianna's mother from?* (Scotland), *Who owned a seafood restaurant?* (Marianna's parents), *Where did Marianna run a restaurant?* (London), etc.

- b Put Sts in pairs. Get them to look at the photos and then tell each other what they can see in each photo.
c  Tell Sts they are going to watch **Part 1** of an interview with Marianna.

Go through 1–5 with the class. You could explain that *street food* is the kind of food that is sold from vans or stalls in the street, or in markets.

Play the video once the whole way through.

Get Sts to compare with their partner, and then check answers.

EXTRA SUPPORT Read through the scripts and decide if you need to pre-teach any new lexis before Sts listen. You could do this with any video or script if you think your Sts need extra support.

ANSWERS

1 B 2 C 3 A 4 E 5 D



I = interviewer, M = Marianna

I Marianna, what was your favourite food when you were a child?
M Well, at home we ate a funny mixture, because of my parents. So my dad was a Cretan fisherman and we ate lots of fresh fish every day, and my mum was Scottish, so we used to have bacon and eggs for a Sunday breakfast, or amazing apple pies. But I think my favourite food is fish. I absolutely love it, and I think it's my number one choice every time.

I Did you have fresh fish every day?

M Yes, we were really lucky because not all families could do that, could eat fish every day, so even being from an island and being surrounded by water, fish can be really expensive, so having my dad being a fisherman was the best thing that could ever happen to us.

I Did your dad catch fish for the family or for the restaurant?

M For both. Except for lobsters. So, every time he caught a lobster, we would never ever sell it. So he would keep it for the family. We would boil it in salty water and when it was ready, open it, and just drizzle it with olive oil and a squeeze of fresh lemon. And it was just so amazing. So we were lucky that he never sold the lobsters because we got to enjoy every single one of them.

I Were you interested in cooking when you were a child?

M Oh yes, I spent every evening in our restaurant and instead of playing with other children, I usually helped in the kitchen, I absolutely loved doing that and being surrounded by all the cooks. I used to collect lots of recipes and write them down in my blue notebook, which I still have, by the way.

I So your love of food and cooking came from your parents?

M From my parents and also from my aunt, and all the lovely ladies that were in our neighbourhood, and taught me so many amazing recipes over the years. My aunt, Koula, was a massive influence in my love for food, because she had her own animals, her own garden, she used to know everything about foraging wild food. And she used to make the best lunches I've ever had. So yes, those are the people that really influenced me.

I Did you ever eat out, in other restaurants, when you were a child?

M Never in the evening, because our restaurant was open for dinner seven days a week. Occasionally at lunchtime my mum would take me

and my brother into town and we would all share a souvlaki which is very traditional, or, not really traditional, but very popular in Greece – lovely soft pitta bread, thin slices of pork, oregano, tomato, onion, and then lots of Greek thick yogurt, so delicious street food, let's say.

EXTRA SUPPORT Play the video again, pausing after Marianna mentions each photo to give Sts time to make notes.

d Now tell Sts to watch again, and listen out for what she says about 1–5.

Play the video again the whole way through. You may want to point out that Marianna uses *would* to refer to repeated **actions** and **events** in the past, e.g. *So every time he caught a lobster, we would never, ever sell it.* *Would* can be used in this way, similar to *used to* (but not for states), e.g. *She used to be very shy* NOT *She would be very shy*.

Get Sts to compare what they remember with their partner, and then check answers.

ANSWERS

- 1 Because her mother was Scottish and her father was Cretan, so they ate bacon and eggs and apple pie, but also a lot of fish.
- 2 Very expensive even though Crete is an island, so they were lucky that her father was a fisherman
- 3 As a child she collected lots of recipes and wrote them in it. She still has it.
- 4 Thia Koula was her aunt, and she was an important influence on Marianna because of the way she was self-sufficient and ate food that she had grown or found.
- 5 She never did it, because the restaurant was open in the evening, but they sometimes went into town and bought souvlaki for lunch.

e  Tell Sts they are now going to watch **Part 2** of the interview.

Focus on the list of events and quickly go through them.

Now play the video once the whole way through.

Put Sts in pairs and get them to number the events. Play it again if necessary for them to check their answers.

Check answers.

ANSWERS

A 4 B 1 C 2 D 3 E 7 F 6 G 5



I So did you always want to be a chef, and to have your own restaurant?

M Not at all. I wanted to be a psychologist. When I was eighteen, I came to the UK at the University of Kent, to study psychology, and then after a bit, I realized that actually I don't want to be a psychologist, so I went on a cycling trip around Europe – well, France and Spain. And then I went to Ecuador for six months, which was amazing. Now these trips were what reignited my passion for food and I fell in love with food again, and wanted to cook more, and more, and more. And that's what led me to where I am today.

I So you started cooking professionally?

M I went back to Crete and cooked in our family restaurant for two years.

I Why did you come back to the UK?

M I wanted to continue working as a chef, but I needed a bigger challenge. And when I was a student in the UK and I missed good food, I used to save money to go to London to have dinner in a restaurant called Moro. It wasn't Greek food, but it was Mediterranean, Spanish, North African, and I loved it. So when I came back to London, I went to Moro and I said, 'I want a job' – and they gave me one.

I What happened then?

M Well, really slowly, and through hard work, and after seven years, I became head chef and it was magic. A few years later the owners of Moro, Samuel and Samantha Clark, came to me and said, 'Would you like to help us open Morito?' And I was thrilled.

I Morito was a huge success. So why did you leave?

M Well, because I became a mama, to this amazing boy called Ermis, and the restaurant world is quite difficult so being a head chef in a very busy restaurant requires a lot of devotion, a lot of hours, a lot of hard work, so it was a very conscious decision for me to say, actually, now I would like to spend more time with my son, and that's what I did.

I So what are you doing now, Marianna?

M Now I'm doing a lot of different things, and they're all very creative. I develop recipes, I write recipes down for magazines, I cook for local mums and families, and I look after this beautiful café in Enfield. I have also written *Aegean*, which is my own cookbook, and it's like a life journal, which I love and will cherish forever.

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

f Put Sts in pairs and get them to tell each other about the three questions.

Get feedback from various pairs, or simply ask the whole class. You could also tell them about yourself.

6 GRAMMAR present simple and continuous, action and non-action verbs

a Give Sts time to circle the correct form in each sentence. Then get them to compare with a partner.

b  1.8 Play the audio for Sts to listen and check.

Give Sts time, in their pairs, to say why they think each form is used.

Check answers, getting Sts to explain why (in their L1 if necessary) the other form is wrong. For 1, they may simply 'feel' that *have* is correct without being able to explain why. This would be a good moment to explain about action / non-action verbs (see **Grammar notes**).

ANSWERS

- 1 have (It's a non-action verb, not normally used in the continuous.)
- 2 I'm doing (It's what I'm doing now.)
- 3 love (It's a non-action verb, not normally used in the continuous.)

1.8

See sentences in Student Book on p.11 and answer key

c Tell Sts to go to **Grammar Bank 1A** on p.140. If your Sts haven't used the *English File* series before, explain that all the grammar rules and exercises are in this part of the book.

Grammar notes

Present simple

At this level, Sts should be clear about the form and use of the present simple.

Remind Sts of the difference in pronunciation of the third person -s, i.e. /s/ (verbs ending in an unvoiced consonant, e.g. *cooks, eats*), /z/ (verbs ending in a vowel sound or voiced consonant, e.g. *plays, has*), and /ɪz/ (verbs where you have added -es, e.g. *watches, finishes*).

Remind them too of the irregular pronunciation of (*he / she / it*) *says* /sez/ and *does* /dʌz/.

! The present simple is also occasionally used to refer to the future, e.g. *The next train leaves at 7.30*. This use is not dealt with here.

Present continuous

Sts who don't have a continuous form in their language may need reminding that this is the form they must use when they are talking about temporary actions in progress now, this week, this month, etc.

Remind Sts of the use of the present continuous for future arrangements. This will be revised fully together with the other future forms in **1B**.

Action and non-action verbs

These are often called *dynamic / stative* or *progressive / non-progressive* verbs. We have called them *action / non-action*, as we think this helps to make the difference clearer for Sts.

When Sts look at the list of common non-action verbs, you may want to point out that *enjoy* isn't there. It describes a state or feeling, so Sts might expect it to be a non-action verb, but in fact it's an exception, and is an action verb, e.g. *Are you enjoying your dinner?* You could also point out that *look* is normally a non-action verb (e.g. *That looks delicious*), but *look at* is an action verb (e.g. *We're looking at the menu*).

There are several other verbs which can be both action and non-action, e.g. *see, feel*. The **Grammar Bank** uses *have* and *think* as clear examples.

Focus on the example sentences and play audio 1.9, 1.10, and 1.11 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the **Verbs that can be both action and non-action** box and go through it with the class.

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

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 is coming 2 doesn't want 3 isn't working 4 seems
5 aren't speaking 6 think 7 Do we need 8 I'm having
9 I love 10 tastes
- b 1 have, eat 2 Are, taking 3 don't like 4 Does, know
5 order 6 is / 's, making, smells 7 are, thinking 8 think,
is getting 9 do, have 10 don't, cook

Tell Sts to go back to the main lesson **1A**.

EXTRA PRACTICE OPTION Use the **1A Grammar** photocopiable activity.

- d Focus on the question prompts and elicit / explain the meaning of *diet* here (= the food that you eat and drink regularly). Model and drill its pronunciation.

Now elicit that the question prompts under **On a typical day** are habitual actions, so should be present simple, and Sts must add *do you*. The ones under **At the moment / Nowadays** are things in progress, and if the verbs are action verbs, they should be present continuous; if they are non-action, they should be present simple.

Elicit the questions from the class to check that they are forming the questions correctly, and that they are using the correct rhythm, i.e. stressing the 'information' words.

ANSWERS

On a typical day

- What do you usually have for breakfast?
- Do you drink fizzy drinks, e.g. Coke? How many glasses do you drink a day?
- Where do you normally have lunch?
- What do you usually have for lunch during the week?
- Do you ever cook? What do you make?
- Do you prefer eating at home or eating out?

At the moment / Nowadays

- Are you taking vitamins or food supplements at the moment?
- Are you trying to cut down on anything at the moment?
- Do you need to buy any food today?
- Do you want anything to eat right now?
- Is the diet in your country getting better or worse?

EXTRA SUPPORT You could write the full questions on the board and underline the stressed words to help Sts get the rhythm correct (see answer key opposite).

Monitor as Sts work in pairs, making sure they are using the present simple and continuous correctly. The focus here should be on accurate practice of the grammar.

Get some feedback from various pairs.

7 SPEAKING

- a Focus on the instructions and go through statements 1–6, making sure Sts understand each one.

Give Sts time to decide whether they agree with each statement and to think of three reasons or examples for each one.

- b Focus on the **Agreeing and disagreeing** box and go through it with the class.

Put Sts in pairs or small groups and tell them to spend at least two minutes discussing each topic.

Monitor and encourage Sts to use the phrases for agreeing and disagreeing. Don't over-correct, but make a note of any errors that you may want to focus on when they finish speaking.

Get some feedback from various pairs or groups.

EXTRA CHALLENGE If your Sts are confident, you could give them some more sophisticated language for agreeing and disagreeing, e.g. *I completely / totally (dis)agree, I agree up to a point, I couldn't agree more.*

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

Lesson plan

The context of this lesson is the family. Sts begin by revising family vocabulary. They then watch a video about family life in the UK and talk about their own families. The grammar focus is on the three most common future forms. Sts will have studied them all separately, but probably haven't had to discriminate between them before. There is then a pronunciation focus on sentence stress patterns in future forms.

In the second half of the lesson, Sts extend their knowledge of adjectives to describe personality, and also practise the word stress in these adjectives. They then read an article about how birth order may affect our personality. The lesson ends with a listening where two people tell anecdotes about their siblings behaving badly, and Sts talk about any of their own experiences. Finally, there is a writing focus on describing a person.

Video material

Vocabulary – family

More materials

For teachers

Photocopiables

Grammar future forms: present continuous, *be going to*, *will* / *won't* p.162

Communicative Who is it? p.191 (instructions p.181)

Vocabulary Personality p.217 (instructions p.211)

For students

Workbook 1B

OPTIONAL LEAD-IN (BOOKS CLOSED) Revise family words by drawing a quick family tree of your family (including, if possible, aunts, uncles, nephews, nieces, and cousins) and tell Sts a little about them.
 Put Sts in pairs and get them to do the same.

1 VOCABULARY & SPEAKING family

- a** Books open. In pairs, Sts discuss the difference between the words and phrases in 1–8.
 Check answers.

ANSWERS

- 1 **a father** = the male parent of a child
a parent = the mother or father
- 2 **a single mother** = a woman who is bringing up children on her own
a stepmother = the woman married to your father, but not your biological mother
- 3 **a brother** = a boy or man who has the same parents as another person
a brother-in-law = the brother of your husband / wife, or your sister's husband
- 4 **a grandfather** = your father's or your mother's father
a great-grandfather = your father's or your mother's grandfather

- 5 **an adopted child** = a child who has become part of a family which is not the one into which he or she was born
an only child = a child who doesn't have brothers or sisters
 - 6 **brothers and sisters** and **siblings** = they mean the same thing, but *sibling* is a more formal word and is used for both genders
 - 7 **immediate family** = your parents, children, brothers, and sisters
extended family = anyone related to you who is not your immediate family, e.g. your uncles, aunts, cousins, grandparents, etc.
 - 8 **a blended family** = a family consisting of a couple, the children they have had together, and their children from previous relationships
a multi-generational family = a family where three or more generations live together, e.g. grandparents, parents, children
- b** Focus on the instructions and make sure Sts understand *survey* (= an investigation of the opinions, behaviour, etc. of a particular group of people) and *habits* (= a thing that you do often).
 Now give Sts time, in pairs, to try to guess the missing words.
 Elicit some ideas, but don't tell Sts if they are right or not.
- c** ▶ In this video Sts will see some facts about modern British family life.
 Tell Sts to watch the video and check their answers to **b**.
 Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 men 2 get married 3 their parents 4 eat 5 eat
 6 speak 7 friend



The modern British family

Family life is changing all over the world, and it's not just the structure of the family, but also its habits. Surveys of British family life show some surprising statistics.

Family structure

There are about eight point two million families with children in the UK. Sixty-three per cent are married couples, fourteen per cent are cohabiting couples, and twenty-three per cent are single-parent families.

Forty-five per cent of families have one child, forty per cent have two, and fifteen per cent have three or more.

Ten per cent of single parents are men.

Ninety-seven per cent of marriages are between opposite-sex couples and three per cent are between same-sex couples.

On average, women get married at thirty-two and men at thirty-four.

Thirty-three per cent of families are blended, that is, with parents and children from different relationships.

Twenty-eight per cent of people aged twenty to thirty-four live with their parents. Thirty-three per cent of UK families are multi-generational, that is, they have at least three generations living in the same household.

Family habits

Twenty-five per cent of families only eat together once a week, and ten per cent never eat at the same time.

Thirty-four per cent of families eat while watching TV.

They visit friends or extended family twice a month.

Nineteen per cent of people have family members who they never speak to.

Seventy-five per cent of people are happiest with their families, and seventeen per cent with their friends.

Having a friend who lives nearby can increase happiness by as much as twenty-five per cent.

The average family has two rows each day. The most common cause is children or teenagers refusing to put down their phones.

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- d Give Sts time, individually, to read questions 1–8 and see if they can remember any information from the video.
Now put Sts in pairs and get them to compare their answers.
Play the video again for Sts to watch and change any incorrect answers or complete the ones they didn't know.
In their pairs, Sts compare their answers again.
Check answers. Make sure that Sts know what *a row* means (= a serious argument between people). Model and drill its pronunciation /rau/.

ANSWERS

- 1 When two people in a relationship live together without being married
 - 2 Children
 - 3 Between opposite-sex couples
 - 4 Blended families
 - 5 They eat and watch TV at the same time.
 - 6 They visit friends or extended family.
 - 7 75% are happiest with their families, and 17% with their friends.
 - 8 They have a row, because children and teenagers refuse to put down their phones.
- e Remind Sts that this survey was done in the UK. Give them time to think which results they think would be very different for their country.
Get some feedback.
- f Focus on the questions and make sure Sts know the meaning of *argue* (= to speak angrily to somebody because you disagree with them). You could elicit that it is a synonym for *row*, which Sts saw in the video.
Give Sts time to think about their answers.
Now focus on the **Politely refusing to talk about something** box and go through it with the class. Point out that in class Sts do a lot of asking and answering questions, and if there are any which they would feel uncomfortable answering, to respond with this phrase.
Put Sts in pairs or small groups. Tell them to discuss the questions.
Monitor and help when necessary.
Get some feedback from various pairs or groups.

2 GRAMMAR future forms

- a  **1.12** Focus on the instructions. Play the audio once the whole way through.
Check answers.

ANSWERS

- 1 C; They're talking about what he's going to do next year.
- 2 A; They're talking about a party that she's going to.
- 3 B; They're talking about if he can borrow her car.

1.12

(script in Student Book on p.131)

- 1 A So what are you going to do next year, dear? Are you going to go to university? Adam? Can you hear me?
B Sorry, Gran. What did you say?
A I said, 'Are you going to go to university next year?'

B No, Gran. I've already told you loads of times. I'm not going to go to university. I'm going to look for a job. I need to earn some money.

A All right, dear, you don't need to shout. What's the time now?

B Ten to four. Shall I make you a cup of tea?

A Yes, please, dear. That'd be very nice.

2 A Bye. See you tomorrow.

B Bye. Hey, what do you mean tomorrow? Aren't you coming back tonight?

A No, I told you about it yesterday. I'm going to a party at Katie's. I'm staying the night there.

B Who else is going?

A Oh, just the usual crowd. You don't know any of them.

B Well, make sure you don't go to bed too late. And don't forget to...

A Bye!

B Where's your coat? You can't go out like that. It's going to be cold tonight!

A Bye!

3 A Can I use your car tonight?

B No, you can't.

A You said you didn't need it. Why can't I borrow it?

B Because you won't look after it. You'll drive too fast.

A I won't. I promise I'll drive really slowly. I'll be really careful.

B Oh, all right, then.

A Thanks. See you.

EXTRA IDEA Alternatively, you could pause the audio after each conversation, play it again if necessary, and check the answer.

- b Give Sts time to go through sentences a–f and think what the missing words might be.

EXTRA CHALLENGE Get Sts, in pairs, to decide before they listen again how to complete the gaps.

Play the audio again, pausing after each conversation. Play again if necessary, and then check answers.

ANSWERS

- 1 a going to go b Shall I make
2 c 'm staying d 's going to be
3 e 'll drive f 'll be

- c Focus on the instructions and make sure Sts understand the difference between a plan or intention, and an *arrangement* (= a plan for which you have already made preparations, e.g. booking a ticket, a hotel, or a table in a restaurant).

Put Sts in pairs to complete the task.

Check answers.

ANSWERS

a plan or intention: a
an arrangement: c
a promise: f
a prediction: d, e
an offer: b

From this, elicit from Sts that, generally speaking, we use *going to* for plans and predictions; *will / won't* for predictions, offers, and promises; and the present continuous for arrangements.

- d Tell Sts to go to **Grammar Bank 1B** on p.141.

Grammar notes

Sts often have problems using future forms correctly in English, mainly because the future form used depends on what the speaker wants to say, e.g. whether they want to express a plan or pre-arranged event, or make an 'instant' decision at that moment. This means that Sts often can't use the same form that they would use in their L1.

The important thing to emphasize is that we use *be going to* (or present continuous) for things we have already decided to do, i.e. our plans, intentions, or arrangements, whereas *will* + infinitive is used for decisions made at the time of speaking, and for offers, promises, and future facts. A typical mistake here is to use the present simple for offers: *I carry your bag for you*.

Remind Sts that *shall* is only used with *I* and *we*, e.g. *Shall I...?* for offers, or *Shall we...?* for offers or suggestions. Some British people use *I / We shall* instead of *I / We will*, but it isn't common, especially in spoken English. *Shall / Shan't* is never used to express an instant decision.

! You may want to point out that in song lyrics, *going to* is usually transcribed as *gonna* (because that is how it sounds when sung quickly).

Focus on the example sentences and play audio 1.13, 1.14, 1.15, and 1.16 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 Shall 2 I'll make 3 ✓ 4 Are you going to go 5 I won't tell 6 We're visiting 7 will go down 8 ✓ 9 Shall
b 1 will / 'll phone 2 is / 's going to do 3 am / 'm working
4 will / 'll have 5 Shall, get 6 will / 'll lend 7 is / 's going to rain / will rain 8 Shall, pick

Tell Sts to go back to the main lesson 1B.

EXTRA PRACTICE OPTION Use the **1B Grammar** photocopiable activity.

3 PRONUNCIATION & SPEAKING sentence stress

Pronunciation notes

As Sts should already know, in English, words which are stressed more strongly are the ones which carry information, e.g. *I went to the cinema on Friday night*. These are typically verbs, nouns, adjectives, and adverbs. The 'non-information' words (e.g. personal pronouns, articles, and little words like *to, of, on, as*, etc.) are pronounced less strongly, and these words often get shortened when we speak, e.g. *to* becomes /tə/. It is this mixture of stressed and unstressed words which gives English its rhythm, and Sts need plenty of practice until correct stress and rhythm becomes instinctive.

- a 1.17 Focus on the **Sentence stress** box and go through it with the class.
Give Sts time to read the sentence, and then elicit with a show of hands who thinks the pink words are stressed. Play the audio once the whole way through.
Check the answer.

ANSWER

They are stressed.

1.17

See sentence in Student Book on p.13

Then play the audio again for Sts to listen and repeat.

- b 1.18 Tell Sts they are going to hear four sentences and they must listen for the stressed words and write them in the pink boxes in the sentences. Point out that the first two (*sister's, having*) have been done for them.
Play the audio, pausing after each sentence to give Sts time to write.
Get Sts to compare with a partner, and then check answers.

1.18

- 1 My **sister's** **having** a **baby** in **April**.
- 2 Is **anyone** in your **family** **moving** **house** **soon**?
- 3 Are you going to **see** your **parents** at the **weekend**?
- 4 Do you **think** you'll **live** at **home** **next** **year**?

- c Now tell Sts to look at the words they have written and try to remember what the complete sentence or question is. Tell Sts to listen to the audio again and complete any gaps they have. Play the audio again.
Check answers, eliciting the sentences onto the board.

ANSWERS

See script 1.18

- d Play the audio again, pausing after each sentence for Sts to listen and repeat, copying the rhythm. Encourage them to pronounce the stressed words (in the pink boxes) more strongly and not to stress the other words.
Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT Put Sts in pairs and get them to practise saying the sentences.

- e Put Sts in pairs and get them to ask and answer the questions, giving as much information as possible. You could demonstrate the activity by answering a couple of questions first.
Get some feedback from various pairs.

EXTRA SUPPORT Before Sts ask and answer the questions in pairs, get them to underline the content words in the questions. Check answers and drill the questions.

ANSWERS

Is anyone in your family...?

- getting married in the near future
- travelling abroad this month
- having a baby this year
- celebrating their birthday soon

Are you going to...?

- do something with a family member this week
- have a big family get-together soon
- go on holiday with your family this year
- visit a relative this weekend

Do you think...?

- more couples will have just one child in the future
- more young adults will live with their parents in the future
- anyone in your family will live to be 100 or older
- you'll move away from (or back to) the area where your family live

EXTRA SUPPORT Write possible short responses on the board to help Sts to answer the questions, e.g. *Maybe. / Perhaps. / Probably. / I don't think so. / I have no idea.* Tell them that they should then give a reason for their answer.

4 VOCABULARY adjectives of personality

a Focus on the instructions. Point out the heading, *Opposites attract*, and ask Sts if they think this is true. Tell them that the adjectives they have to complete are the opposites of the first adjectives. Give Sts time to complete the adjectives in 1–5.

Check answers, eliciting from Sts what the adjectives mean. Model and drill pronunciation. You could ask Sts if they agree that opposites attract and if they can give any examples.

ANSWERS

1 shy 2 mean 3 lazy 4 quiet 5 serious

EXTRA SUPPORT First, elicit the meaning of the adjectives in the first half of sentences 1–5. Then give Sts time, in pairs, to complete the opposites.

b Tell Sts to go to **Vocabulary Bank Personality** on p.161.

Vocabulary notes

This **Vocabulary Bank** gives Sts adjectives to describe personality, and also introduces them to using negative prefixes to make opposite adjectives. A good print or online dictionary will give opposite adjectives, using prefixes. Encourage Sts to learn positive and negative adjectives with prefixes – this will help them to expand their vocabulary more quickly and effectively.

Focus on **1 What are they like?** and elicit / teach that the question *What are they like?* means *What kind of personality do they have?*

Get Sts to do **a** individually or in pairs. You might want to point out that SYN stands for *synonym*.

EXTRA SUPPORT Let Sts use their dictionaries to help them with this section.

 **1.19** Now do **b**. Play the audio for Sts to listen and check.

Check answers.

1.19

Personality, 1 What are they like?

- 1 **Selfish** people think about themselves and not about other people.
- 2 **Spoilt** children are rude and behave badly because they are given everything they want.
- 3 **Mature** people behave like adults.
- 4 **Honest** people always tell the truth and never steal or cheat.
- 5 **Charming** people have an attractive personality, and people like them.
- 6 **Sensible** people have common sense and are practical.
- 7 **Sociable** people are friendly and enjoy being with other people.
- 8 **Anxious** people are often worried or stressed.
- 9 **Imaginative** people have a good imagination.
- 10 **Independent** people like doing things on their own, without help.
- 11 **Bossy** people like telling other people what to do.
- 12 **Insecure** people are not confident about themselves.
- 13 **Sensitive** people can be easily hurt or offended.
- 14 **Stubborn** people never change their opinion or attitude about something.

15 **Patient** people can wait for a long time or accept difficulties without getting angry.

16 **Ambitious** people want to be successful in life.

17 **Reliable** people are ones who you can trust or depend on.

18 **Self-confident** people are sure of themselves and their abilities.

19 **Rebellious** people don't like obeying rules.

20 **Moody** people have moods that change quickly and often.

21 **Competitive** people always want to win.

22 **Affectionate** people show that they love or like other people very much.

Now either use the audio to drill the pronunciation of the sentences, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

EXTRA IDEA If your Sts' L1 is a Latin-based language, many of these adjectives may be quite similar. Get them to underline the ones that are similar, and highlight or circle the ones that are completely different.

Now focus on **Activation** and tell Sts, in pairs, to decide which are positive.

Get feedback.

SUGGESTED ANSWERS

mature, honest, charming, sensible, sociable, imaginative, independent, patient, reliable, self-confident, affectionate

EXTRA SUPPORT Tell Sts, in pairs, to cover the adjectives and look at the sentences. They must try to remember the adjectives.

Focus on **2 Negative prefixes** and explain that with some adjectives of personality, the opposite is a completely different word, but for others you simply add a negative prefix.

Focus on the **Negative prefixes** box and go through it with the class.

Get Sts to do **a** individually or in pairs.

 **1.20** Now do **b**. Play the audio for Sts to listen and check.

Check answers.

1.20

2 Negative prefixes

un- / dis-: unambitious, unfriendly, dishonest, unimaginative, unkind, disorganized, unreliable, unselfish, unsociable, untidy
in- / im- / ir-: immature, impatient, irresponsible, insensitive

Now either use the audio to drill the pronunciation of the adjectives, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Elicit that *un-* is by far the most common negative prefix. Explain also that *im-* is used before adjectives beginning with *p* or *m*, e.g. *impossible, immature*, and *ir-* is usually used before adjectives beginning with *r*, e.g. *irregular*. Finally, ask Sts which adjective + prefix has a positive meaning.

ANSWER

Unselfish has a positive meaning.

Focus on **Activation** and get Sts to cover the columns and test themselves.

Finally, focus on the **False friends: sensible, sensitive, and sympathetic** box and go through it with the class. Tell Sts to go back to the main lesson **1B**.

EXTRA PRACTICE OPTION Use the **1B Vocabulary** photocopiable activity.

EXTRA IDEA Tell Sts to write down the first three adjectives of personality that come into their heads. Get Sts to compare their adjectives with a partner.

Then tell them that the activity they have just done is a personality test. The first adjective they wrote down is how they see themselves, the second is how other people see them, and the third is what they are really like. Ask Sts if they agree with their results.

5 PRONUNCIATION word stress

Pronunciation notes

Adjective prefixes and suffixes

Negative prefixes (e.g. *un-*, *im-*, and *in-* added to adjectives) are never stressed, e.g. *unfriendly* NOT *unfriendly*.

The common adjective endings *-ous* (e.g. *jealous*), *-able* / *-ible* (e.g. *sociable*, *responsible*) and *-ive* (e.g. *talkative*) are also unstressed. The pronunciation of *-ous* and *-able* / *-ible* is the /ə/ sound, while *-ive* is pronounced /ɪv/.

- a** Focus on the task and remind Sts that with multi-syllable words, they must always learn which syllable is stressed. You may also want to point out that some of these adjectives may be very similar to ones in their language, but stressed on a different syllable, e.g. *ambitious* = Spanish *ambicioso*.

Now focus on the adjectives, and elicit / explain that 1–4 are grouped according to their endings, and that 5 is adjectives with negative prefixes.

Get Sts, individually or in pairs, to practise saying the adjectives aloud, and then to underline the syllable they think is stressed.

- b**  **1.21** Play the audio for Sts to listen and check. Check answers by writing the words on the board and underlining the stressed syllable.

1.21

- 1 anxious, ambitious, generous, rebellious
- 2 sociable, reliable
- 3 responsible, sensible
- 4 competitive, talkative, sesitive
- 5 unfriendly, insecure, impatient, immature

Play the audio again, pausing after each group of words for Sts to listen and repeat.

Finally, ask Sts if the prefixes and suffixes are stressed.

ANSWER

No, prefixes and suffixes are unstressed.

EXTRA SUPPORT Put Sts in pairs and get them to practise saying the adjectives.

6 READING identifying reasons

- a** Either put Sts in pairs or do this as a whole-class activity. If Sts worked in pairs, get some feedback from various pairs. You could also get a show of hands for each 'category' to find out which is the most common.
- b** Focus on the instructions and make sure Sts understand what they have to do.

Elicit some opinions, but don't tell Sts if they are right or not.

- c** This article is adapted from a book by clinical psychologist Linda Blair called *Birth Order*. Give Sts time to read the article to check their answers to **b**. Tell them not to worry about the gaps. Before they start, you might want to check that they know what a *psychologist* is (= a scientist who studies and is trained in psychology, which is the scientific study of the mind and how it influences behaviour).

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

ANSWERS

- 1 the youngest child 2 the oldest child 3 the only child
- 4 the middle child

Now elicit opinions about whether they think it is possible that birth order affects personality. You could also tell Sts what you believe.

- d** Now tell Sts to read the article again and complete the gaps with sentences A–H. Point out that the first one (H) has been done for them.

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

ANSWERS

- 2 C 3 A 4 B 5 E 6 F 7 D 8 G

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- e** Give Sts time to re-read the paragraph that applies to them.

Put Sts in pairs and get them to tell each other if the description is true for them, and if the other descriptions are true for people they know.

Get feedback from various pairs. You could tell Sts about your own situation and how you feel about it.

EXTRA CHALLENGE If you want to focus on some useful phrases from the article, write these sentences on the board (without the answer in brackets):

They get impatient, especially when things go wrong. (only child)

They're good at sorting out arguments. (middle child)

They get on with everybody. (middle child)

They tend to be ambitious. (oldest child)

They can lack direction in life. (middle child)

They spend a lot of time by themselves. (only child)

They try to get the attention of their parents. (youngest child)

Ask Sts which category of child they describe (see answers in brackets above), and what the underlined phrases mean.

7 LISTENING & SPEAKING understanding a story

- a** Focus on the instructions and the words and phrases, making sure Sts understand all the lexis. You might want to tell Sts that the verb *burst* is irregular (*burst–burst–burst*), and that *burst into tears* is an idiom. The literal meaning is to break because of pressure inside, e.g. a balloon bursts if you blow it up too much.

Put Sts in pairs to tell each other what they think the two stories are about.

Elicit some ideas for each story, but don't tell Sts if they are right or not.

- b**  **1.22** Play the audio for Sts to listen and check their predictions in **a**.
Elicit each story.

 1.22

(script in Student Book on p.131)

Adam's story

I think there was always some rivalry between my brother and me, probably because I was the eldest and when I was sixteen and he was twelve, I was allowed to have a lock on my bedroom door so that I could have some privacy – but he wasn't, he couldn't lock his door and he hated that because I could go into his room whenever I liked, but he couldn't go into mine. Anyway, one day we were arguing about something, I can't actually remember what it was now, and he got very angry and he chased me, and I ran into my bedroom and I locked the door, and of course that made him even angrier, and he started kicking the door. He was wearing these heavy boots – you know, Doc Martens or something like that – and he kicked the door really hard and the door was damaged. Of course, my parents came running when they heard the noise and when they saw the door was broken they were furious. And both of us were punished, which I thought was terribly unfair, because it wasn't me who broke the door. And on top of it all they didn't repair the lock for quite a long time. So unfair!

Cecile's story

So, when I was very young, about four, I started having violin lessons and I had a mini violin to practise on. At the beginning I loved it, but as soon as I got a bit better, maybe when I was six, and I could play little tunes my parents told my older brother that he had to practise with me every day – he had to accompany me on the piano when I played my tunes. Now my older brother, he was seven years older than me and he was very good at music, he could play the piano really well, and he really didn't want to have to practise with me. So every day after school I would get my violin out, but as soon as we started each piece he would deliberately start playing the piano part faster and faster and of course I couldn't keep up. I got terribly frustrated and I used to just end up bursting into tears and crying and crying. My mother always told him not to do it, but he didn't take any notice, and after a while I refused to practise with him, and later I just stopped playing. I'm absolutely sure the reason I gave up the violin was my brother. We get on OK now though.

- c** Tell Sts they are going to listen to the two stories again and this time they must answer questions 1–3 for each story. Give them time to read the questions.
Play the audio again, pausing after the first story to give Sts time to answer the questions.
Check answers.

ANSWERS

Adam

- 1 16 (and his brother was 12)
- 2 His brother kicked his bedroom door and damaged it.
- 3 They were both punished and the parents left the lock broken for a long time.

Now play the second story.

Check answers.

ANSWERS

Cecile

- 1 6 (and her brother was 13)
- 2 When she played the violin, her brother accompanied her on the piano. He then played faster and faster.
- 3 She cried. Then she refused to practise with him.

Finally, ask the class who they think behaved worse, Adam's brother or Cecile's brother.

EXTRA CHALLENGE Put Sts in pairs, **A** and **B**. Tell Sts **A** that they are Adam's brother and Sts **B** that they are Cecile's brother. They must retell the story from their point of view. You could start the first story with the class:

I have an older brother, and I used to be jealous of him because he was the eldest and he had a lock on his bedroom door, but I didn't. One day...

Monitor and help with vocabulary if necessary.

You could get a couple of Sts **A** and **B** to tell the class their story.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.131, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- d** Focus on the instructions and give Sts time to think of a time when they were young and they or a sibling / friend behaved badly.

Put Sts in pairs or small groups and get them to tell each other their stories. Remind them to use the questions in **c** to help them.

Monitor and help if necessary.

Get some feedback from various pairs or groups. If you have a story, you could tell it to the class.

8 WRITING describing a person

- a** Focus on the instructions and make sure Sts know what a *self-portrait* is (= a painting, etc. that you do of yourself). Read the poem together or give Sts time to read it alone. Now focus on the instructions for lines 1–7 and give Sts time to write their own poems.
Monitor and help if necessary.

Get Sts to swap poems. You could also display them around the classroom and get Sts to read them.

- b** This is the first time Sts are sent to the **Writing Bank** at the back of the Student Book. In this section, Sts will find model texts, with exercises and language notes, and then a writing task. We suggest that you go through the model and do the exercise(s) in class, but set the actual writing (the last activity) for homework.

Tell Sts to go to **Writing Bank 1** on p.119.

Focus on **a** and give Sts time to read the two emails and answer the questions.

Check answers.

ANSWERS

To suggest that Gustavo's friend, Camila, can stay with her and her flatmates when she's in Oxford.

He thinks Carrie's suggestion is a great idea!

Focus on **b** and tell Sts to find Gustavo's answers to Carrie's questions in his email.

Check answers.

ANSWERS

- 4 Would they get on well together?
- 1 What's she doing at the moment?
- 3 What does she like doing?
- 2 What's she like?

Now focus on **c** and tell Sts to correct the five spelling mistakes in Gustavo's email.

Check answers by getting Sts to spell the correct version and write it on the board.

ANSWERS

responsible responsible
friendly friendly
photography photography
listening listening
independent independent

Now focus on **d** and tell Sts to read Gustavo's email again and find the answers for 1–4.

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

ANSWERS

Paragraph 1: She studied Economics at university. She finished last year. She went travelling. She's living at home with her parents. She's looking for a job. She's trying to improve her English.

Paragraph 2: patient, kind, sensible, responsible, shy, friendly

Paragraph 3: She loves going to the cinema, photography and listening to music.

Paragraph 4: She's independent, she doesn't mind doing housework, and she's good with animals.

Now focus on **e** and go through the **Modifying adjectives and adverbs in a description** box with the class. Point out that the sentences in the chart should go from the most to the least. Point out that one of the answers (*very*) has been done for them.

Give Sts time to complete the other sentences in the chart.

Check answers.

ANSWERS

- 1 incredibly
- 2 really
- 4 quite
- 5 a bit

! Highlight that we normally only use *a bit* (or *a little*) with negative adjectives.

Now focus on **f** and tell Sts to imagine they received an email asking for a description of a friend and they need to write back. They should focus on Gustavo's email and plan four paragraphs. Give them time to make notes to answer Carrie's questions in **b**.

Focus on **g** and go through the instructions with the class. Remind Sts that they can use the **Vocabulary Bank Personality** on p.161. You may like to get Sts to do the writing in class, or you could set it as homework. If you do it in class, set a time limit for Sts to write their description, e.g. 15–20 minutes.

Finally, focus on **h** and get Sts to check their work for mistakes before giving it in.

Surprise meetings

Practical English reacting to what people say

Lesson plan

This is the first in a series of five Practical English lessons (one episode every other File) which teach Sts functional language to help them 'survive' in English in travel and social situations. All the content for these lessons is on video. The functional language is embedded within a video drama called *Pictures of you*, which started in Elementary and continued in Pre-intermediate. It has a storyline based on two characters, Ben Fischer, a 25-year-old American who goes to London to study a Masters in Photography, and Izzy Silva, who now works as a photo editor for a magazine called *Light on London*. Both Ben and Izzy have a passion for photography. The first part of the video in this lesson recaps what happened in Elementary (Season 1) and Pre-intermediate (Season 2) – all the main characters are introduced, so it doesn't matter if Sts haven't seen the two previous seasons. From then onwards these lessons follow the same pattern. The first scene carries the story line, the second scene has the functional language, and the third scene picks up the story line again. There is then a focus on useful social English expressions which have appeared in either the first or the second scene. In this episode, scene 1 looks at where the characters are at now in their lives, the functional language in scene 2 focuses on reacting to what people say, and in scene 3, the story moves on again as Pamela and Ben catch up on news and she admires his photos, and Izzy has to deal with a crisis at work.

Apart from teaching Sts functional language, the skills focus throughout these lessons is on training Sts to follow and enjoy a video in English. Each part of the video has two tasks. The first is usually a simple heads-up task so that Sts focus on watching and following the story. The second task is generally a longer comprehension task where the focus is on helping Sts to understand the language in more detail. It is usually done after Sts have seen the video and not while they are watching.

Sts can find the video and extra activities on *Oxford English Hub*.

Video material

Pictures of you – Episode 1

More materials

For teachers

Oxford English Hub

Quick Test 1

File 1 Test

For students

Workbook Practical English 1

Can you remember...? 1

THE STORY SO FAR

▶ Books open. Focus on the photos. If your Sts watched *Pictures of you* in either Elementary or Pre-intermediate, elicit who each person is and the relationship between them. Don't tell them if they are right or not.

Play the first part of the video (*The story so far*) – the recap of Seasons 1 and 2 for Sts to answer the two questions.

Check answers.

ANSWERS

Ben (Fischer) is a young American who came to the UK to study photography (at the Tensquare School of Photography). He was Izzy's boyfriend for several months.

Izzy (Silva) is a young British woman. She was working as a bike courier in London when she met Ben and they began going out. She was Ben's girlfriend for several months. Izzy applied for and got a job as a photo editor at *Light on London* magazine.

Andre is Ben's tutor.

Carla works at a local coffee shop (near Ben's school). Ben worked part time for Carla at the coffee shop.

Max is Izzy's boss at *Light on London*.

Emma is Ben's twin sister, who visits him from the USA in Season 2.

Pamela is Izzy's landlady and friend.

1 WHERE ARE THEY NOW?

a ▶ In this part of the video, *Where are they now?*, Sts will see some of the same characters one year after the end of Season 2 – Izzy is talking on the phone to Max, and Pamela bumps into Ben.

Focus on the photo and the questions, and get Sts to predict possible answers.

Play the video once the whole way through.

Now give Sts time to answer questions 1–3 in pairs or individually.

Check answers.

SUGGESTED ANSWERS

- 1 A year.
- 2 She's calling Max (who now works for her). She wants to know if he's finished the designs.
- 3 They meet in the street. He shows her the poster of his photography exhibition.



M = Max, I = Izzy, P = Pamela, B = Ben

M Hi, boss.

I Max. Are you in the office?

M I am.

I Have you finished the designs?

M ...Yes? Well, not completely finished.

I Max?

M Relax, I'll finish them by the end of the day.

I You know we're presenting to the Head of Design first thing in the morning, don't you?

M I know! Don't worry. I'll finish them and Dominic will love them. I'm sure of it.

I I hope so. I'm relying on you.

P Ben? Ben Fischer! What a surprise! How are you?

B Oh, hi, Pamela. Wow. Nice to see you. Yeah, I'm fine. How are you?

P I'm very well. So...what are you doing here?

B Well, this is my photography show. My exhibition opens on Friday.

- P And is this your work?
 B Yeah.
 P Fabulous. I'd love to see more.
 B It's not finished yet, I...OK, but please don't touch anything!

b Tell Sts they are going to watch the video again and then they will need to complete sentences 1–5 with a name.

Play the video again.

Now give Sts time to complete 1–5.

Check answers, making sure Sts understand all the lexis, and explain that, in the context of art or photography, *exhibition* and *show* are interchangeable.

ANSWERS

- 1 Izzy, Max 2 Max 3 Izzy / Max, Max / Izzy, Dominic 4 Ben
 5 Pamela

EXTRA CHALLENGE Get Sts to complete the sentences first and then watch and check their answers.

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

2 REACTING TO WHAT PEOPLE SAY

a In this part of the video, *Reacting to what people say*, Izzy goes to Carla's coffee shop, and they catch up with news.

Play the video once the whole way through.

Now focus on the questions and make sure Sts know the meaning of *pleased*.

Give Sts time to answer questions 1–3 individually or in pairs.

Check answers.

ANSWERS

- 1 Izzy is pleased for Carla because she now owns the café.
 2 Carla is pleased for Izzy because she got a promotion and is now Max's boss.
 3 No, she hasn't.



C = Carla, I = Izzy

- C Izzy? Hi! It's been so long!
 I Carla! I don't believe it! Do you still work here? I thought you left ages ago.
 C I left last year. But now I'm back. My old boss was leaving, so I had the chance to take the shop over.
 I Wait, so...
 C It's my café now!
 I You're kidding! That's amazing! Congratulations!
 C Thank you. It's been hard work. Can I get you a coffee?
 I Yes, please.
 C Flat white?
 I Perfect.
 C Do you still work for that magazine?
 I Yes, I do.
 C And is that Max guy still your boss?
 I Actually, no. I have some good news, too.
 C Really? What's that?
 I I got a promotion, and I'm Max's boss now.
 C Really? Wow! That's great news! Good for you.
 I Yeah.
 C So, have you seen Ben recently?
 I No. I haven't seen him in more than a year.

- C Oh, that's a pity.
 I Well, that's life. Do you still see him?
 C Yeah, I do.
 I How's he doing?
 C Really good, actually. He's having a big photography show soon.
 I How fantastic! I'm so happy for him...Hello. Oh no! One moment. Sorry, Carla. I have to go, it's work.
 C No problem! It was lovely to see you.
 I It was so good to see you, too! Let's catch up soon.
 C That sounds good. Speak soon!
 I Oh, and say hi to Ben from me.

b Focus on the instructions and make sure Sts understand that these extracts are from the video they have just watched.

Give Sts a minute to read through the extracts and to think about what the missing words might be.

Get Sts to compare with a partner, and then play the video for them to watch and check, pausing if necessary after each extract.

Check answers.

ANSWERS

- 1 believe 2 amazing 3 Really 4 news 5 pity 6 How
 7 no

Go through the extracts line by line with Sts, helping them with any words or expressions they don't understand.

c Now play the video and tell Sts to watch and repeat the highlighted phrases and sentences. They should repeat the phrases when the video pauses. Encourage them to copy the rhythm and intonation.

Focus on the **Reacting to what people say** box and go through it with the class.



Same as previous video with repeat pauses

EXTRA IDEA You could elicit / teach some more phrases and expressions, e.g. for something interesting: *How interesting! That's fascinating!*; for bad news: *Never mind!* You could also tell Sts that upon hearing very bad news, they could say *That's terrible / very sad, I'm very sorry to hear that, and not one of the expressions in the box.*

d Put Sts in pairs, **A** and **B**. **A** is Carla, and **B** is Izzy. Get Sts to read the extracts in **b** aloud, paying attention to rhythm and intonation.

When they have finished, they should swap roles.

You could get a few pairs to perform in front of the class.

e Put Sts in pairs, **A** and **B**, and tell them to go to **Communication How fantastic!**, **A** on p.108, **B** on p.113.

Go through the instructions with them carefully.

Monitor and help, encouraging Sts to use appropriate intonation.

When they have finished, get some Sts to tell the class a piece of news (real or invented) and get Sts to react to it.

Tell Sts to go back to the main lesson.

3 FEELING CONFIDENT?

a In this part of the video, *Feeling confident?*, Sts will see Pamela and Ben talking about his photos and Izzy, and then they will see Izzy talking on the phone to her boss, Dominic.

Focus on the title and elicit the meaning of *confident* (= feeling sure about your own ability to do things and be successful).

Now focus on the photos and make sure Sts know who the man is in the second photo (Dominic, the Head of Design).

Play the video for Sts to watch and answer the questions. Elicit some ideas, but don't tell Sts if they are right or not.



P = Pamela, B = Ben, S = Sue, I = Izzy, D = Dominic, C = Carla

P These photographs are fantastic, Ben. Congratulations.

B Hey, thanks, Pamela.

P You're looking really well.

B I am well. Yeah. I just finished my course. And I'm working now. I just need some clients, though.

P That's exciting. I'm sure you'll do very well.

B Thank you. How's Izzy doing?

P Oh, she's well. She got a promotion at the magazine. She's doing very well there. Very well.

B Well, that's great. I'm happy for her.

P In fact, I'm seeing her later. We're meeting for coffee.

B Really? Well, say hi from me.

P So you two aren't in contact at all?

B No, we aren't. I haven't seen Izzy since we broke up.

P Oh, that's a shame, Ben. I'm sorry you broke up.

B To be honest, I don't really know why it happened. It was complicated. We just wanted different things, I guess...

P Well, I'll tell her I saw you.

S Ben! Can I speak to you?

B Oh. Yes. Of course, Sue.

P I'll say goodbye, then. It was good to see you, Ben.

B Great to see you, too, Pamela. Take care.

S Ben. I need you to make the payment on the rent. It's eight hundred pounds, remember.

B Yeah, of course. Sorry, Sue. I'll make the transfer right now.

S Good.

I Yeah, Dominic. It'll all be ready by the morning.

D Great, great. I'm looking forward to seeing it. We have to show London in an original and exciting way. This could be an amazing feature, Izzy.

I It will be.

D Good. Show me what you can do.

C You'll never guess who I saw today!

P You'll never guess who I saw today!

- b** Give Sts time to read questions 1–4 and see if they can remember any of the answers.

Tell Sts not to write as they watch the video again.

Now play the video again.

Give Sts time to answer the questions individually or in pairs.

If Sts answered individually, get them to compare with a partner, and then check answers.

SUGGESTED ANSWERS

- 1 **a** She thinks they are amazing.
b She's sorry that it happened.
- 2 **a** He's positive, but he needs to get clients / money.
b He's happy for her.
c He doesn't know why it happened, but he thinks they wanted different things.
d He looks worried. He doesn't have enough money in his account.
- 3 She's confident, though perhaps also worried that Max hasn't finished the designs.
- 4 He's excited / enthusiastic.

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

4 SOCIAL ENGLISH

- a** Focus on the phrases in the chart and go through them with the class.

Now give Sts time to match a phrase in **A** to a response in **B**. They can do this individually or in pairs.

- b** Play the video for Sts to watch and check.

Check answers. If you know your Sts' L1, you could get them to translate the phrases.

ANSWERS

- 1 I hope so. I'm relying on you.
- 2 Oh, hi, Pamela. Wow! Nice to see you.
- 3 Hey, thanks, Pamela.
- 4 Really? Well, say hi from me.
- 5 Oh, that's a shame, Ben.
- 6 Great to see you too, Pamela. Take care.

Now play the video again for Sts to watch and repeat.

- c** Focus on the instructions and put Sts in pairs, making sure they understand what they have to do.

Monitor and help. Make sure they swap roles. If there's time, you could get Sts to close their books and respond from memory.

WHAT DO YOU THINK?

This regular exercise gives Sts a chance to give their opinion on what is happening or going to happen in *Pictures of you*.

Put Sts in pairs and get them to talk about Izzy and Ben.

Elicit some feedback from various pairs.

Then focus on the last question and elicit some ideas about the next episode.

- G** present perfect and past simple
V money
P the letters *o* and *or*

Lesson plan

In this lesson Sts revise some important uses of the present perfect and how it contrasts with the past simple. They also learn common words and phrases to talk about money.

The lesson begins with a money quiz. This provides a lead-in to the vocabulary focus, which is then practised with a video activity. There is then a pronunciation spot about different pronunciations of the letters *o* and *or*. The new lexis is consolidated through a reading activity which focuses on an article about a woman who tried to spend as little money as possible for an entire year.

In the second half of the lesson, a conversation where two people are arguing about money provides the context for the grammar focus. This leads into a money questionnaire with Sts asking and answering questions in the present perfect and past simple. Finally, Sts read about a common scam and then listen to a true story about a woman who nearly fell for a scam.

Video material

Vocabulary – money

Pronunciation – the letters *o* and *or*

Grammar – present perfect and past simple (lead-in, full video)

Listening – A WhatsApp scam

More materials

For teachers

Photocopiables

Grammar present perfect and past simple p.163

Communicative Are you a saver or a spender? p.192 (instructions p.182)

For students

Workbook 2A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the verbs *spend* and *save* on the board and elicit the two nouns most commonly used after them (*time* and *money*). Then elicit the form of a verb following *spend / save time* (the gerund), and the preposition after *spend money (on)*, *save money (for / by)*.

Put Sts in pairs and get them to answer these questions:
What do you often spend a lot of time doing during the holidays?
What do you usually spend money on at weekends?
What do you save money for?

Get some feedback from various pairs.

1 VOCABULARY money

- a** Books open. Put Sts in small groups and make sure they know the meaning of *currency* (= the system of money that a country uses). Model and drill its pronunciation /'kʌrənsi/.

Get Sts to do *The money quiz*.

Check answers and, with a show of hands, find out if any groups got all the answers correct.

ANSWERS

- 1** 1 Russia, rouble 2 China, yuan 3 Poland, zloty 4 Japan, yen
 5 Switzerland, franc 6 Brazil, real 7 Hungary, forint
 8 Mexico, peso 9 Egypt, pound 10 Türkiye, lira
 France and Italy use the euro.
2 a F (They were made around 600 BC by the Lydians of Asia Minor, present-day Türkiye.)
b T
c F (For example, in the UK most banknotes are made of polymer, a flexible plastic material.)
d F (For example, the Czech Republic, Hungary, Poland, etc. don't.)
e T

- b** Tell Sts to go to **Vocabulary Bank Money** on p.162.

Vocabulary notes

Verbs

Remind Sts of the difference between *lend* and *borrow* with these examples: *Can I borrow your book?* / *Can you lend me your book?*

Nouns

Make sure Sts are clear that *loan* is the general word for money lent by an individual or bank to another person, and *mortgage* is specifically money lent by a bank or building society to buy a house or flat.

Phrasal verbs

Highlight that *take out* and *pay back* are separable, i.e. you can also put the particles (*out* and *back*) after the noun, e.g. *When can you pay me the money back?*

Also highlight the difference between *live on* (= have enough money for your basic needs, e.g. *I can live on 250 euros a week*) and *live off* (= receive the money you need to live from somebody / something because you don't have any yourself, e.g. *I have to live off my parents while I'm looking for a job.*)

Focus on **1 Verbs** and get Sts to do **a** individually or in pairs.

- 2.1** Now do **b**. Play the audio for Sts to listen and check.

Check answers. Make sure Sts are clear about the meaning of all the verbs.

2.1

Money, 1 Verbs

- 1 I'm going to **inherit** two thousand pounds.
 2 I **save** money every week.
 3 He has promised to **lend** me fifty euros.
 4 I need to **borrow** twenty pounds from my mum.
 5 I often **waste** money.
 6 I **can't afford** to buy that car.
 7 The mechanic **charges** me one hundred pounds.
 8 They **cost** two hundred dollars.
 9 I **owe** Jim one hundred pounds.
 10 I want to **invest** some money.
 11 I **earn** two thousand pounds a month.
 12 My house **is worth** about two hundred thousand euros.
 13 We'll **raise** money for the new hospital.
 14 I want to **transfer** some money to my son.

Now either use the audio to drill the pronunciation of the sentences, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

EXTRA SUPPORT Tell Sts to cover the sentences on the right and see if they can remember them.

Focus on **2 Prepositions** and emphasize that Sts must write the preposition in the **Preposition** column, not in the shaded gap in the sentence (this is so they can test themselves later).

2.2 Now do **b**. Play the audio for Sts to listen and check. Check answers. Point out the silent *b* in *debt* /*det*/.

2.2

2 Prepositions

- 1 Would you like to pay cash or pay **by** card?
- 2 I paid **for** the dinner last night. It was my birthday.
- 3 I spent fifty pounds **on** books yesterday.
- 4 My uncle invested all his money **in** property.
- 5 I don't like lending money **to** friends.
- 6 I borrowed a lot of money **from** the bank.
- 7 They charged us sixty euros **for** a bottle of wine.
- 8 I never get **into** debt. I hate owing people money.

Now either use the audio to drill the pronunciation of the sentences, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

Focus on **Activation** and tell Sts to cover the **Preposition** column and see if they can remember the prepositions.

Next, focus on **3 Nouns** and get Sts to do **a** individually or in pairs.

2.3 Now do **b**. Play the audio for Sts to listen and check. Check answers. Make sure Sts know the meaning of *PIN* (= Personal Identification Number).

2.3

3 Nouns

- | | |
|-----------|-----------------------|
| 1 bill | 6 mortgage |
| 2 account | 7 contactless payment |
| 3 tax | 8 insurance |
| 4 loan | 9 donation |
| 5 budget | |

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce, e.g. *mortgage* /'mɔːɡɪdʒ/ (pointing out the silent *t*).

EXTRA SUPPORT Tell Sts to cover the words and see if they can remember what the definitions mean.

Finally, focus on **4 Phrasal verbs** and get Sts to do **a** individually or in pairs.

2.4 Now do **b**. Play the audio for Sts to listen and check. Check answers.

2.4

4 Phrasal verbs

- 1 I took **out** two hundred euros from a cash machine.
- 2 Can I pay you **back** the money you lent me next week?
- 3 I have to live **off** my parents while I'm at university.
- 4 It's difficult for me and my wife to live **on** only one salary.

Tell Sts to go back to the main lesson **2A**.

EXTRA PRACTICE OPTION Use the **2A Vocabulary** photocopiable activity.

c In this video Sts will watch a series of eight clips and answer eight questions with a word or phrase from the **Vocabulary Bank**. The video starts with a grid showing all the numbered clips. Then each clip 1–8 enlarges to fill the screen. Sts watch the clip and then the pause button appears on the screen to give Sts time to answer the question.

Focus on the instructions and the example (*How is she paying? With...*). Tell Sts they should write down a word or phrase from the **Vocabulary Bank** to answer the question for each clip.

Play the video and pause as indicated on the screen. Sts can work individually or in pairs / groups. Pause the video when the final grid appears and give Sts time to review their answers for each clip.

Play the video again and check answers. Pause after clip 1 and elicit the answer. Continue eliciting answers for clips 2–8. At the end, find out who got the most correct answers.

ANSWERS

- 1 With **contactless payment**
- 2 Because she's **saving money**.
- 3 Because they're **raising money** (for charity).
- 4 She's asking for the **bill**.
- 5 Because he **can't afford** it.
- 6 They're getting a **mortgage**.
- 7 He's **taking out money** from the cash machine.
- 8 She's making a **budget**.



- 1 How is she paying?
- 2 Why is she putting coins in the jar?
- 3 Why are they running?
- 4 What's she doing?
- 5 Why doesn't he buy the shirt?
- 6 What are they getting from the bank?
- 7 What's he doing?
- 8 What's she making?

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

2 PRONUNCIATION & SPEAKING the letters o and or

Pronunciation notes

The letter *o* is quite tricky for Sts, as it has several different possible pronunciations. There are some spelling–pronunciation rules you might want to point out / elicit after you have done the exercises. You can also help Sts by highlighting the exceptions.

- *o* between two or several consonants is often /ɒ/, e.g. *sorry*, *follow*. There are some exceptions, e.g. *worry*.
- *o* + one consonant + *e* is usually /əʊ/, e.g. *hope*, *alone*, but there are several common words which have the /ʌ/ sound, e.g. *some*, *money*.
- The letters *o* + *l* and *oa* between consonants are usually /əʊ/, e.g. *told* /təʊld/, *road* /rəʊd/.
- The letters *or* between consonants are usually /ɔː/, e.g. *airport*, but common exceptions are *work* and *world*, which are /ɜː/.

Encourage Sts to use a dictionary to check pronunciation when they are not sure.

- a Focus on the question and the three sentences, making sure Sts understand the word *rhyme*. Elicit the answers from the class.

ANSWERS

1 sunny 2 funny 3 honey

- b  Focus on the activity and elicit the three words and sounds.

Play the video for Sts to watch and check their answers.

Tell them to focus on the mouth position and the difference between the three sounds.

ANSWERS

up /ʌ/, clock /ɒ/, and phone /əʊ/



See sounds in Student Book on p.18 and answer key

Play the video again for Sts to watch and repeat. Encourage them to copy the mouth position.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- c  **2.5** Focus on the instructions and point out that the first one (*borrow*) has been done for them.

Give Sts two minutes to put the words in the correct column. Remind them that it is easier to do this kind of exercise if they say the words aloud to themselves.

Get Sts to compare with a partner.

Play the audio for Sts to listen and check.

Check answers.

2.5

up /ʌ/ done, money, nothing, some, won, worry

clock /ɒ/ borrow, cost, dollar, honest, promise, shopping

phone /əʊ/ clothes, loan, note, owe, sold

Play the audio again, pausing after each group of words for Sts to listen and repeat. Give more practice if these sounds are a problem for your Sts.

Then repeat the activity, eliciting responses from individual Sts.

- d  **2.6** Now tell Sts to focus on the words with the letters *or*. In pairs, get Sts to answer the two questions.

EXTRA CHALLENGE Elicit the answers to d before playing the audio.

Play the audio for Sts to listen and check.

Check answers.

ANSWERS

The letters *or* are normally pronounced /ɔː/ when they're stressed. *Work* and *worth* are pronounced /ɜː/ (this applies to most words beginning *wor-* + consonant).

2.6

See words in Student Book on p.18

Play the audio again for Sts to listen and repeat. Elicit more words beginning *wor-* where the pronunciation is /wɜː/, e.g. *word*, *worse*, *world*.

- e  **2.7** Tell Sts they must listen and write the six sentences they hear.

Play the audio, pausing after each sentence to give Sts time to write.

Get Sts to compare with a partner, and then play the audio again if necessary.

Check answers, eliciting the sentences onto the board.

2.7

- 1 Let's go shopping for clothes.
- 2 Can I borrow some money?
- 3 He won a million dollars.
- 4 I've done nothing wrong.
- 5 They can't afford to pay the mortgage.
- 6 I work in a store.

Put Sts in pairs and get them to practise saying the sentences.

EXTRA SUPPORT Model and drill each sentence before putting Sts in pairs.

- f Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Money Q&A**, **A** on p.108, **B** on p.113. Go through the instructions with them carefully.

Sts **A** start with their first question. Sts **B** answer, giving as much information as possible, and then ask their first question to Sts **A**.

While Sts are doing the activity, monitor and help with any vocabulary problems, e.g. *charity*, *sales*, etc.

Get some feedback from the class.

Tell Sts to go back to the main lesson **2A**.

3 READING understanding paragraph topics

- a Focus on the questions and make sure Sts know the meaning of *cosmetics* (= something that you put on your face or body to make it more attractive, e.g. moisturizer, make-up). Either put Sts in pairs or do this as a whole-class activity.

If Sts worked in pairs, get some feedback.

- b Focus on the instructions and then give Sts time to read the article and match the paragraphs to topics 1–7.

Check answers.

ANSWERS

A 2 B 6 C 3 D 1 E 4 F 7 G 5

- c Tell Sts to read the article again and choose the correct options in 1–5.

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

ANSWERS

1 c 2 a 3 c 4 c 5 b

Finally, deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- d Do this as a whole-class activity.

- e Remind Sts of the meaning of a *compound noun* (they learned about them in **1A**).

Now tell Sts to look at the words in the circle and underline six compound nouns in the article that start with a word in the circle.

Check answers.

ANSWERS

electricity bill, cleaning products, beauty treatments, olive oil, tap water, cycling trip

- f Focus on the **would for imaginary situations** box and go through it with the class.

Put Sts in pairs and get them to answer the questions.

Get some feedback from various pairs. You could also tell Sts if you could do what Michelle did.

4 GRAMMAR present perfect and past simple

- a  In this video Sts will see a couple having a short conversation about money.

Focus on the photo and elicit where the couple are and what they are doing (probably at home, working at their computers).

Play the video (lead-in) once.

Elicit some ideas about what is going on.

ANSWER

They are having money problems.



K = Kate, D = David

K Have you seen our gas and electricity bill? It arrived this morning. I'm going to send it to you.

D Wow! And have we paid the house insurance yet?

K I don't think so.

D Oh dear...

- b  Focus on the task. Play the video once, and check the answer to the question.

ANSWER

They both bought something online which was delivered (trainers and jeans) but realize that they can't afford them and agree to send them back.

Then tell Sts to read the extracts from the conversation and complete them with the verbs in either the present perfect or the past tense. Point out that the first one (*Have you seen*) has been done for them.

Play the video again for Sts to watch and check.

Check answers.

ANSWERS

2 arrived 3 have we paid 4 haven't seen 5 've just come out 6 Were they 7 ordered



K What's in your package?

D What package?

K That one, behind your chair.

D Let me show you.

K Nice trainers! I haven't seen those before. Are they a new model?

D Yes, they've just come out. Do you like them?

K They're great! Were they very expensive?

D Oh, not very. What's in yours?

K Oh, it's just something I ordered last week. I'll open it later.

D Go on, open it now... Nice jeans!

K Yes, they're fab.

D Maybe I should send the trainers back.

K Yes. Maybe I should send the jeans back, too.

- c Now tell Sts to answer questions 1–3 in pairs. Tell them to look at the extracts in **b** to help them.

Check answers using the examples in the conversation in **b** to exemplify the rules.

ANSWERS

1 PS (e.g. *It arrived this morning.*)

2 PP (e.g. *Have you seen our gas and electricity bill?*)

3 PP (e.g. *And have we paid the house insurance yet?*)

- d Tell Sts to go to **Grammar Bank 2A** on p.142.

Grammar notes

In **Grammar Bank 2A** the main uses of the present perfect are pulled together and contrasted with the past simple. This is all revision from *English File Pre-intermediate*, but it is the first time Sts have compared the two forms in such detail. If you know your Sts' L1, some careful use of L1 / L2 contrast could help here.

Present perfect

The most important point to emphasize is that we use the present perfect for a past action or actions where no specific time is mentioned or understood, e.g. *I've been to Paris twice. I've already seen that film.* Have you ever met Jack's wife?*

*In American English the past simple is used here.

It is also used for very recent past actions (often with *just*). In this context it is often used to give a piece of news or information, e.g. *Did you hear? Lina has broken her leg.; Guess what! I've found a new job!; I'm sleepy. I've just got up.* (No past time expression is used.)

Typical mistakes: *I've been to Paris last year. I already saw that film. Lina has broken her leg this morning.*

Past simple

The most important point to emphasize is that when we use the past simple, a specific time in the past is mentioned, e.g. *Did you see the match last night?*, or understood between the speakers, e.g. *Did you see the match?* (We both know it was last night.) So, for example, a question beginning *What time...?* or *When...?* will normally be in the past simple.

Typical mistakes: *Have you see the match last night? When have they arrived? What time have you got up today?*

Refer Sts to the **Irregular verbs** list on p.173 and explain that this is their reference list. Get Sts to go through the list quickly in pairs, checking that they know what the verbs mean. Encourage them to highlight verbs they didn't know or for which they had forgotten the past form. Test them periodically on the past and participle forms.

Focus on the example sentences and play audio

 **2.8**,  **2.9**, and  **2.10** for Sts to listen and repeat.

Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 Have, ever travelled 2 have / 've already saved
3 Have, paid, yet 4 Have, ever lent 5 have / 've never used
6 have / 've just won 7 have / 've already spent
8 have / 've just / already had
b 1 ✓
2 X Has your sister **paid** you back yet?
3 ✓
4 X When **did** you **buy** that leather jacket?
5 X They **finished** paying back the loan last month.
6 ✓
7 ✓
8 X I'm sure I **didn't borrow** any money from you last week.
9 ✓
10 X Did you **see** the Batman film on TV yesterday?

Tell Sts to go back to the main lesson **2A**.

5 SPEAKING

- a** This questionnaire practises the contrast between the past simple and present perfect and also provides an opportunity for free-speaking.
- Focus on the questionnaire and point out that the first circle has been completed (*saved*). Point out that the *Have you ever...?* questions in the questionnaire are in the present perfect because they are asking about your whole life until now.
- Give Sts time to complete the gaps in the questions in the other circles.
- Check answers, checking that Sts are pronouncing the past correctly, especially the regular verbs (/seɪvd/, /'weɪstɪd/, /ɪn'herɪtɪd/).

ANSWERS

2 lent 3 wasted 4 bought 5 inherited 6 won
7 forgotten 8 lost 9 bought, sold 10 taken out

- b** Focus on the example speech bubbles. Remind Sts that the first question is in the present perfect, but if the answer is *Yes*, then the follow-up questions, asking for more information, should be in the past simple because you are now referring to a specific time in the past, e.g. *How much was the deposit?* If you think some Sts may just answer 'No, I haven't.' to many of the questions, you could make this into a Truth or Lie activity. Tell Sts they **MUST** answer 'Yes, I have.' to all the questions. Then if they have had the experience, they give true answers to the follow-up questions. If they haven't, they must invent answers. Their partner will then guess if the answer was the truth or invented.
- Put Sts in pairs. You could either get one student to ask all the questions and then Sts swap roles, or Sts can take turns to ask each other a question and the same question can be returned using *What about you?*
- Get some whole-class feedback by finding out, e.g. how many people in the class have sold something on the internet and asking individual Sts to talk about their experience.

EXTRA SUPPORT You could model the activity first by getting Sts to choose a couple of questions to ask you and eliciting follow-up questions.

6 READING & LISTENING

using personal experience to respond to a text; understanding the order of events

- a** Focus on the task and give Sts time to read the first part of the article.
- Do the question as a whole-class activity and elicit different opinions, but don't tell Sts if it is the right thing to do or not.

EXTRA SUPPORT You could pre-teach some lexis to make sure Sts understand the messages, or ask some comprehension questions after Sts have read the messages, e.g. *Who sent you the messages?* (My child / son / daughter), *Why did they send the first message?* (Their phone broke.), *Why did they send the second message?* (Their bike was stolen and they want some money for a new one.), etc.

- b** Give Sts time to read the rest of the article to see if they chose the best options in **a**.
- Check the answer.

ANSWER

According to the article, the best answer for both is **c**.

- c** Focus on the instructions and then give Sts time to read the article again and match the highlighted words to definitions 2–8. Point out that the first one (*scam*) has been done for them. You could also tell Sts that a person who commits a scam is called a *scammer* /'skæmə/.
Get Sts to compare with a partner, and then check answers. Model and drill the pronunciation of any tricky words.

ANSWERS

2 block 3 amount 4 gains 5 requesting 6 suspicious
7 fake 8 fallen for

- d**  Tell Sts they are going to watch a video in which Chris explains a scam she was sent. Tell Sts they must number messages A–C according to the order Chris received them and answer the question.
- Give Sts time to read the messages.
- Play the video once the whole way through.
- Get Sts to compare with a partner, and then check answers.

ANSWERS

A 3 B 2 C 1

Chris didn't fall for the scam.



Since the pandemic, I've been doing a lot of shopping online, and different shops tend to use different delivery people. So, I wasn't really surprised when I got a text message from FedEx, saying that they had tried to deliver a parcel for me, but I had been out. They gave me a link to click on to rearrange the delivery for the next day or something like that. I couldn't remember what it was that I'd bought, but because I'd bought so many things...erm...I just thought, 'Oh, I'm sure it's something that I ordered'. So, I clicked on the link, and it took me to a webpage, which looked perfectly authentic and it asked me for information. So, first it asked me for my name, then it asked me for my address, then it asked me for my date of birth. And suddenly, I thought, 'This is a bit strange. Why is it asking for my date of birth?' But...er, I put it in, and then I...I went on to the next page, and it said, 'In order to redeliver your package, you need to pay two pounds fifty pence' or something like that – a very small amount – and it asked me for my bank details. And suddenly, at that moment, I remembered that I'd been reading about a scam where people had been asked to pay a small amount for a package to be delivered from the post office or from one of these delivery companies, and they looked completely authentic, but in fact, it was a scam to get your bank details. And I felt so stupid that I'd started to put my details in because I know all about scams. I'm always telling my mother, 'Be careful about scams!' and yet I still fell for it. I still almost believed it, but, luckily, I didn't put my bank details in, and nothing has happened since then, so I assume nothing has happened. But it does show how easy it is to...em...to believe these scams and to fall for them.

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- e** Put Sts in pairs to answer the questions, or do this as a whole-class activity.
- If Sts worked in pairs, get some feedback from various pairs.

- G** present perfect + *for* / *since*, present perfect continuous
V strong adjectives: *exhausted*, *amazed*, etc.
P sentence stress

Lesson plan

In this lesson Sts revise the present perfect (with *for* and *since*) and they are introduced to the present perfect continuous. The context is charities and raising money.

The lesson begins with a video about a school in Uganda that was set up by a charity called Adelante Africa. Children from the school show viewers round their school and talk about what they do. The children speak with an accent that will probably be unfamiliar to most Sts, so they are encouraged to use the subtitles to help them understand. Then Sts watch an interview with the head teacher which presents the grammar of the present perfect and present perfect continuous with *for* and *since*. This is followed by a pronunciation focus on sentence stress in present perfect continuous sentences, and a speaking activity where Sts put the grammar into practice. The first half of the lesson finishes with a writing activity where Sts write an informal email.

In the second half of the lesson, Sts read an article about people who raised money or helped others during the Covid-19 pandemic in the early 2020s. The lexical focus in this part of the lesson is on using strong adjectives, like *furious* and *exhausted*. The lesson ends with a video documentary about a charity bake sale at Oxford University Press.

Video material

Listening – *Welcome to Adelante Africa Secondary School*

Grammar – present perfect + *for* / *since*, present perfect continuous

Listening – *The Great OUP Bake Sale* (lead-in, full video)

More materials

For teachers

Photocopiables

Grammar present perfect + *for* / *since*, present perfect continuous p.164

Communicative How long have you been...? p.193 (instructions p.182)

For students

Workbook 2B

OPTIONAL LEAD-IN (BOOKS CLOSED) Revise the present perfect with *for* and *since* by writing these prompts on the board:

- 1 How long / be a teacher?
- 2 How long / work at this school?
- 3 How long / live in this town?
- 4 How long / know your best friend?

Put Sts in pairs and give them two minutes to decide how to make the questions.

Check answers and then get Sts to ask you. Make sure they

use the present perfect tense and not the present simple (NOT *How long are you a teacher?*).

ANSWERS

- 1 How long have you been a teacher?
- 2 How long have you worked at this school?
- 3 How long have you lived in this town?
- 4 How long have you known your best friend?

Answer Sts' questions using *for* and *since* and elicit from the class when you use these words (*for* = period of time, *since* = a point in time).

Finally, you could get Sts to ask each other questions 3 and 4.

I If a student (who already knows the tense) uses the present perfect continuous to ask question 3, point out to the class that this is another form of the present perfect which they are going to study in this lesson.

1 LISTENING using subtitles and other visual clues to understand the main information

- a** Books open. Focus on the instructions. Make sure Sts can remember what a *charity* is (= an organization for helping people in need) and that they know the meanings of *objective* (= something that you are trying to achieve) and *financed* (= given money for a project).

Give Sts time to read about Adelante Africa.

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

ANSWERS

It works in Uganda.

Its main objective is to support vulnerable children.

Its largest project is Adelante Africa Secondary School.

It's financed through donations, fundraising events, and the sale of products.

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- b** **▶** Tell Sts they are now going to watch a documentary about the Adelante Africa Secondary School in Uganda. Focus on the **Glossary** and check Sts understand the meaning.

Now focus on the **Using subtitles** box and go through it with the class. Point out that English isn't the children's first language, so it may sometimes be challenging to understand what they are saying.

Focus on the sentences that they are going to complete with information about the school. Check that they know the meaning of *motto* (= a short sentence or phrase that expresses the aims and beliefs of a person, a group, an institution, etc. and is used as a rule of behaviour).

Play the video once the whole way through.

- I** Be sure to turn on the subtitles before playing the video. Then get Sts to complete the information. Get them to compare with a partner, and then check answers.

ANSWERS

1 2017 2 learn 3 sleeping 4 free time 5 Education Changes Lives



Adelante Africa Secondary School opened in twenty seventeen. Like most Ugandan secondary schools, it is a boarding school, and there are four levels, Senior one, two, three, and four. Since it opened, students have been getting really good exam results, and the school is regularly rated the best in the district. A third of the children are sponsored, as their parents are not able to afford school fees. The children will now show you round the school.

[text on screen: *Where we learn*

1 A classroom]

This is the Senior Four classroom. We are... we are in an English lesson. We are learning about formal letters. For example, how to write apology letters, application letters, how to apply for a job. And we are revising for an exam, which we are going to do next week.

[text on screen: 2 A laboratory]

In Adelante Africa Secondary School we have got two co... two science laboratories. This is one of the laboratory and Senior Four students are doing their chemistry practical paper.

[text on screen: 3 The computer lab]

This is computer lab for Adelante Africa. It consists of twenty computers. We study computer and make research for other subjects. It is connected to internet by wi-fi.

[text on screen: *Eating and sleeping*

4 Food]

In Adelante Africa we eat well during the week; we eat posho and beans. And during the weekend we change the diet of course, to rice and meat. Yeah, they feed us on vegetables and fruits as you can see. Yes, and they help us to grow well. Yeah, right here are the stoves we use to cook our meals. Yeah, this is where we cook our food from.

[text on screen: 5 The boys' dormitory]

Yes, this is one of the boys' dormitories at Adelante Africa Secondary School, where boys come and rest after classes. We keep it clean and tidy.

[text on screen: 6 The girls' dormitory]

This is the girls' dormitory. The students sleep with the mosquito nets on their beds. It's a very organized room.

[text on screen: *Our free time*

7 Sport]

This is sports field of Adelante Africa Secondary School, Igayaza. Students, they come here to play football, netball, and volleyball.

[text on screen: 8 Music, dance, and drama]

At Adelante Africa Secondary School we have the music, dance, and drama club. And here you see the Senior Three performing.

The motto of Adelante Africa Secondary School is 'Education Changes Lives'; and staff and students work very hard to make this come true.

- c Tell Sts they are going to watch the video again and this time they need to number the photos in the order in which they see them. Focus on the **Glossary** and check Sts understand the meaning.
- Play the video again.
- Give Sts time to decide where each student is in the photos.
- Get Sts to compare with a partner, and then check answers.

ANSWERS

- A 2 (In the science laboratory)
B 3 (In the computer lab)
C 5 (In the boys' dormitory)
D 7 (On the sports field)
E 1 (In a classroom)
F 8 (At the dance club)
G 4 (In the kitchen)
H 6 (In the girls' dormitory)

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- d Individually or in pairs, Sts see how many questions they can answer.
- If Sts worked individually, get them to compare with a partner.
- Check answers. Find out with a show of hands who has the best memory.

ANSWERS

- 1 An English lesson (writing formal letters)
- 2 Their chemistry practical
- 3 20, yes
- 4 Rice and meat
- 5 They keep it clean and tidy.
- 6 Mosquito nets
- 7 Football, netball, and volleyball
- 8 Drama

- e Do this as a whole-class activity.

SUGGESTED ANSWER

The children seem to feel very positive / proud about their school.

2 GRAMMAR present perfect + *for* / *since*, present perfect continuous

- a In this video Sts will see the head teacher of the school being interviewed.

Focus on the photo and tell Sts that this is Evas Katusiime, the head teacher of the Adelante Africa Secondary School. Make sure they know what a *head teacher* is (= a teacher who is in charge of a school).

Play the video for Sts to watch and answer the question.

- !** Be sure to turn on the subtitles before playing the video. Check the answer.

ANSWER

She likes her teachers best.



I = interviewer, E = Evas Katusiime

I Evas Katusiime is the head teacher of the Adelante Africa Secondary School. How long have you been working here?

E I've been working at the Adelante Africa Secondary School since January twenty twenty-two.

I And how long have you been a teacher?

E I've been a teacher for twenty-three years. I started working in September nineteen ninety-nine.

I What changes have you made to the school since you arrived?

E Since I arrived, I have made so many changes, but I'm going to talk about a few. When I came, I realized that there was need to improve time management...For example, lunch was taking a full hour, and I believe that was a waste of time, so I made sure that break is for twenty minutes and lunch is for forty minutes so that we can utilize the remaining time.

I Have you been doing anything new this term?

E Yes, I have been doing something different this term, whereby I introduced a project to work with the boys. The boys this term have done art pieces, such as flowerpots out of cement and sand, cooking stoves, pavers...I have also grown vegetables to improve the diet of our students, so we no longer buy vegetables from the market because we have plenty of them in the school garden.

I What do you like best about Adelante Africa Secondary School?

E What I like best about Adelante Africa Secondary School is my teachers. Because they are cooperative, respectful, and hard workers. When there is something to do, we approach it with energy, with vigour, and finish it in a short time. I love my teachers. So far so good!

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- b Focus on the task and tell Sts to cover Evas's answers.

Play the video again for Sts to complete the gaps in the interviewer's questions 1–4. Point out that the first one (*have, working*) has been done for them.

Check answers.

ANSWERS

2 have, been 3 have, made 4 Have, been doing

Now give Sts time to see if they can remember Evas's answers. They can do this individually or in pairs.

Check answers.

ANSWERS

5 January 6 23 7 20, 40 8 boys; vegetables

- c Tell Sts to look at the questions and answers in **b** and answer the two questions.

Check answers.

ANSWERS

1 b

2 1 and 4 are present perfect continuous (*have / has + been + -ing form*).

2 and 3 are present perfect simple (*have / has + past participle*).

EXTRA SUPPORT Do questions 1 and 2 as a whole-class activity.

- d Tell Sts to go to **Grammar Bank 2B** on p.143.

Grammar notes

Present perfect (*How long...?* and *for / since*)

This use of the present perfect was presented in *English File* Pre-intermediate and should be revision for most Sts. Sts may need reminding that the present simple tense cannot be used here (NOT *How long do you live in this town?*).

Remind them how *for* and *since* are used and the different words or phrases which can be used after them, e.g. *for two months / three years / a long time / ages; since October / I was born / last summer / I was a child*, etc.

Present perfect continuous (with *How long...?* and *for / since*)

For many Sts, including those who used *English File* Pre-intermediate, this will be the first time they have seen the present perfect continuous.

Point out to Sts that in the same way that there is a 'simple' and 'continuous' form of the present and the past, there are also two forms of the present perfect.

The most important difference between the two forms for Sts at this point is that with *How long...?* and *for / since*, we normally use the continuous form with action verbs (e.g. *learn, go, play, do, wait*, etc.), and the simple form is used with non-action verbs (e.g. *be, have, know*).

Some typical mistakes include:

- getting the form wrong, e.g. (forgetting to include *been*) *How long have you learning English?*
- depending on their L1, using the present tense instead of the present perfect continuous, e.g. *I am learning English for a long time.*
- using the continuous form of the present perfect with non-action verbs, e.g. *I've been knowing my best friend for 15 years.*
- confusing *for* and *since*.

Present perfect continuous (for continuous or repeated recent actions)

We also use the present perfect continuous to talk about recent continuous actions which have either just stopped or are still continuing, e.g. **A** *You look tired.* **B** *Yes, I've been cleaning the house all afternoon* (= I've just finished).

A *You look tired.* **B** *Yes, I haven't been sleeping well recently* (= I still have problems sleeping at night).

Focus on the example sentences and play audio 2.11 and 2.12 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the **live and work** box and go through it with the class.

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

Check answers, getting Sts to read the full sentences.

ANSWERS

a 1 She's been studying English for three years.

2 How long have they been watching TV?

3 It's been raining since lunchtime.

4 I haven't been living here for very long.

5 How long have you been learning to drive?

b 1 for 2 haven't seen 3 have you known 4 ✓

5 I've been cleaning

c 1 We've known each other since we were children.

2 The children have been playing computer games for two hours.

3 Has your sister had that hairstyle for a long time?

4 I've loved her since the first day we met.

5 My internet connection hasn't been working since yesterday.

6 How long have you been waiting?

7 I've been a teacher for three years.

8 It's been snowing since 5.00 this morning.

9 Sam hasn't been studying enough recently.

10 Have you been living in Los Angeles for a long time?

Tell Sts to go back to the main lesson **2B**.

EXTRA PRACTICE OPTION Use the **2B Grammar** photocopiable activity.

3 PRONUNCIATION sentence stress

Pronunciation notes

Remind Sts that the words which are stressed more strongly in a sentence are the ones which carry the important information, e.g. *I've lived in the city centre for ten years.* These are the words which you hear more clearly when somebody speaks to you and are typically verbs, nouns, adjectives, and adverbs.

The other 'non-information' words are pronounced less strongly, and these words often get shortened when we speak, e.g. *for* becomes /fə/. Sts need plenty of practice with sentence rhythm, especially with longer structures, e.g. present perfect continuous sentences and questions, conditional sentences, etc.

- a 2.13 Tell Sts that they are going to hear two present perfect continuous questions and answers. The first time they listen, they should try to write down the stressed words in the pink boxes. Point out that the first two (*How, long*) have been done for them.

Play the audio, pausing after each line to give Sts time to write.

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

2.13

- 1 How long have you been learning French?
- 2 I've been learning French for three years.
- 3 How long has it been raining?
- 4 It's been raining since lunchtime.

- b Now tell Sts to look at the words they have written and try to remember what the complete question or sentence is. Tell Sts to listen to the audio again and complete any gaps they have. Play the audio again.

Check answers, eliciting the sentences onto the board.

ANSWERS

See script 2.13

- c Play the audio again, pausing after each question and sentence for Sts to listen and repeat, copying the rhythm. Encourage them to pronounce the stressed words (in the pink boxes) more strongly and not to stress the other words. Remind Sts that unstressed words are often contracted, e.g. *been* becomes /bi:n/ and *for* becomes /fə/. Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT Put Sts in pairs and get them to practise saying the sentences.

- d **2.14** Focus on the instructions and example. Play the audio, pausing after each sentence for Sts to listen and form the question.

2.14

- 1 It's snowing. (*ping*) How long has it been snowing?
- 2 I'm learning Russian. (*ping*) How long have you been learning Russian?
- 3 Susan is working in Italy. (*ping*) How long has Susan been working in Italy?
- 4 John is looking for a job. (*ping*) How long has John been looking for a job?
- 5 They're living with Mary's parents. (*ping*) How long have they been living with Mary's parents?
- 6 I'm going to salsa classes. (*ping*) How long have you been going to salsa classes?
- 7 It's raining. (*ping*) How long has it been raining?
- 8 John is going out with Emily. (*ping*) How long has John been going out with Emily?

EXTRA SUPPORT To help Sts make the questions, write the following on the board:

How long has _____ been + -ing...?

How long have _____ been + -ing...?

Then repeat the activity, eliciting the questions from individual Sts.

4 SPEAKING

In this speaking activity, Sts practise using both the present perfect simple and continuous.

- a Focus on the instructions and give Sts time to write true information in as many of the squares as they can (e.g. *WWF* in the first square). Go round the class, making sure they have completed at least six of the squares.
- b Focus on the instructions. Highlight that with an action verb, e.g. *use*, *do*, etc., Sts should ask the questions in the present perfect continuous. With non-action verbs, e.g. *be*, *know*, etc., you can't use the continuous form, and the present perfect simple must be used, e.g. *How long have you known your best friend?* NOT *How long have you been knowing...*

Remind Sts that with the verb *live*, you can use either of the present perfect forms.

EXTRA SUPPORT Go through the squares before you start, and elicit whether the verbs are action or non-action and the question that Sts should ask in each case. You could demonstrate the activity yourself by copying a couple of squares on the board (one with an action verb, the other with a non-action verb) and writing something true in them. Then the class could ask you three questions about each one.

Put Sts in pairs. Focus on the speech bubbles. Sts now compare their information and take it in turns to choose one of their partner's squares and ask them about the information in it. Remind them that the first question must be *How long...*?

Monitor and help.

If there's time, get feedback from various pairs about an interesting piece of information about their partner.

5 WRITING a thank-you email

Tell Sts to go to **Writing Bank 2** on p.120.

- a Focus on the photo and the top of the email. Elicit who Camila and Carrie are (they are the people from **Writing Bank 1** – Gustavo wrote to Carrie about his friend Camila). Tell Sts to read Camila's email to find out why she wrote to Carrie. Check the answer.

ANSWER

Camila wrote to Carrie to say thank you for letting her stay with her.

- b Now focus on the instructions and give Sts time to match sentences 1–6 to sections A–F in the email. Tell them not to worry about the gaps in the email. Check answers.

ANSWERS

1 F 2 B 3 D 4 A 5 E 6 C

- c Tell Sts to read the email again and complete gaps 1–7 with the phrases in the list. Check answers.

ANSWERS

- 1 I got back from the UK
- 2 I loved Oxford
- 3 I really enjoyed it
- 4 I've been working
- 5 I've also been spending
- 6 I hope you know that
- 7 I didn't take many

- d Focus on the **Informal language** box and go through it with the class, making sure Sts understand the headings. Give Sts time to complete gaps 1–6 with words and phrases from Camila's email. Check answers.

ANSWERS

- 1 Love
- 2 'm
- 3 Thank
- 4 Can you
- 5 Sorry for not writing earlier.
- 6 Hope to hear from you soon.

- e Tell Sts to imagine that they have some British friends in the UK, and that they stayed with them last month. Now they need to write an email to say thank you. Tell Sts to use the topics in **b** in the correct order for their plan. They should plan five paragraphs and a PS.
- f You may like to get Sts to do the writing in class, or you could set it as homework. Get them to write the email according to the model and encourage them to use expressions from the **Informal language** box. If Sts do it in class, set a time limit for them to write their email, e.g. 15–20 minutes.
- g Sts should check their email for mistakes before giving it in. Tell Sts to go back to the main lesson **2B**.

6 READING reading for detail

- a Focus on the questions and make sure Sts understand the phrases *to raise money for a good cause* and *to take part in a charity event*.
Sts could discuss the questions in pairs / small groups or you could do it as a whole-class activity.
If Sts worked in pairs / groups, get some feedback from various pairs / groups.
- b Focus on the instructions and make sure Sts know the meaning of *pandemic* (= a disease that spreads over a whole country or the whole world – here, Covid-19) and *inspiring* (= encouraging or making you want to do something). Point out the **Glossary** and go through it with the class.
Give Sts time to read the article and to answer the questions. Put them in pairs to compare ideas, and then elicit opinions.
- c Focus on the instructions and make sure Sts understand all the lexis in the questions, e.g. *convince*, *skills*, etc.
Now give Sts time to read the article again and complete the task.
Get them to compare with a partner, and then check answers.

ANSWERS

1 TM and JW 2 MR and HA 3 BW 4 MR 5 HA 6 BW
7 JW 8 TM

Finally, deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- d If your Sts come from the same country, do this as a whole-class activity. Otherwise put Sts in pairs and get them to tell each other about people who became famous in their country for helping others during the pandemic.
If Sts worked in pairs, get some feedback from various pairs.

7 VOCABULARY & SPEAKING strong adjectives

Vocabulary notes

Many strong adjectives are used in a non-literal sense, e.g. *starving* and *boiling* are often used to mean very hungry or very hot, although people are not dying of hunger and the temperature is not 100 degrees Celsius.

Some of them can also be used as *-ed* or *-ing* adjectives, e.g. *fascinating* / *fascinated*. Sts should be aware of this, but there is also a focus on *-ed* / *-ing* adjectives later.

You may want to point out that *amazed* = very surprised, but *amazing* can mean either very surprising or very good, e.g. *It was an amazing film*.

You could also point out that *delighted* can also mean very happy.

- a Give Sts time to read the two extracts and complete each definition with an adjective.
Get Sts to compare with a partner, and then check answers.

ANSWERS

1 big 2 angry

Now focus on the **Strong adjectives** box and go through it with the class.

- b Give Sts time to read sentences 1–12, which all contain a strong adjective. From the context or their previous knowledge, Sts should be able to write synonyms for each one by writing the normal adjective. Sts could work in pairs or individually and then compare answers when they finish. Point out that the first one (*small*) has been done for them.
- c  **2.15** Play the audio for Sts to listen and check.
Check answers, making sure Sts are clear what all the adjectives mean.

2.15

- 1 A Is Oliver's flat **small**?
B Yes, it's really tiny – just a bedroom and a sitting room.
- 2 A Are you **afraid** of flying?
B Yes, I'm terrified! I never fly anywhere.
- 3 A There was an **interesting** documentary about whales on TV last night.
B Yes, I thought it was fascinating.
- 4 A Are you very **hungry**?
B I'm starving! I haven't eaten all day.
- 5 A Was it **hot** in Dubai?
B It was boiling! Forty-five degrees.
- 6 A Was Jack's kitchen **dirty**?
B It was filthy. It took us three hours to clean it.
- 7 A Are your parents **pleased** about the wedding?
B They're delighted. In fact, they want to pay for everything!
- 8 A Was the film **funny**?
B It was hilarious. We laughed the whole way through.
- 9 A Are you **sure** you locked the door?
B I'm positive. I remember turning the key.
- 10 A Were you **surprised** to hear that Ted and Sonia have broken up?
B I was absolutely amazed! I never thought it would happen.
- 11 A Are you **cold**? You still haven't taken your coat off!
B I'm freezing. Can you turn the heating up?
- 12 A You look very **tired**. What have you been doing?
B I've just finished a four-hour meeting with my boss! I'm absolutely exhausted!

Now play the audio again, pausing after each exchange for Sts to listen and repeat the questions and responses. Model and drill pronunciation of the adjectives where necessary. Encourage Sts to copy the strong stress on the strong adjectives.

Put Sts in pairs and get them to practise the conversations. Get some pairs to perform in front of the class.

EXTRA SUPPORT If you want to give more practice, you could ask the class more questions using a normal adjective and get them to respond with a strong one, e.g. *Is the water cold? Is an elephant big? Was the book good? Was the weather bad? Are you frightened of snakes?*, etc.

- d Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Are you hungry?**, **A** on p.108, **B** on p.113.

Go through the instructions with them carefully, and then demonstrate the activity with a **B** student (you take the part of student **A**).

Point out that when a pair has finished the activity, they should repeat it, this time trying to respond as quickly as possible and trying to stress the strong adjective strongly. Tell Sts to go back to the main lesson **2B**.

- e** Put Sts in pairs and get them to interview each other. Tell them to give as much information as possible and to use strong adjectives.
Monitor and help with vocabulary. Get some feedback from various pairs.

EXTRA SUPPORT Choose one of the questions and tell Sts what you think, giving as much information as possible.

8 LISTENING understanding information in order to express personal opinions

- a**  Focus on the photo. Tell Sts that they are going to watch a video about an event at Oxford University Press – a sale of home-made cakes and biscuits to raise money for charity.
Play the video (lead-in) for Sts to watch and answer the question.
Check the answer.

ANSWER

Running a marathon, skydiving, baking

 People do many different things to raise money for charity. These runners are doing the New York Marathon. Every year, the race raises about forty million dollars.
And these people are doing a sponsored skydive. There are also ways to raise money without taking exercise or jumping out of an aeroplane.
These people are bringing cakes to a charity bake sale. The popularity of bake sales in the UK has increased dramatically over the last decade, thanks, in part at least, to the popularity of *The Great British Bake Off*.

- b**  Now tell Sts they are going to watch the whole video and then decide if they think the right person won the baking competition.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts watch the video. You could teach the group of baking-related words, e.g. *buttercream* (= a mixture of butter and sugar), *a sponge cake*, *blueberries*, *cookies*, *a loaf cake* (= a cake that has the same shape as a loaf of bread), and *icing*.

Play the video once the whole way through.

Before Sts give their opinion about the winner, elicit which cake won (*The winning cake is number 2, the Neapolitan cake*).

Now either ask the question to the whole class or put Sts in pairs to discuss it.

If Sts worked in pairs, get some feedback from the class.



N = narrator, E = Emma, J = James, D = Daisy

N People do many different things to raise money for charity. These runners are doing the New York Marathon. Every year, the race raises about forty million dollars.
And these people are doing a sponsored skydive. There are also ways to raise money without taking exercise or jumping out of an aeroplane. These people are bringing cakes to a charity bake sale. The popularity of bake sales in the UK has increased dramatically over the last decade, thanks, in part at least, to the popularity of *The Great British Bake Off*.

This programme, which began in twenty ten, has encouraged people of all abilities to bake, especially when it's for charity.

Today's sale – at Oxford University Press – will raise money for two charities: Macmillan Cancer Support and Adelante Africa, a charity that supports education and other projects in a rural area of Uganda. But this bake sale is different – it's also a competition and will be judged by Daisy Watt and Emma Collen, who are chefs and professional bakers. And from the moment the posters appeared, people have tried to persuade their colleagues to join in.

J I don't know. I'm not a very good baker.

E Oh, go on. It's for charity.

J Hmm, maybe, maybe.

N Emma is going to make Viennese whirls – biscuits with buttercream and jam.

E I bake quite often, probably once or twice a month. It's one of my main hobbies that I enjoy – um, kind of a stress-reliever for me, just being in the kitchen by myself, with some music on, just enjoying baking.

N James is going to make a sponge cake with blueberries.

J I bake not that often, maybe about, I don't know, once a month or something I might bake. Erm, when I, when I do, it's usually baking with my kids, I suppose, so, um, you know, we make something really easy like cookies or something like that.

N The finalists in this competition bake sale are a baklava cake, a Neapolitan cake, Emma's Viennese whirls, a loaf cake, and a chocolate cake.

And it's now time to judge the five finalists.

D That's fantastic! Very clever and you've even done the different-coloured icing in between – a labour of love... Really good sponge. The chocolate sponge is delicious. It's not over chocolatey, it's just...

N And then to choose the winner.

D So I've conferred enough, because it is really close, but there is one winner, who has obviously put so much effort, not just in the decoration, but also her sponge is technically brilliant. So, are you going to come up here?

[text on screen: The cake sale raised over two hundred and seventy pounds for Macmillan Cancer Support and Adelante Africa.]

- c** Focus on the questions and make sure Sts understand all the lexis, e.g. *filling*.
Put Sts in pairs to see how much they can remember.
Check answers.

ANSWERS

- 1 Because of a TV programme called *The Great British Bake Off*
- 2 We saw Emma and James. Emma made Viennese whirls and James made a sponge cake with blueberries. No, neither of them won.
- 3 b and d
- 4 Macmillan Cancer Support and Adelante Africa, £270

Finally, you could ask Sts some questions, e.g. *Is there a similar programme to The Great British Bake Off in your country? Do you like baking? What kind of things do you make?*

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- d** Either put Sts in pairs to answer the questions or do them as a whole-class activity.
If Sts worked in pairs, get some feedback from various pairs.

EXTRA IDEA You could get the class to do a Bake Sale to raise money for a local charity.

There are two pages of revision and consolidation after every two Files. These exercises can be done individually or in pairs, in class or at home, depending on the needs of your Sts and the class time available.

The first page revises the Grammar, Vocabulary, and Pronunciation of the two Files. The exercises add up to 50 (grammar = 15, vocabulary = 25, pronunciation = 10), so you can use the first page as a mini-test on Files 1 and 2.

The Pronunciation section sends Sts to the **Sound Bank** on p.174–5. Explain that this is a reference section of the book, where they can check the symbols and see common sound–spelling patterns for each of the sounds. Highlight the video showing the mouth position for each sound. Sts may want to watch it for any sounds which they have not seen in class, and to practise making them saying the words.

The second page presents Sts with a series of skills-based challenges. First, in *Can you understand this text?*, there is a reading text which is of a slightly higher level than those in the Files, but which revises grammar and vocabulary Sts have already learned. In the listening in *Can you understand these people?*, there is a video of some unscripted street interviews, where people are asked questions related to the topics in the Files. You can find the video on *Oxford English Hub* and *Classroom Presentation Tool*. Alternatively, you could set these sections / activities as homework. Sts can find the video on *Oxford English Hub*.

Finally, in *Can you say this in English?*, there is a speaking challenge which assesses Sts' ability to use the language of the Files orally. You could get Sts to do these activities in pairs, or Sts can tick the boxes if they feel confident that they can do them.

Video material

Can you understand these people? 1&2

More materials

For teachers

Oxford English Hub

Quick Test 2

File 2 Test

GRAMMAR

ANSWERS

1 a 2 c 3 a 4 b 5 c 6 c 7 a 8 c 9 a 10 b 11 a
12 b 13 a 14 c 15 b

VOCABULARY

ANSWERS

a 1 duck (the others are seafood)
2 crab (the others are meat)
3 beetroot (the others are fruits)
4 raspberry (the others are vegetables)
5 chicken (the others are ways of cooking)
b 1 dishonest 2 unfriendly 3 irresponsible 4 immature
5 insensitive
c 1 waste 2 inherit 3 earn 4 borrow 5 save
d 1 exhausted 2 starving 3 freezing 4 filthy 5 furious
e 1 out 2 out 3 on 4 back 5 out

PRONUNCIATION

ANSWERS

c 1 chicken /ɪ/ 2 charge /ɑː/ 3 inherit /h/ 4 salary /æ/
5 steamed /iː/
d 1 sensible 2 terrified 3 unselfish 4 mortgage
5 exhausted

CAN YOU understand this text?

ANSWERS

a is now doing
b 1 giving 2 proud 3 benefit 4 might 5 wasted
6 improvement 7 closing

▶ CAN YOU understand these people?

ANSWERS

1 a 2 b 3 b 4 c 5 b



1 Philomena

I = interviewer, P = Philomena

I What do you eat to cheer yourself up when you're feeling sad?

P I love roast potatoes, baked potatoes. They're warm, buttery, nice olive oil. They make me feel good.

I Does it make you feel better?

P Yeah, usually it does. I think they're quite refreshing, warm. When you're feeling down, I think they're the perfect remedy.

2 Mark

I = interviewer, M = Mark

I How often do you eat out?

M Well, my wife would probably like me to eat out a little bit less, but probably about two to three times a week.

I What kind of places do you go to?

M You know, it always kind of depends. I think people like to eat in three or four different restaurants in their town no matter what, and it's usually one of those three or four, usually pizza, Mexican, or Asian.

I Why do you like these kinds of restaurants?

M I guess part of it is it's the type of food that you can't normally prepare at home, so it's something a little bit different. Otherwise it's just tasty.

3 Ross

I = interviewer, R = Ross

I Do you have brothers and sisters?

R I have step brothers and sisters – two stepsisters and one stepbrother.

I Do you get on with them well?

R Yes, we didn't grow up together, but we're now all adults and we get on really well.

4 Coleen

I = interviewer, C = Coleen

I Have you ever won any money, for example in a lottery?

C I won, many years ago, a thousand pounds, which was amazing.

I What did you do with it?

C We went on an unplanned long weekend break in the Malverns in England, which was absolutely gorgeous.

5 Richard

I = interviewer, R = Richard

I Have you ever taken part in a charity event?

R I have, yes. I ran the London Marathon, I think about eight years ago now. For Cancer Research.

I How much money did you raise?

S About six and a half thousand pounds.

G choosing between comparatives and superlatives

V transport

P /f/, /dʒ/, and /tʃ/; linking

Lesson plan

The context for this lesson is transport, both public transport and driving.

The lesson begins with vocabulary, and Sts first revise some forms of transport and then learn more words and phrases connected to transport, focusing particularly on road travel. This is followed by a pronunciation focus where the consonant sounds /f/, /dʒ/, and /tʃ/ are contrasted. Sts then read about a race organized by The Points Guy, a team of people who create videos and write articles to help travellers. The three participants travelled from central London to Heathrow Airport using three different modes of transport. Sts then watch an extract from the video documentary made about the race, to find out how the three participants fared. The first half ends with Sts discussing transport in their nearest big city.

In the second half of the lesson, Sts begin by revising what they know about comparatives and superlatives, before going to the **Grammar Bank**, where this knowledge is extended. This leads into a listening activity about the causes of car accidents, based on detailed research from the USA. There is another pronunciation focus on linking in fast speech, which will help Sts to understand the listening. Sts then discuss some statements to do with road transport. The lesson ends with a writing focus where Sts write an article about transport in their town or city.

Video material

Vocabulary – transport

Pronunciation – /f/, /dʒ/, and /tʃ/ (1 & 2)

Listening – *Race to the airport* (Parts 1–2)

More materials

For teachers

Photocopiables

Grammar choosing between comparatives and superlatives p.165

Communicative Questionnaire p.194 (instructions p.182)

Vocabulary Transport p.219 (instructions p.212)

For students

Workbook 3A

OPTIONAL LEAD-IN (BOOKS CLOSED) Play *Ten Chances* with the phrase PUBLIC TRANSPORT:

- Write a dash on the board for each letter of the phrase and the numbers 1–10 below:

1	2	3	4	5
6	7	8	9	10

- Sts call out letters one at a time. If the letter is in the word (e.g. T), fill it in each time it occurs, e.g.

_____ T _____ T _____

Only accept correctly pronounced letters. If the letter is not in the word, write the letter next to the number 1 on the board. Write the next wrong letter next to number 2, then number 3, and so on.

- The object of the game is to guess the words before they have used up all ten chances.
- Students can guess the words at any time, but each wrong guess is punished with 'wrong guess' written to the next available number.

Drill the pronunciation. Then get a show of hands to find out how many of the class regularly use public transport to get to work / school.

NB You can continue the game with other words: the student who correctly guesses the words comes to the board and chooses a new word / phrase. Sts can also play in pairs / groups, writing on a piece of paper.

1 VOCABULARY & SPEAKING transport

- a** Books open. In this video Sts will see clips of ten different forms of transport. Focus on the task, and play the video once the whole way through. Make sure none of the students are writing anything down.

Set a time limit of 30 seconds for Sts to write down the forms of transport they can remember.

When time is up, find out how many forms of transport Sts remembered, and if anyone remembered all ten. Play the video again pausing after each clip and eliciting the word. Elicit / Explain that in the last clip they saw an *e-scooter* (= an electric scooter).

ANSWERS

train, car, bike, motorbike, taxi, bus, lorry, van, tram, e-scooter

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- b** Tell Sts to go to **Vocabulary Bank Transport** on p.163.

Vocabulary notes

Public transport and vehicles

Make sure Sts are clear about the difference between a *bus* (= usually a vehicle used in a town or city) and a *coach* (= an intercity bus).

You may want to point out that the London Underground is often called *the Tube*.

On the road

Sts may need reminding that compound nouns are two nouns together, where the first one describes the second.

Focus on **1 Public transport and vehicles** and make sure Sts know the meaning of *vehicle* (= something that is used for transporting people or things from one place to another). Model and drill its pronunciation /'vi:əkl/.

Then get Sts to do **a** individually or in pairs.

- 3.1** Now do **b**. Play the audio for Sts to listen and check. Check answers.

3.1

Transport, 1 Public transport and vehicles

2 coach	4 scooter / e-scooter
8 ferry	5 tram
3 lorry	7 the Underground
9 motorbike	1 van
6 motorway	

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

EXTRA SUPPORT Tell Sts to cover the words and look at the photos to see if they can remember them.

Now look at **2 On the road** and get Sts to do **a** individually or in pairs.

3.2 Now do **b**. Play the audio for Sts to listen and check.

Check answers. Point out to Sts that *roadworks* is one word and that it is always used in the plural.

3.2

2 On the road

1 car crash	8 seat belt
2 cycle lane	9 speed camera
3 parking fine	10 speed limit
4 pedestrian zone	11 taxi rank
5 petrol station	12 traffic jam
6 roadworks	13 traffic lights
7 rush hour	14 zebra crossing

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Remind Sts that the strong stress falls on the first word in compound nouns, e.g. *seat belt*. Give further practice of any words your Sts find difficult to pronounce.

Focus on **Activation** and tell Sts to cover the compound nouns and look at the photos. Can they remember the compound nouns?

Now focus on **3 How long does it take?** and go through the information box with the class. If you have a monolingual class, you could ask Sts what verb they use in their L1 to talk about how long things take.

Put Sts in pairs and get them to ask and answer the two questions.

Then get some feedback.

EXTRA IDEA With a show of hands, you could see who has the shortest / longest trip to work / school.

Finally, focus on **4 Phrasal verbs** and get Sts to do **a** individually or in pairs.

3.3 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

3.3

4 Phrasal verbs

- 1 We **set off** at seven in the morning to try to avoid the traffic.
- 2 I arrive at eight fifteen. Do you think you could **pick me up** at the station?
- 3 Always check the address you put in your satnav or you may **end up** in the wrong place.
- 4 We're going to **run out of** petrol soon. Let's stop at the next petrol station.
- 5 **Look out!** You're going to crash!

Tell Sts to go back to the main lesson **3A**.

EXTRA PRACTICE OPTION Use the **3A Vocabulary photocopyable activity**.

c Put Sts in pairs, **A** and **B**, and tell them to go to **Communication I'm a tourist – can you help me?**, **A** on p.108, **B** on p.113.

Focus on the instructions and set the scene. Sts **A**, who are foreign tourists wanting to use public transport in the town, should ask Sts **B**, who live in the town, their five questions.

Monitor and help.

Make sure Sts swap roles. Now Sts **B**, who are foreign tourists wanting to use a hired car in the town, should ask Sts **A**, who live in the town, their five questions.

Monitor and help.

Get some feedback from the class on some of the information given by Sts **B** and then by Sts **A**.

Tell Sts to go back to the main lesson **3A**.

2 PRONUNCIATION /ʃ/, /dʒ/, and /tʃ/

Pronunciation notes

These three consonant sounds are often confused by Sts:

- *sh* is always pronounced /ʃ/ (e.g. *shower, ship*), as is *-tion* (e.g. *station, pronunciation*).
- *j* is always pronounced /dʒ/.
- *ch* is usually pronounced /tʃ/, but can also be pronounced /ʃ/ in some words, mainly of French origin, e.g. *chef, machine*. It is also sometimes pronounced /k/ in words like *chemist's, technology*, etc.

a Focus on the sound pictures. Elicit the words and sounds, but don't tell Sts if they are right or not.

b ▶ Play the video once for Sts to listen and check their answers. Tell them to focus on the mouth position for the three sounds, and to try to hear the difference between them.

Check answers.

ANSWERS

shower /ʃ/, jazz /dʒ/, chess /tʃ/



See sounds in Student Book on p.28 and answer key

Now either get Sts to practise saying the words and sounds, or play the video again for Sts to repeat, making sure they copy the mouth position.

c ▶ Get Sts to look at the list of words and put them in the correct column in **a**. Remind them that this kind of exercise is easier if they say the words aloud to themselves.

Get Sts to compare with a partner.

Play the video for Sts to watch and check their answers.

Check answers.



shower /ʃ/ crash, rush, station
jazz /dʒ/ bridge, journey, traffic jam
chess /tʃ/ adventure, catch, coach

Either put Sts in pairs and get them to practise saying the words, or play the video again, pausing after each group of words for Sts to listen and repeat.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- d** **3.4** Focus on the pairs of words, and make sure Sts know what they mean.

Now play the audio once the whole way through for Sts just to listen. Ask if they can hear the difference.

3.4

See words in Student Book on p.28

Put Sts in pairs and get them to practise saying all the words.

EXTRA SUPPORT Play the audio again, pausing after each pair of words for Sts to listen and repeat.

- e** **3.5** Now tell Sts that this time they will only hear one of the words in each pair in **d** and they must circle the one they hear.

Play the audio once the whole way through for Sts to complete the task.

Check answers.

ANSWERS

1 b 2 a 3 b 4 b 5 a 6 b

3.5

1 jeep	3 joke	5 shoes
2 chain	4 chip	6 watch

- f** **3.6** Tell Sts they are going to hear five short sentences or questions and they need to write them down.

Play the audio once the whole way through for Sts just to listen.

3.6

1 Do you like chips?	4 Don't joke about it.
2 I'm going to wash it.	5 Is it cheap?
3 You choose.	

Now play the audio again, pausing after each sentence or question to give Sts time to write.

Check answers by eliciting the sentences onto the board.

ANSWERS

See script 3.6

3 READING & LISTENING using detail to make predictions, confirming predictions

- a** Focus on the instructions and make sure Sts understand *race* (= a competition between people, etc. to see which one is faster or the fastest).

Get Sts to read the introduction and answer the three questions.

Check answers for 1 and 2.

ANSWERS

1 The race starts at Oxford Circus and ends at Heathrow Airport Terminal 2.
2 The three forms of transport are: the Underground (the Elizabeth Line), the Heathrow Express train, and the black cab.

Now elicit opinions for question 3. You could write their predictions on the board.

- b** Now give Sts time to read about the three men's journeys to see if they want to change their predictions in **a**.

When they have finished reading, they should tell another student what they think.

Find out if anyone has changed their prediction.

- c** Focus on the instructions and get Sts to read about the three journeys again and complete sentences 1–6 with the correct names.

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

ANSWERS

1 Liam 2 Nicky 3 Ben 4 Liam 5 Ben 6 Nicky

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- d** Focus on the task. Get Sts to work individually or in pairs. Check answers.

ANSWERS

1 travel, change 2 took 3 got, run 4 arrived 5 takes
6 dropped 7 got

- e** This video is part of the programme The Points Guy made when they did the race. Do the question as a whole-class activity by getting a show of hands for each participant.

Play the video once for Sts to watch.

Find out if any Sts want to change their answer.

- Be sure to turn on the subtitles before playing the video.



N = Nicky, L = Liam, B = Ben

All Good morning!

N It's race day today, and today we're racing from Central London, from here in sunny Oxford Circus to...Heathrow! So, it's the first day of the Elizabeth Line today, so I'm going to take the Elizabeth Line.

L I'm taking the Heathrow Express.

N That should be kind of quick, and Ben, how are you going?

B I'm going to take a taxi.

N Well we're going to see who's quickest, but we need to get off, so I think we go in three–two–one, let's go!

B We might be on here. OK, so I've got him to stop. Right, I have a cab stopped, so I'll just check he can take me to Heathrow...Hello, can you take me to Heathrow Terminal Two?

- f** Now tell Sts they are going to watch the participants arriving at the airport.

Play the video once the whole way through.

Get Sts to compare with a partner, and then check answers. With a show of hands, find out how many Sts had guessed correctly.

Explain that the race was the day after the Elizabeth Line opened, and Nicky had to change at Paddington. Today you don't have to change at Paddington, but in fact the Heathrow Express is still slightly quicker if you are travelling from Oxford Circus.

- Be sure to turn on the subtitles before playing the video.

ANSWERS

a Ben's journey (the taxi) was the quickest.
b Ben's journey was the most comfortable.
c Nicky's journey (the Elizabeth Line) was the cheapest.



L = Liam, N = Nicky, B = Ben, Na = narrator

L About a minute away now.

N Got through the last barrier that I need to get through, now I need to just make this final sprint to the finish.

L OK, we're on the right level. Have we done enough, though? I'm sprinting, sprinting now, to the entrance. I can't see anyone.

B I think I've made it. I think I'm here first, can't see Liam or Nicky.

L Is anyone here? Oh no! Oh no! Look who it is! Right outside Terminal Two. I thought that I was there, I was cruising, but at least I haven't come last, that's the main thing.

N Looking around now I can see the finish line, can't see a Ben, or a Liam, or can I? I tried my best. Which means, not only did I not win, I fully, fully lost.

B Nice of you to join us!

B & L Where have you been?

N Hi! Well done, who won? Go, man! Yeah, but you're poor now though.

Na So how did the three forms of transport compare?

Well, for speed, Ben was surprised, but the taxi was actually the fastest. Second was the Heathrow Express, and Nicky came last on the Elizabeth Line.

What about comfort? The winner again was the taxi. Ben gave it five stars, partly because he didn't have to carry his luggage up stairs and escalators. The other two also enjoyed their journey when they were actually on their trains. But Nicky's journey was a bit more relaxing because Liam had to use the Tube as well as the Heathrow Express. And finally, price. Which was the cheapest? The clear winner was the Elizabeth Line, at only twelve pounds fifty. Next was the Heathrow Express, at twenty-five pounds. Last was the taxi, at a whopping seventy-five pounds.

But all three of them were happy with the way they travelled and wouldn't mind going that way again.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- g** Put Sts in pairs or small groups, and get them to answer the questions.
Get some feedback.

4 GRAMMAR choosing between comparatives and superlatives

- a** Focus on the task and get Sts to do this individually or in pairs.
Get Sts to compare with a partner if they worked individually, and then check answers. Make sure Sts explain why the **X** phrases are wrong.

ANSWERS

- 1 **X** the **quickest** way
- 2 ✓
- 3 **X** as fast **as**
- 4 ✓
- 5 **X** as **many** trains as
- 6 **X** the **most** exciting journey
- 7 ✓
- 8 **X** more **carefully** than

- b** Tell Sts to go to **Grammar Bank 3A** on p.144.

Grammar notes

Sts will almost certainly have been taught the basic rules regarding comparative and superlative forms of adjectives and adverbs, so this grammar focus should be mainly revision and consolidation. Sts may still mix up comparative and superlative forms (*This is the older building in the town*) and make mistakes with the rules for forming comparatives and superlatives.

Some other typical mistakes include:

- confusing *as* and *than*, e.g. *The train isn't as cheap than the bus.*
- omitting the definite article, e.g. *He's best player in the team.*
- confusing adjectives and adverbs, e.g. *You drive more quick than me.*

Focus on the example sentences and play audio **3.7**, **3.8**, and **3.9** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the two information boxes and go through them with the class.

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

Check answers, getting Sts to read the full sentences.

ANSWERS

- a** 1 easier than 2 the hottest 3 more powerful than
4 more slowly than 5 The worst 6 The furthest / The farthest
7 older than 8 the most relaxing 9 the best
b 1 as 2 the 3 than 4 ever 5 him 6 most 7 as
8 more 9 as 10 in

Tell Sts to go back to the main lesson **3A**.

EXTRA PRACTICE OPTION Use the **3A Grammar** photocopyable activity.

- c** Focus on the task. Point out the example, explaining that first Sts have to make a superlative sentence using the given adjective, i.e. *Cycling is the most dangerous*. Then they must compare the other two remaining, i.e. *Riding a motorbike is more dangerous than driving*.
Put Sts in pairs and get them to complete the task.

EXTRA CHALLENGE Get pairs to compare with another pair, to see if they agree. Get them to defend their choices.

Get some feedback from various pairs, asking them to give reasons where possible.

5 PRONUNCIATION & LISTENING linking; using own knowledge to understand factual information

- a** Tell Sts they are going to read a text about some American research looking at the causes of road accidents. You might want to pre-teach / elicit the meaning of *distracting* (= taking your attention away from what you are trying to do).
Give Sts time to read the text.

EXTRA SUPPORT Ask Sts some comprehension questions, e.g. *How did the scientists do their research?* (They put video cameras and other gadgets into more than 3,500 cars.), *How old were the drivers?* (Between 16 and 98), *How long did the research take?* (Three years), etc.

Now put Sts in pairs and get them to discuss questions 1–3, making sure they understand the lexis, e.g. *reliable*. You might also want to check Sts understand the meaning of the eight things in the list (they may not know *adjust* and *reach*).

Elicit some opinions from various pairs, but don't tell them if they are right or not.

Tell Sts they will find out the answers later in the lesson.

Pronunciation notes

The focus here is on understanding rather than on production. One of the things that can make fast spoken English difficult for Sts to understand is linking. This makes words sound as if they're running into each other, and Sts can find it hard to identify individual words – and they may get lost altogether and not understand overall meaning. Here we focus on identifying and understanding linking, without trying to push Sts into producing it themselves. This is an important first step which will improve Sts' comprehension. There are many different kinds of linking in English, and here the focus is on three common types, examples of which frequently occur in superlative sentences.

b  **3.10** Focus on the **Linking** box and go through it with the class.

Now tell Sts they're going to listen to some extracts from an interview with a traffic safety expert and they must complete the seven sentences with words which are linked.

Give Sts time to read 1–7.

Focus on sentence 5 and the word *likely*. Tell Sts that although it ends in *-ly*, it is an adjective which means *probable*.

Play the audio once the whole way through, pausing after each sentence to give Sts time to write.

Check answers.

ANSWERS

- 1 most dangerous
- 2 bad decisions
- 3 look at an accident
- 4 cause of accidents on
- 5 twice as, have an accident
- 6 What did, most interesting
- 7 your eyes on

3.10

See sentences in Student Book on p.31 and answer key

c  **3.11** Tell Sts they're going to listen to the full interview with the traffic safety expert. They must listen and number the eight actions or feelings listed in the text in **a** from 1 (= the most dangerous) to 8 (= the least dangerous).

Play the audio once the whole way through.

Get Sts to compare with a partner, and then play the audio again if necessary.

Check answers.

ANSWERS

- 1 feeling emotional
- 2 reaching for something in the car
- 3 looking at something by the road
- 4 adjusting the satnav
- 5 feeling tired
- 6 adjusting the radio or music system
- 7 eating or drinking
- 8 talking to a passenger

3.11

(script in Student Book on p.131)

P = Presenter, T = Tom

P On today's programme, we're talking about how to drive safely. There's a great book called *Survive the Drive* that has lots of useful tips, and we asked Tom, our transport and travel correspondent, to take a look. Welcome, Tom.

T Thank you.

P So, tell us – what's the most dangerous thing you can do while you're driving? Obviously, we're not talking about drinking alcohol, taking drugs, or using a handheld phone to make calls or text, which everyone knows you must never do.

T Well, this is really surprising: top of the list is driving when you're feeling emotional. The researchers found that you're nearly ten times more likely to have an accident if you're feeling very sad or angry or stressed. If you're emotional, then you can't concentrate on the road, and you'll probably make bad decisions if you find yourself in a dangerous situation. In fact, if you're feeling very emotional, it'd be better not to drive at all!

P Wow, OK. I'll try to remember that next time I have a bad day at work! What's the second most dangerous thing?

T This one's less surprising – it's reaching for something in your car. It might be your phone, or a map, or some sweets. If you're reaching down, or trying to get something from the back seat, then you aren't looking at the road, and you're nine times more likely to have an accident.

P And number three?

T Number three is looking at something interesting or something that's happening by the road. A really common example of this is when people slow down to look at an accident – they don't realize that by looking at the accident and not at the road, the chance of having an accident themselves goes up over seven times. In fact, this is a really common cause of accidents on motorways.

P So the message is: don't be distracted.

T Yes, exactly. If you're driving fast, you can travel over one hundred metres in less than three seconds. And a lot can happen in three seconds.

P So that's the top three – what about other things to avoid?

T Well, at number four is adjusting your satnav, which can be very distracting, and makes you nearly five times more likely to have an accident. At number five is driving when you're tired. Sixty per cent of drivers say they've driven when tired in the last year, so it's a big problem – and you can lose control of your car completely. And at number six is adjusting your radio or music system. This makes you twice as likely to have an accident. Again, it's the distraction from the road that's the problem, and only having one hand on the wheel.

P And the last two?

T The seventh is eating or drinking, because again, you normally take one hand off the wheel, and the eighth is talking to a passenger, which can be distracting because the driver often turns to look at the passenger.

P So how would you summarize the research? What did you find most interesting?

T I think for me, the most interesting thing is that some of these things don't seem very dangerous, and good drivers often do them – but the research shows that they are. So next time you get in your car to drive somewhere, think about what you're doing, and always, always keep your eyes on the road!

Find out, with a show of hands, if anyone guessed the top three correctly; then find out if the class agree with the expert's top three.

d Tell Sts they are going to listen to the interview again and this time they must write down any numbers or facts related to the eight actions or feelings. Point out that the first one has been done for them.

Play the audio again the whole way through.

Get Sts to compare with a partner, and then play the audio again if necessary.

Check answers.

ANSWERS

- 2 **reaching for something in the car:** nine times more likely to have an accident
- 3 **looking at something by the road:** seven times more likely to have an accident

- 4 **adjusting the satnav:** five times more likely to have an accident
- 5 **feeling tired:** 60 per cent of drivers have driven when tired in the last year
- 6 **adjusting the radio or music system:** twice as likely to have an accident
- 7 **eating or drinking:** you normally take one hand off the wheel
- 8 **talking to a passenger:** the driver often turns to look at the passenger

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.131, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e Do this as a whole-class activity.

6 SPEAKING

a **3.12** Focus on the instructions and the statement.

Play the audio once the whole way through.

Get Sts to compare with a partner, and then check the answer. You could then find out with a show of hands if Sts agree with the speakers.

ANSWER

They disagree with the statement.

3.12

(script in Student Book on p.132)

A Personally, I don't think people should need a driving licence for an e-scooter. You don't need a driving licence for a bike after all.

B I agree. In my opinion, e-scooters are more like bicycles than cars. But I think people shouldn't be allowed to ride them on the pavement. It's very dangerous for pedestrians. I think there are lots of accidents when people ride them on the pavement.

A It depends. Sometimes the road's too dangerous for e-scooters.

But I agree, I don't think people need to have a driving licence to ride them.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.132, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

b **3.13** Focus on the **Giving your opinion** box and give Sts time to read the sentences.

Play the audio for Sts to listen and complete the gaps.

Check answers.

ANSWERS

1 Personally, should need 2 my opinion 3 shouldn't be allowed

3.13

See sentences in Student Book on p.31 and answer key

c Focus on the statements and go through them with the class. Give Sts time to decide if they agree or disagree with them and to think of their reasons.

d Put Sts in small groups of three or four. Sts should take turns to read out the statements in c, give their own opinion and reasons, and then invite opinions and reasons from the other Sts in the group.

Monitor and help, encouraging Sts to use the expressions in the box.

Get feedback to find out if there was a general consensus of agreement or disagreement on each statement.

7 WRITING an article for a website

Tell Sts to go to **Writing Bank 3** on p.121.

a Focus on the instructions and questions.

Put Sts in pairs or small groups and get them to discuss the questions.

Get some feedback from the class.

b Tell Sts to read the article to check their answers to a. Tell them not to worry about the gaps in the article.

Check answers.

ANSWERS

- **usually the fastest:** Taxis and minicabs
- **the most dangerous / risky:** Bikes and e-scooters
- **the best for sightseeing:** Buses
- **the safest late at night:** Taxis and minicabs

Then put Sts in pairs to see how much they can remember about 1–6.

Check answers.

ANSWERS

- 1 You can buy Oyster cards at Tube stations and online.
- 2 You can also use a contactless bank card to pay, or your phone (if you have a payment app).
- 3 When there isn't too much traffic
- 4 You need to download an app.
- 5 Minicabs are normal cars which work for a company.
- 6 Some Tube lines and some buses

c Now tell Sts to read the article again and to complete the gaps with prepositions from the list. Point out that the first one (*around*) has been done for them.

Check answers.

ANSWERS

2 off 3 on 4 with 5 onto 6 into 7 at

Highlight that we use *into* / *onto* rather than *in* / *on* to express movement to a particular place or position, e.g. *Come into the kitchen – it's warmer here. Mind the gap when you step onto the platform.*

d Focus on the **Impersonal you** box and go through it with the class.

Give Sts time to find more examples of impersonal *you* in the article.

Elicit some answers.

ANSWERS

You can buy Oyster cards at Tube stations and online; You can also use contactless...; you can also use them late at night; You need to download an app; When you've finished your ride, you park...; You normally tell the driver where you want to go before you get in the taxi.

e Now tell Sts they are going to write a similar article about public transport in their (nearest) town / city. Tell them to plan at least three paragraphs and to use headings as in the model. Give them time to make notes about the information in a and b for their town / city.

f You may like to get Sts to do the writing in class, or you could set it as homework. If you do it in class, set a time limit for Sts to write their article, e.g. 15–20 minutes.

g Sts should check their work for mistakes before giving it in.

- G** articles: *a / an, the*, no article
V collocation: verbs / adjectives + prepositions
P /ə/, two pronunciations of *the*

Lesson plan

This lesson examines the difference between generalizations and stereotypes, and encourages the avoidance of stereotyping. First, there is a reading text to help Sts to understand the difference. Next is the grammar focus on articles: when (and when not) to use an article, and which article to use. This is followed by a pronunciation focus on the schwa in unstressed syllables and words, and on the two pronunciations of *the*. The first half of the lesson ends with a speaking activity on generalizing.

In the second half of the lesson, Sts listen to a psychologist talking about children and stereotypes, and talk about their own childhood. This is followed by a vocabulary focus on verbs and adjectives with dependent prepositions, which is practised with a video activity, and then with questions for Sts to ask and answer.

Video material

Pronunciation – /ə/

Vocabulary – collocation

More materials

For teachers

Photocopiables

Grammar articles: *a / an, the*, no article p.166

Communicative Generally speaking p.195 (instructions p.183)

Vocabulary Dependent prepositions p.220 (instructions p.212)

For students

Workbook 3B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the following on the board:

fairy tales

Elicit what they are (stories about magic or fairies, normally for children) and get Sts to tell you the names of some of them, e.g. *Cinderella*, *Sleeping Beauty*, and what happens in the story. Even if they haven't read any fairy tales they may well know them through Disney films.

1 READING understanding the difference between two concepts

- a** Books open. Focus on the illustration and the task. Make sure Sts know what a *stereotype* /'steriətaɪp/ is (= a fixed idea or image that many people have of a particular type of person or thing, which is often not true in reality).
 Either do the questions as a whole-class activity or put Sts in pairs.
 If Sts worked in pairs, check answers to the first two questions.

ANSWERS

A brave young woman is riding to save a man from a dragon. It's challenging the stereotype that women need to be saved from danger by brave men.

Now elicit some ideas for the third question, but don't tell Sts if they are right or not.

- b** Tell Sts to read the article and check their answers to question 3 in **a** and answer the question.

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

ANSWERS

Stereotypes are harmful because they are general statements which aren't based on evidence and are often negative. Generalizations are simply general statements based on facts and evidence.

- c** Give Sts time to read the article again and match statements 1–4 to endings A–D.

Check answers.

ANSWERS

1 C 2 B 3 D 4 A

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words. You might want to check Sts know the meaning and pronunciation of *gender* /'dʒendə/ (= the fact of being male or female) as it appears later in the lesson.

- d** Either do this question as a whole-class activity or put Sts in pairs and get them to discuss the question.

If Sts worked in pairs, get some feedback from various pairs.

2 GRAMMAR articles: *a / an, the*, no article

- a** Focus on the instructions and make sure Sts know what a *quote* is (= a group of words taken from a book, play, speech, etc. and repeated because it is interesting or useful).

Tell Sts to complete the gaps with *a, an, the*, or no article at all.

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

ANSWERS

1 A 2 – 3 an 4 The 5 a 6 – 7 – 8 the 9 a 10 a
 11 – 12 – 13 an 14 a 15 a

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- b** Give Sts time to think about which quotes they agree with.

Put Sts in pairs or small groups to discuss the quotes. Get feedback from the class.

- c** Tell Sts to go to **Grammar Bank 3B** on p.145.

Grammar notes

Sts have learned rules for using articles before, but here the main ones are brought together. Most nationalities will have some problems using articles correctly, but especially those who don't have articles in their language. In this lesson the basic rules are covered. Other more specific uses, e.g. with geographical names, are introduced in *English File* Upper-intermediate.

Some typical mistakes include:

- omitting the article, e.g. ~~I saw old man with dog.~~
- the incorrect use of the definite article when generalizing, e.g. ~~The men usually love the football.~~

Focus on the example sentences and play audio  **3.14**,

 **3.15**, and  **3.16** for Sts to listen and repeat.

Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 a nurse, The hospital 2 a horrible day, the car 3 love stories, war films 4 the theatre, once a month 5 dinner, next Friday 6 a chef, the best cook 7 the windows, home 8 dogs, the dogs 9 school, last week 10 happiness, money
- b 1 the, a, – 2 the, the, – 3 an, the, – 4 the, the, the 5 –, –, the 6 –, –, the 7 a, a, – 8 a, the 9 the, the, –

Tell Sts to go back to the main lesson **3B**.

EXTRA PRACTICE OPTION Use the **3B Grammar** photocopiable activity.

3 PRONUNCIATION /ə/, two pronunciations of the

Pronunciation notes

/ə/ is the most common sound in English.

/ə/ can be spelled with any vowel. It always occurs in unstressed syllables, or unstressed words, e.g. articles and prepositions.

You may want to give Sts some simple rules, e.g. that:

- -er at the end of a word is always pronounced /ə/, e.g. *teacher, better*, etc.
- -tion is always pronounced /ʃən/ – note that some dictionaries may write this as /ʃn/.

- a  Play the video for Sts to watch and repeat. Highlight that both the o and the er in *computer* are pronounced /ə/.



See sound and words in Student Book on p.33

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- b  **3.17** Focus on the instructions and the phrases in the list. Demonstrate clearly the two different pronunciations of *the*, /ði:/ and /ðə/.

Play the audio once for Sts to listen and underline the five phrases where *the* is pronounced /ði:/.

Check answers.

ANSWERS

the office, the Underground, the internet, the accident, the evening

3.17

See phrases in Student Book on p.33

Now ask Sts why *the* is pronounced differently in those five phrases.

ANSWER

Because the noun starts with a vowel sound (a, e, i, o, u).

Now ask Sts which phrase in the list is an exception.

ANSWER

The universe is the exception because it starts with the /ju:/ sound (not /ʌ/).

Play the audio again for Sts to listen and repeat the phrases.

- c Put Sts in pairs and get them to practise saying the phrases. You may want to point out that *It's not the end of the world* is used idiomatically to mean that something isn't a complete disaster.

EXTRA SUPPORT Model and drill each phrase first.

4 SPEAKING

- a  **3.18** Focus on the instructions and the generalization.

Play the audio once the whole way through.

Get Sts to compare with a partner, and then check the answer. You could find out with a show of hands who Sts agree with.

ANSWER

Two agree with it and one disagrees.

3.18

(script in Student Book on p.132)

A Generally speaking, I think it's true that only children are self-confident. They spend a lot of time with adults, so they learn to discuss things and, in general, they behave in a more grown-up way.

B I agree. On the whole, I think that only children are more independent than children with brothers and sisters.

C I don't think it's true that only children are self-confident. They tend to spend a lot of time by themselves and they can be quite quiet and shy around other people. Also, because they don't have brothers or sisters, they aren't usually very good at sorting out problems with other children.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.132, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- b  **3.19** Focus on the instructions and the **Generalizing** box. Encourage Sts to guess what the missing words might be.

Now play the audio, pausing after each sentence to give Sts time to complete the gaps.

Check answers.

ANSWERS

1 speaking 2 general 3 On 4 tend 5 usually

3.19

See sentences in Student Book on p.33 and answer key

- c Focus on the instructions and the eight generalizations, making sure Sts understand them. You could point out that the items in **bold** remind Sts when to use an article and when not.

Then put Sts in groups of three or four, and get them to take turns to discuss each one.

Monitor and check, correcting any misuse of articles and encouraging Sts to use the expressions for generalizing.

Get feedback from a different group for each topic. You could tell Sts if you agree or not, and why.

5 LISTENING understanding the evolution of a concept

- a Focus on the two photos and ask Sts what they think the artist is saying. Elicit as many opinions as possible. There are many more 'pink and blue' photographs on JeongMee Yoon's website.

Now give Sts time to read about the artist and answer the two questions.

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

ANSWERS

She's focusing on the stereotype that girls like pink things and boys like blue things.

It makes children think and behave differently.

- b Focus on the list of toys and do the questions as a whole-class activity, or put Sts in pairs.

If Sts worked in pairs, check answers and make sure Sts know what all the toys are. Model and drill pronunciation.

ANSWERS

In the pink photo we can see: dolls, dressing-up clothes, soft toys; in the blue photo we can see: action figures, construction toys, soft toys, toy vehicles.

- c  **3.20** Focus on the instructions and make sure Sts can remember the meaning of *gender*.

Go through the timeline as a class, making sure Sts understand all the lexis.

Then play the extracts.

Get Sts to compare with a partner, and then play the audio again if necessary.

Check answers.

ANSWERS

1 White 2 pink / blue 3 blue / pink 4 pink 5 blue
6 blue 7 pink 8 red / yellow 9 yellow / red 10 Pink / Blue
11 blue / pink

3.20

I = interviewer, D = Dora Vanette

- I Has the 'pink for girls, blue for boys' rule always been around?

D Actually, not at all. Until about nineteen forty the colours didn't have these meanings at all. From the seventeen hundreds to around the eighteen fifties, white was the preferred colour for children's clothes. Between eighteen fifty and about nineteen forty, both genders dressed in pink and blue, but pink was thought to be a strong colour suitable for boys to wear, while blue was considered softer and therefore better for girls – the complete opposite to what we are now familiar with.

I Oh really? That's so interesting. So when did our modern blue and pink idea come in?

D Well, from nineteen forty to nineteen fifty, the convention of 'blue for boys, pink for girls' was established in children's clothes, and this

idea gradually expanded to include the toys girls and boys played with, even though only thirty per cent of toys were labelled for girls or boys at this time.

I Did the pink and blue fashion continue through the nineteen seventies?

D Actually, during the seventies, with feminist activism, gender-neutral colours like red and yellow became more popular both for clothes and toys. But by the nineteen eighties, companies realized that they could sell more products if parents bought different things for each gender. Today, pink and blue are more prevalent than ever.

- d Now tell Sts they are going to listen to the whole programme and this time they must choose the correct options to complete sentences 1–6. Give Sts time to read the sentences and options. Make sure they understand all the lexis.

Play the audio again the whole way through.

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

ANSWERS

1 b 2 c 3 c 4 a 5 b 6 c

3.21

(script in Student Book on p.132)

I Welcome to the podcast, and today we're going to talk about a fascinating topic: how colour became linked to gender in some countries. I'm with Dora Vanette, a lecturer in the history of design. Dora, thanks for joining us today. Let's start with JeongMee Yoon's *The Pink and Blue Projects*.

D Yes, sure, well, in *The Pink and Blue Projects*, the artist photographed children's rooms – the boys' rooms are full of blue things, and the girls' rooms are full of pink ones.

I That's quite a familiar sight for most people. Is this something we need to worry about?

D I think the photos are disturbing because they show how these two colours dominate for children, especially with toys. Toys become the way that gendered ideas influence a child's developing mind.

I Has the 'pink for girls, blue for boys' rule always been around?

D Actually, not at all. Until about nineteen forty the colours didn't have these meanings at all. From the seventeen hundreds to around the eighteen fifties, white was the preferred colour for children's clothes. Between eighteen fifty and about nineteen forty, both genders dressed in pink and blue, but pink was thought to be a strong colour suitable for boys to wear, while blue was considered softer and therefore better for girls – the complete opposite to what we are now familiar with.

I Oh really? That's so interesting. So when did our modern blue and pink idea come in?

D Well, from nineteen forty to nineteen fifty, the convention of 'blue for boys, pink for girls' was established in children's clothes, and this idea gradually expanded to include the toys girls and boys played with, even though only thirty per cent of toys were labelled for girls or boys at this time.

I So, when did this change, I mean, when did toys start being marketed almost exclusively to either boys or girls?

D In about the early nineteen sixties. The American company Hasbro started producing soldier dolls called GI Joes, and they were marketed to boys – they became incredibly popular. And at the same time, the even more famous and very pink Barbie doll was also introduced. With GI Joe and Barbie, the idea of certain toys for girls and different ones for boys very quickly became widely accepted. Toys for girls encouraged them to play at being wives and mothers, while toys for boys encouraged them to be adventurous and aggressive.

I Did the pink and blue fashion continue through the nineteen seventies?

D Actually, during the seventies, with feminist activism, gender-neutral colours like red and yellow became more popular both for clothes and toys. But by the nineteen eighties, companies realized that they could sell more products if parents bought different things for each gender. Today, pink and blue are more prevalent than ever.

I Is it really the parents who push their children in these directions, or do the children themselves choose the colours?

D Well, there's a famous book called *Cinderella Ate My Daughter*, by Peggy Orenstein, and she describes a problem that many mothers face today, when they find that their daughters actually choose to be a 'pretty pink princess' without any encouragement from their parents, actually sometimes even with opposition from their parents.

I Why do you think this is?

D Well, mainly because they want to fit in, to belong to a group.

I Do you think gendered toys are more a problem for girls? I mean, that girls suffer because their parents don't buy them construction toys or science toys?

D No, not at all, it affects both. In fact, even in the twenty-first century, it seems to be a lot more socially acceptable for girls to be interested in science toys than for boys to like dolls.

I Well, thank you so much, Dora, that was fascinating.

D I'd just like to add that JeongMee Yoon's daughter is now grown-up and pink is apparently no longer her favourite colour!

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.132, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e Put Sts in pairs and get them to discuss questions 1–3.

Get feedback from various pairs. You could also tell Sts your answers to one or two of the questions.

EXTRA IDEA If any of your Sts have young children, you could ask them what kind of toys they play with and what kind of clothes they wear.

6 VOCABULARY & SPEAKING collocation: verbs / adjectives + prepositions

a Focus on the instructions and remind Sts that they have to remember which prepositions to use after certain verbs and adjectives, e.g. *you talk to somebody about something*. Get Sts to complete the extracts, and then check answers.

ANSWERS

1 about 2 in

b Tell Sts to go to **Vocabulary Bank Dependent prepositions** on p.164.

Vocabulary notes

You may want to point out that some adjectives can be used with more than one preposition, depending on the meaning, e.g. we use *good at* for something you are an expert at, but *good for* when something is beneficial.

Some people say *fed up of (sth)* in informal British English, but this is not considered correct in standard English.

Focus on **1 After verbs** and get Sts to do **a** individually or in pairs. Remind them to write the prepositions in the column on the right, not in the sentence.

3.22 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

3.22

Dependent prepositions, 1 After verbs

- 1 He apologized **to** the police officer **for** driving fast.
- 2 I never argue **with** my husband **about** money.
- 3 We're arriving **in** Milan on Sunday.
- 4 We're arriving **at** Malpensa Airport at three forty-five.
- 5 Could you ask the waiter **for** the bill?
- 6 Do you believe **in** stereotypes?
- 7 Who does this book belong **to**?
- 8 I can't choose **between** these two bags.
- 9 We might go out. It depends **on** the weather.
- 10 I dreamed **about** my childhood last night.
- 11 Don't laugh **at** me! I'm doing my best!
- 12 I'm really looking forward **to** the party.
- 13 If I pay **for** the meal, can you get the drinks?
- 14 This music reminds me **of** our honeymoon in Italy.
- 15 I don't spend a lot of money **on** clothes.
- 16 We need to talk **to** Anita **about** her school report.

EXTRA SUPPORT You could play the audio again, pausing after each sentence for Sts to listen and repeat, to give them extra practice with sentence rhythm.

Focus on **Activation** and tell Sts to cover the **Preposition** column on the right and say the sentences with the correct preposition.

Now focus on **2 After adjectives** and get Sts to do **a** individually or in pairs.

3.23 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

3.23

2 After adjectives

- 1 My brother is afraid **of** bats.
- 2 She's really angry **with** her boyfriend **about** last night.
- 3 I'm very close **to** my elder sister.
- 4 This exercise isn't very different **from** the last one.
- 5 We're really excited **about** going to Brazil.
- 6 Krakow is famous **for** its main square.
- 7 I'm fed up **with** sitting in this traffic jam.
- 8 I'm very fond **of** my little nephew. He's adorable.
- 9 I've never been good **at** sport.
- 10 Eat your vegetables. They're good **for** you.
- 11 My sister is very interested **in** astrology.
- 12 She's very keen **on** cycling. She does about fifty kilometres every weekend.
- 13 I don't like people who aren't kind **to** animals.
- 14 She used to be married **to** a pop star.
- 15 I'm really pleased **with** my new scooter.
- 16 My dad was very proud **of** learning to ski.
- 17 Why are you always rude **to** waiters and shop assistants?
- 18 Rachel is worried **about** losing her job.
- 19 I'm tired **of** walking. Let's stop and have a rest.

EXTRA SUPPORT You could play the audio again, pausing after each sentence for Sts to listen and repeat, to give them extra practice with sentence rhythm.

Focus on the **Gerunds after prepositions** box and go through it with the class.

Finally, focus on **Activation** and tell Sts to cover the **Preposition** column on the right and say the sentences with the correct preposition.

Tell Sts to go back to the main lesson **3B**.

EXTRA PRACTICE OPTION Use the **3B Vocabulary** photocopyable activity.

- c  This vocabulary practice video activity focuses on ten phrases with dependent prepositions. Sts watch a series of numbered clips (five verbs, followed by five adjectives) and make sentences using prepositions.

Focus on the photo. Tell Sts that they need to watch the clips and choose a verb (1–5) or adjective (6–10) from the list on the left of the screen, and a preposition, and make a sentence. Use the photo to elicit ideas for the first one.

Play the video once the whole way through. Then play it again, pausing after each clip to elicit answers, or to give Sts time to write them.

ANSWERS

- 1 She's choosing between two bags.
- 2 She's talking to her parents online.
- 3 The man / woman is arguing with the woman / man.
- 4 They're laughing at something they can see on the phone.
- 5 They're arriving at Istanbul Airport. / They're arriving in Istanbul.
- 6 He's fed up with waiting (for somebody).
- 7 They're worried about money / the bills.
- 8 He's angry with his dog.
- 9 He's good at skiing.
- 10 The cat's afraid of the dog.

- d Tell Sts to complete questions 1–12 with a preposition.

- e  3.24 Play the audio for Sts to listen and check.

Check answers, making sure Sts understand the questions.

3.24

- 1 When you're with your close friends, what do you usually talk **about**?
- 2 Is there anything you're really looking forward **to**?
- 3 Who in your family are you closest **to**?
- 4 What kind of films are you keen **on**?
- 5 What's your town or region famous **for**?
- 6 What superstitions do you believe **in**, if any?
- 7 Is there a story in the news at the moment that you're really tired **of**?
- 8 Have you bought anything recently that you're very pleased **with**?
- 9 What does success in an exam depend **on**?
- 10 What do you hate spending money **on**?
- 11 What achievement are you most proud **of**?
- 12 Who was the last person you apologized **to**? What **for**?

Tell Sts that the preposition is normally unstressed, but that at the end of a question, both parts of the phrase are stressed (e.g. ...*tired of* – here *of* isn't weak /əv/).

EXTRA SUPPORT Play the audio again for Sts to listen and repeat the questions, making sure they stress the final preposition.

Now put Sts in pairs and get them to ask and answer the questions, giving as much information as possible.

Get some feedback from various pairs.

EXTRA SUPPORT Get Sts to choose a few questions to ask you first.

Images of London

Practical English giving opinions

Lesson plan

In this lesson Sts learn to give opinions. *Pictures of you* continues with episode 2, *Images of London*. After a recap of what happened in episode 1, we see Izzy giving her presentation to Dominic. It doesn't go well, since, as Izzy had anticipated and in fact agrees, the images are not right. Izzy and Max then discuss what they think the photos should be for when they present again in a few days' time. Later that day, at home, Izzy tells Pamela about her day and how stressed she is about her problems at work. Pamela thinks she can help Izzy, and at the end of the episode we see Izzy go into Ben's exhibition.

Video material

Pictures of you – Episode 2

More materials

For teachers

Oxford English Hub

Quick Test 3

File 3 Test

For students

Workbook Practical English 2
Can you remember...? 1–3

THE STORY SO FAR (books closed)

▶ Play the first part of the video – the recap of episode 1 (*Previously*) and elicit from Sts who the characters are and what happened in the first episode of *Pictures of you*. You could also elicit some of the language Sts learned for reacting to what people say.

1 IZZY GIVES A PRESENTATION

- a Books open. Focus on the photos and do the questions as a whole-class activity, eliciting ideas and opinions from Sts.
- b ▶ In this part of the video, *Izzy gives a presentation*, Izzy gives the presentation that Max was working on in episode 1.
Focus on the question. Play the video once.
Check the answer.

ANSWER

Izzy defends the photos and says they are iconic (= something famous that people admire), but she knows they aren't right. Dominic doesn't like them because he thinks they are boring, things everyone has seen.



M = Max, I = Izzy, D = Dominic

M Coffee, boss.

I Thank you. Have you finished the pages for *Images of London*?

M Don't worry. I finished them last night. We're ready to go.

I I'd like to see them before the meeting.

M Relax! Dominic's going to love them.

I What am I looking at?

M The new *Images of London* design.

I This is not what we talked about at all.

M What, don't you like it?

I It's...erm...How can I say this nicely?...It's boring. And these photos aren't original at all. These are the same old images we've seen so many times before. Why didn't you do what I asked you to?

M I...I thought this was better.

I These are the photos we've chosen and...we think they're very iconic...

D Stop! What is this, Izzy? This isn't new or exciting. I told you I wanted something new and unique! These images are all so clichéd.

I I'm sorry. We...I had some issues.

D I want the real London. I want it to be fresh. I want it to be unique. I want people to look at it and say 'Wow. London is cool. London is the place to live'. This – isn't good enough. These photos look like a... London tourist brochure.

I I know. I'm sorry, Dominic. It's my fault. Can you give me some time to put it right?

D You've got two days to come up with something much better. And I want the photographs to be exceptional. And Izzy...

I Dominic.

D I don't want to be disappointed again.

M Well, that didn't go very well, did it?

I No, it didn't.

- c Focus on sentences 1–8 and give Sts time to read them. Elicit / Explain the meaning of *clichéd* (= something that has been used so often that it is not interesting).

Put Sts in pairs to discuss if they can remember who said the sentences.

Play the video again.

Then give Sts time to check their answers in pairs.

ANSWERS

1 M 2 I 3 M 4 D 5 I 6 I 7 D 8 M

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

2 GIVING OPINIONS

- a ▶ In this part of the video, *Giving opinions*, Izzy and Max are discussing what kind of photos of London they need when they present again in two days' time.
Focus on the photo and the questions. Play the video for Sts once.
Check answers.

ANSWERS

Izzy wants new and exciting photos. She wants to show a different side of London, things they haven't seen before.
Max wants glamorous photos of expensive hotels and restaurants, and the iconic sights of London.



I = Izzy, M = Max

I OK. Let's start again. We need a completely new and exciting vision of London.

M Personally, I think we didn't go big enough. I think the photos of the most exclusive restaurants and the most luxurious hotels are great. But we just need more glamorous images.

I To be honest, I think you're wrong. People are tired of that.

Anyway, our magazine isn't just for rich people. It's for everyone.

M Oh, sure. But if you ask me, people want to see what they can't have. London is a glamorous city – you know, that's what people dream about. That's what people want to see.

I I don't agree. You think everyone wants the same thing. In my opinion, we need to show the readers something they've never seen before. A side of London they didn't even know existed. A hidden London.

M I don't think that's right. I think people want to see the most iconic sights in London. Don't you agree?

I OK, I agree people like the iconic sights of London, but they've probably seen them already. There is so much more for them to see. Things they haven't seen before. We just have to find it and show it to them.

M Fine...so how do we do that?

I I don't know...yet.

- b** Focus on the instructions. Then give Sts time to read through the extracts and to think about what the missing words might be.

Now play the video again, pausing if necessary after each extract to allow Sts to complete the gaps.

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

ANSWERS

1 Personally 2 honest 3 wrong 4 sure 5 ask 6 agree
7 opinion 8 right 9 Don't 10 agree

Go through the extracts with Sts, helping them with any words or expressions they don't understand.

- c** ▶ Play the video and tell Sts to watch and repeat the highlighted phrases and sentences in **b** when the video pauses. Encourage them to copy the rhythm and intonation.



Same as previous video with repeat pauses

- d** Put Sts in pairs, **A** and **B**. **A** is Izzy and **B** is Max. Get Sts to read the conversation in **b** aloud, paying attention to rhythm and intonation.
When they have finished, they should swap roles.
You could get a few pairs to perform in front of the class.
- e** Focus on the **Giving opinions** box and go through it with the class. Then get Sts to read the instructions and look at the three discussion topics. Put Sts in small groups of three or four.
Give Sts time, in their groups, to discuss each topic.
Encourage them to use the phrases from the focus box.
When time is up, choose one of the topics and elicit different opinions from the class.

3 PAMELA HAS AN IDEA

- a** Focus on the photos and do the questions as a whole-class activity. Elicit some ideas, but don't tell Sts if they are right or not.
- b** ▶ In this scene, *Pamela has an idea*, Izzy tells Pamela about her work issue, and Pamela makes a suggestion. Play the video for Sts to watch and check their answers. Check answers.

SUGGESTED ANSWERS

- 1 She's feeling stressed / unhappy, etc. because of Max / the presentation to Dominic went badly, and she only has two days to come up with something new.
- 2 Pamela has seen Ben's photos, and thinks they are the images that Izzy needs. She tells Izzy to go and see Ben's show.



P = Pamela, I = Izzy, B = Ben

P So...how's work?

I It could be better...It's very stressful at the moment.

P Why's that?

I It's Max. He let me down.

P Again?

I I asked him to do an important job and he didn't do it properly.

P That's annoying.

I It's very annoying! Why did I trust him? I know what he's like.

P Don't blame yourself, Izzy. You're Max's boss. You can't do it all on your own.

I But this is an important project for the magazine. And now we only have two days to get it right. Dominic is really unhappy about it.

P You need some inspiration.

I No. It isn't inspiration I need. I want to show the real London. I know exactly the kind of images I need. But I don't have enough time to find them.

P What do you mean by 'the real London'?

I I want to show a side of London the readers of our magazine have never seen. Not the London you always see in magazines. Not the London the tourists always see. I want to show the hidden London. The secret London...And to show the real people that live here.

P Izzy, I think I can help you.

I Can you? How?

P I have an idea.

B Sorry, the exhibition isn't until tomorrow...Izzy!

- c** Give Sts time to read sentences 1–3 and the options, and see if they know the answers.
Play the video again.
Now give Sts time to choose the correct answers.
Get Sts to compare with a partner, and then check answers.

ANSWERS

1 b 2 c 3 b

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

4 SOCIAL ENGLISH

- a** Focus on the phrases in the chart and go through them with the class.
Now give Sts time to match a phrase in **A** to a response in **B**. They can do this individually or in pairs.
- b**  Play the video for Sts to watch and check.
Check answers. If you know your Sts' L1, you could get them to translate the phrases.

ANSWERS

- 1 Relax! Dominic's going to love them.
- 2 What, don't you like it?
- 3 You've got two days to come up with something much better.
- 4 It could be better.
- 5 That's annoying.
- 6 Don't blame yourself, Izzy.

Now play the video again for Sts to watch and repeat.

- c** Focus on the instructions and put Sts in pairs, making sure they understand what they have to do.
Monitor and help. Make sure they swap roles. If there's time, you could get Sts to close their books and respond from memory.

WHAT DO YOU THINK?

Focus on the questions and make sure Sts understand all the lexis.

Put Sts in pairs and get them to discuss the questions.

Elicit some feedback from the class.

- G** obligation and prohibition: *have to, must, should*
V phone language
P silent consonants

Lesson plan

The main topic of this lesson is manners in today's world – how people should behave in a variety of common situations.

In the first half of the lesson, the focus is on phone etiquette. The lesson begins with a vocabulary focus on words and phrases related to phones. A short article about Michael Sheen, the actor, asking a member of the audience during a performance to turn their phone off provides the context for Sts to practise common ways of expressing obligation using *must, have to*, and *should*. Sts will have met these verbs separately, but will probably not have contrasted them before. In Pronunciation, Sts work on silent letters in, for example, *should* and *mustn't*. Then they put the new grammar into practice in a speaking activity about annoying things people do with their phones.

In the second half of the lesson, Sts read an article extracted from a book about modern manners. In Listening, the focus is on people's problems with rude relatives. This leads into an extended speaking activity where Sts discuss 'modern manners' and their relative importance in different situations. The lesson ends with Sts writing an email of complaint about a restaurant meal they did not enjoy.

More materials

For teachers

Photocopiables

Grammar obligation and prohibition: *have to, must, should* p.167

Communicative Me and my opinions p.196 (instructions p.183)

For students

Workbook 4A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write these questions on the board and get Sts to talk about them in small groups:
What make is your phone?
How long have you had it?
Would you like to get a new one? Why (not)?
What ringtone do you have?
What do you use your phone for (apart from talking)?
Where and when do you normally switch off your phone?
 Get some feedback from various groups.

1 VOCABULARY phone language

Vocabulary notes

As with all technology-related vocabulary, things change rapidly and you may find that there are more verbs / expressions that have come into use recently that you would like to teach.

You may want to point out that although people no longer physically 'hang up' their phones at the end of a conversation, the expression continues to be used for putting an end to a phone conversation.

- a** **4.1** Books open. Focus on the instructions and sentences A–L. Give Sts time to go through them in pairs and say what they think the **bold** words and phrases mean. Clarify the meaning of any words or phrases they don't know.

Now play the audio, pausing after the first one, and elicit that what Sts heard was someone saying goodbye and ending the call, so the answer is C.

Continue playing the audio to the end, pausing after each item to give Sts time to number the correct one.

EXTRA SUPPORT Alternatively, you could pause the audio after each item and let Sts, in pairs, choose the correct sentence.

Give Sts time to compare answers, and then play again if necessary.

4.1

- 1 Thanks very much. OK. Goodbye.
- 2 (sound effect of people having meeting discussion, phone starts ringing)
- 3 (sound effect of engaged tone)
- 4 All our lines are busy at the moment. Please hold, and someone will be with you shortly.
- 5 Hi, Phil, it's Sandra. I'll be home in ten minutes. See you. (sound effect of playing it back at double speed, then pings it over)
- 6 (sound effect of several different ringtones)
- 7 (sound effect of dialling tone and ringtone)
- 8 **A** Hi, love. I'm on the six twenty-five, so I should get in at eight twenty-two.
B Great. Do you want me to...?
A Hello Isabel? Isabel, can you hear me?
- 9 **A** Hello?
B Oh, hi. It's Lionel. I phoned half an hour ago, but Anita wasn't in. Is she there now?
- 10 (sound effect of someone texting)
- 11 **A** Here, have a look... Yeah, the next one...
B Oh, you look lovely. Where's this one taken?
- 12 **A** I need to talk to both of you.
B Oh right. Anna, come here. Dad wants to speak to both of us.
C Hi Bernard.
A Can you both hear me?
B & C Yes, yes.

- b** **4.2** Tell Sts they are now going to hear the answers with the audio from **a**.

Play the audio for Sts to listen and check.

Check answers. You might like to tell Sts that *She's messaging a friend* is the same as *She's sending a text to / texting a friend*.

4.2

- 7 A (audio from 4.1) He's dialling a number.
10 B (audio from 4.1) She's messaging a friend.
1 C (audio from 4.1) He's just hung up.
6 D (audio from 4.1) She's choosing a new ringtone.
9 E (audio from 4.1) He's calling back.
5 F (audio from 4.1) She's left him a voice message.
3 G (audio from 4.1) The line's engaged.
12 H (audio from 4.1) He's putting him on speakerphone.
2 I (audio from 4.1) His phone went off in the middle of a meeting.
4 J (audio from 4.1) She needs to talk to a helpline, but they've put her on hold.
8 K (audio from 4.1) He was cut off in the middle of a conversation.
11 L (audio from 4.1) She's scrolling through photos.

Get Sts to close their books and play the audio again.
Pause after each item and get the class (or individual Sts) to say the sentence.

- c Focus on questions 1–7 and go through them with Sts.
Make sure they understand all the phrases in orange.
Now put Sts in pairs and get them to ask and answer the questions, giving as much information as possible.
Get some feedback from various pairs.

EXTRA IDEA Get Sts to ask you some of the questions first.

2 GRAMMAR obligation and prohibition

- a Focus on the task and make sure Sts know the meaning of *incident* (= something that happens, especially something unusual or unpleasant).

Now focus on the photo and the title of the article, making sure Sts understand it.

Give Sts time to read the article and comments.

Put Sts in pairs to discuss which comments they agree with.

Elicit some feedback from various pairs.

EXTRA SUPPORT Read the article together and ask Sts some comprehension questions, e.g. *What happened during a performance of Under Milk Wood at London's National Theatre?* (A phone rang / went off five times and there were a lot of notification sounds.), *What did Michael Sheen do?* (He stopped the play and asked the owner of the phone to turn it off.), *How did the audience react?* (They broke into applause.), etc.

Tell Sts to then read the comments and decide which they agree with.

- b Tell Sts to read the comments again and match the six highlighted phrases to their meaning. You could point out that two phrases have the same meaning.
Get Sts to compare with a partner, and then check answers.

ANSWERS

A 4 B 3 C 2, 5 D 6 E 1

- c Tell Sts to go to **Grammar Bank 4A** on p.146.

Grammar notes

Obligation and necessity: *have to* and *must*

Have to / *must* and *should* / *shouldn't* were taught separately in *English File* Pre-intermediate.

In this lesson they are revised and contrasted in more detail.

Some typical mistakes include:

- saying *must to*, e.g. ~~I must to be on time tomorrow.~~
- confusing *mustn't* (prohibition) and *don't have to* (not necessary / not obligatory)
- using *must* (not *had to*) in the past tense, e.g. ~~I must study last night.~~

Advice or opinions: *should* / *shouldn't*

The important point to emphasize here is that *should* isn't as strong as *have to* / *must*, and it is normally used to express a personal opinion or give advice.

Compare:

- You should talk to your teacher about the problem.*
(= I think it's a good idea.)
- You must talk to your teacher about the problem.*
(= I think it's very important you do this.)

Highlight that *ought to* means the same as *should*, but is less common.

Focus on the example sentences and play audio 4.3, 4.4, 4.5, and 4.6 for Sts to listen and repeat.

Encourage them to copy the rhythm.

Then go through the rules with the class.

EXTRA IDEA In a monolingual class, if you know your Sts' L1, you could get Sts to translate the example sentences and compare the forms / verbs they would use in their L1.

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

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 ✓ 2 *mustn't* 3 ✓ (*has to* would be more common because it's an external obligation) 4 ✓ 5 ✓ 6 *don't have to*
7 *had to* 8 *shouldn't*
b 1 Did you have to 2 *Must I* 3 she has to 4 Have you, had to 5 not having to 6 we should 7 I didn't have to

Tell Sts to go back to the main lesson 4A.

EXTRA PRACTICE OPTION Use the 4A Grammar photocopiable activity.

- d Do this as a whole-class activity.

3 PRONUNCIATION silent consonants

Pronunciation notes

Silent consonants are a feature of English. Sts will be aware of some of these, but probably not all of them. Sometimes Sts may have been pronouncing, for example, the *l* in *calm*, since they learned the word without realizing that it is a silent consonant (even though they don't perhaps pronounce the *l* in *half* or *walk*).

- a In pairs, Sts look at the words in the list and decide which consonant (or consonants) is silent in each one.
b 4.7 Play the audio for Sts to listen and check.

Check answers by writing the words on the board and crossing out the silent consonants (they are marked in green in the key).

ANSWERS

calm	hour	rhythm
design	island	should
dishonest	knowledge	talk
doubt	listen	walk
foreign	mustn't	whole
half	ought	wrong

4.7

See words in Student Book on p.39 and answers above

EXTRA CHALLENGE You could elicit the silent consonants in other words (in **bold** here), e.g. *thumb*, *castle*, *science*, *knee*, *answer*, *sign*, *climb*, *scissors*, *exhausted*, etc.

- c Focus on the sentences and put Sts in pairs to practise saying them.

EXTRA SUPPORT Model and drill the sentences before putting Sts in pairs.

Then get individual Sts to say the sentences.

4 SPEAKING

Focus on the instructions and make sure Sts can remember the meaning of *annoy*.

Now go through *Annoying things people do with their phones* and make sure Sts understand all the lexis, e.g. *selfie*, *post*, etc.

Put Sts in small groups of three or four and get them to discuss each item in the list by answering the questions.

Get some feedback from various groups.

5 READING assessing a point of view

- a Focus on the task and, if you haven't already focused on the title of the lesson, make sure Sts know the meaning of *manners* (= behaviour that is considered to be polite in a particular society or culture).

Do the question as a whole-class activity.

ANSWER

Somebody being very noisy on public transport

- b Focus on the instructions and make sure Sts know the meaning of *tip* (= a small piece of advice about something practical).

EXTRA SUPPORT Before Sts read the whole extract, read the introduction together and then elicit / explain the meaning of some of the lexis, e.g. *putting yourself in someone else's shoes*, *go out of fashion*.

Now give Sts time to read the extract and complete the tips.

Check answers.

ANSWERS

1 D 3 C 4 H 7 G 11 F 12 B 14 A 15 E

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- c Tell Sts to read the 15 tips again and tick the ones they strongly agree with and cross the ones they disagree with.
d Put Sts in pairs and get them to compare their answers in c and explain their reasons.

Elicit some feedback from various pairs.

Finally, ask the class if they think manners are important and why (not).

EXTRA IDEA Get Sts, in pairs, to write a tip about manners like the ones in the extract in b. Get pairs to read out their tip for the class to discuss whether it is important or not. Finally, ask Sts which tip they think is the best.

6 LISTENING understanding problems and advice

- a **4.8** Tell Sts they are going to listen to a radio programme in which people call in to talk about a problem with a relative. Make sure Sts understand the phrase *rude relatives*.

Now play the audio once the whole way through, pausing after each story to give Sts time to make notes. Play it again if necessary.

Check answers.

ANSWERS

- 1 Belinda's mother-in-law criticizes Belinda's cooking.
- 2 Damien's brother brings his dog when he comes to stay, but Damien and his girlfriend don't like dogs.
- 3 Miranda's young nephew behaves very badly when he comes to visit Miranda with his parents.

4.8

- 1 **Belinda** She's a nice woman, don't get me wrong, and on the whole we get on well, but one thing she does which I think is really rude is that, whenever she comes for a meal, she criticizes my cooking. I'm not a professional obviously, but I think I'm a pretty good cook, and it really annoys me, especially after I've spent hours making something really nice.
- 2 **Damien** Well, he lives in London and he likes coming up to stay from time to time, which is great. But he's just phoned me saying he's coming next month and he's bringing his new dog. I know he's just got this dog and he's very keen on it, and doesn't like leaving it alone, but it's still a puppy and my girlfriend and I aren't very into dogs. Also we've just redecorated our house, and we've done a lot of work on the garden, and I'm pretty sure the dog's going to destroy them both.
- 3 **Miranda** He's eight years old and his parents don't give him any rules. So he's really wild, and whenever they come to our house he just shouts all the time, jumps on the furniture, makes a mess in the kitchen. He even writes on the walls! It's really exhausting, but my sister's very sensitive about me criticizing her son, so generally I don't say anything. But I've reached the point where I'd almost prefer it if they didn't come round.

- b Put Sts in pairs and get them to think of some advice for each caller.

Elicit some ideas for each caller.

- c **4.9** Tell Sts they are going to hear some extracts from Sarah, an etiquette expert (an expert in manners), giving advice for each caller.

They must listen and complete the missing words.

Play the audio, pausing after each piece of advice to give Sts time to write.

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

4.9

Belinda

- 1 I think you ought to be the one **who behaves well**.
- 2 You shouldn't **argue with her**, because she won't change her opinion.

Damien

- 3 I think you should politely but directly **say how you feel**.
- 4 To be honest, you don't really have to **give a reason**.

Miranda

- 5 You must **speak to his parents** before their next visit.
- 6 Explain that he has to **calm down** a bit when he's visiting.
- 7 'You mustn't **write on the walls**.'

d 4.10 Tell Sts they are now going to listen to the whole programme, so they will hear the presenter, the callers, and Sarah giving advice.

Play the audio once the whole way through.

Elicit from the class what each piece of advice is and whether they agree with it or not. If not, ask why.

4.10

(script in Student Book on p.132)

P = presenter, B = Belinda, S = Sarah, D = Damien, M = Miranda

P Good afternoon to all. In today's modern manners programme, the subject is family, and what to do with rude relatives. Our etiquette expert Sarah is here to take your calls, so if you have a family member who behaves badly and you don't know what to do about it, just call us here on oh two oh seven nine four six oh six seven one.

And our first caller is Belinda from Salisbury. Hi, Belinda. Tell us about your rude relatives.

B Well, I hate to say it because it's such a cliché, but it's my mother-in-law. She's a nice woman, don't get me wrong, and on the whole we get on well, but one thing she does which I think is really rude is that, whenever she comes for a meal, she criticizes my cooking. I'm not a professional obviously, but I think I'm a pretty good cook, and it really annoys me, especially after I've spent hours making something really nice.

P OK, so Sarah, over to you. How should Belinda deal with her mother-in-law?

S Hi, Belinda. I know this won't be easy, but when she does this, I think you ought to be the one who behaves well. Stay calm, thank her as politely as possible for her advice, and change the subject. You shouldn't argue with her, because she won't change her opinion – and it won't make you feel better either. Instead, encourage your husband or another relative to say how great your cooking is in front of your mother-in-law. When she sees that her criticisms aren't having any effect, and that everybody else loves your food, she'll either stop criticizing or she'll start paying compliments herself.

P Thanks very much for that, Sarah. And our next caller is Damien from Sheffield. Hi, Damien, I think you're going to tell us about a problem with your brother, is that right?

D Yes, that's right.

P So what's the issue?

D Well, he lives in London and he likes coming up to stay from time to time, which is great. But he's just phoned me saying he's coming next month and he's bringing his new dog. I know he's just got this dog and he's very keen on it, and doesn't like leaving it alone, but it's still a puppy and my girlfriend and I aren't very into dogs. Also we've just redecorated our house, and we've done a lot of work on the garden, and I'm pretty sure the dog's going to destroy them both.

P Sarah, what do you think that Damien should do with his brother and his dog? Do you think it's rude to arrive at someone's house with a dog?

S Yes, I have to say I do. It's bad manners for a guest to bring an uninvited pet, even to a relative's home. This is true even if you have one of your own and your house is already animal-friendly. I think you should politely, but directly, say how you feel. You can add a

reason like, as you say, you've just redecorated, but to be honest, you don't really have to give a reason.

P Well, that's very clear advice, thanks, Sarah. And finally, Miranda from Stirling. Hi, Miranda. Tell us about your problem.

M Hi there. My problem's with my nephew, my sister's son. He's eight years old and his parents don't give him any rules. So he's really wild, and whenever they come to our house he just shouts all the time, jumps on the furniture, makes a mess in the kitchen. He even writes on the walls! It's really exhausting, but my sister's very sensitive about me criticizing her son, so generally I don't say anything. But I've reached the point where I'd almost prefer it if they didn't come round.

P Sarah, what should Miranda do with her nightmare nephew?

S You must speak to his parents before their next visit, or at least to your sister. But instead of being critical, say how great it is that their son has so much energy, and how much you love him, but then explain that he has to calm down a bit when he's visiting. And at the beginning of his next visit, welcome him, but give him some rules for your house. Say, 'Hi. It's great to see you again! But just a couple of house rules: no jumping on the furniture, and if you want to draw, please use a piece of paper – you mustn't write on the walls.' He won't mind, and in the long run your sister will be grateful.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.132, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

7 SPEAKING

a 4.11 Focus on the task and then play the audio once the whole way through.

Check the answer to the first question and elicit opinions to the second.

ANSWER

Two

4.11

(script in Student Book on p.133)

A Well, I don't think people should eat and drink in the cinema. I mean, a film only lasts about two hours. I think people should have a meal before or after a film.

B Yes, I agree, I think it's bad manners to eat in the cinema, especially noisy food like crisps. Some cinemas nowadays are more like restaurants! You get a menu and then somebody brings the food and drink to your seats. I think it's rude to eat noisy food when other people are trying to watch the film.

C I don't think you have to ban food altogether, just noisy food. It's nice to maybe have a drink and a snack like a bar of chocolate. That doesn't make a noise.

A Yes, it does! I hate it when people unwrap a bar of chocolate, or sweets. The paper always makes such a noise!

B It really annoys me, too. If people want to eat and drink when they see a film, they should stay at home and watch the film on TV.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.133, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

b 4.12 Focus on the instructions and the **Saying what you think is right** box. Encourage Sts to guess what the missing words might be.

Now play the audio, pausing after each sentence to give Sts time to complete the gaps.

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

ANSWERS

1 should 2 manners 3 rude 4 have 5 hate 6 annoys

4.12

See sentences in Student Book on p.41 and answer key

- c Focus on the questionnaire and make sure Sts understand all the statements.
Give Sts time to mark each statement **GM** (good manners), **BM** (bad manners), or **NI** (not important) according to their opinion.
- d Divide Sts into small groups of three or four.
Give Sts time to talk about each item in the questionnaire.

EXTRA SUPPORT Read the first situation in the questionnaire and elicit opinions from the whole class, encouraging Sts to use *I think people should...*, *I don't think people should...*, *I don't think it's...*, etc.

If there's time, get some feedback from various groups to see if Sts agree with each other.

8 WRITING an email of complaint

Tell Sts to go to **Writing Bank 4** on p.122.

- a Focus on the title, *An email of complaint*, and elicit that *complaint* is the noun from the verb *complain*, which Sts saw in the previous activity.
Now focus on the questions and options, making sure Sts understand all the lexis.
Give Sts time to read the email and then choose the correct options in 1 and 2.
Check answers.

ANSWERS

1 c 2 b

- b Tell Sts to read the email again and find in which paragraphs 1–5 are mentioned.
Check answers.

ANSWERS

1 A 2 C 3 B 4 C 5 A

- c Now tell Sts to match Luis's complaints (1–3) to his solutions (A–C).
Check answers.

ANSWERS

1 C 2 B 3 A

- d Focus on the **Formal language** box and go through it with the class. Remind Sts that they saw informal language in **Writing Bank 2** (an informal thank-you email).
Now give Sts time to look at the highlighted phrases in the email and rewrite 1–8, using formal language. Point out that the first one (*Dear Mr Krol*) has been done for them.
Check answers.

ANSWERS

2 The table was dirty, **which I found very unpleasant**.
3 **I am writing to complain about** your new menu.
4 **Yours faithfully**,
5 Children **should not be allowed to** misbehave.

6 **I did not expect to find that** your prices had increased.

7 **I look forward to hearing from you**.

8 The prices **should be updated on your website**.

- e Now tell Sts they are going to write an email of complaint to a restaurant. They should plan three paragraphs and make notes about the problems, and provide solutions.
- f You may like to get Sts to do the writing in class, or you could set it as homework. If you do it in class, set a time limit for Sts to write their email, e.g. 15–20 minutes.
- g Sts should check their work for mistakes before giving it in.

- G** ability and possibility: *can, could, be able to*
V -ed / -ing adjectives
P sentence stress

Lesson plan

The grammatical focus of this lesson is how to use *be able to* in the tenses / forms where *can* / *can't* cannot be used. The main context is learning a new skill, and the grammar is presented through two conversations about people's abilities. This is followed by a pronunciation focus on sentence stress in sentences with *can* / *could* / *be able to* and a Speaking activity, where Sts put the new language into practice. Finally, Sts read an article about a well-known British TV presenter who learned to read at the age of 51. In the second half of the lesson, Sts watch some teachers from different countries giving tips on how to practise your English outside the classroom. This leads into a short grammar spot on the use of reflexive pronouns and a speaking activity where Sts talk about learning English. There is then a vocabulary focus on adjectives which have both -ed and -ing forms, e.g. *disappointed* / *disappointing*. Finally, Sts watch a video documentary about Alex Rawlings, a British language teacher with a talent for learning foreign languages (he can speak 11).

Video material

Grammar – ability and possibility
 Listening – *Teachers' tips for practising English*
 Listening – *Hello in different languages*
 Listening – *An interview with Alex Rawlings*

More materials

For teachers

Photocopiables

Grammar ability and possibility: *can, could, be able to* p.168
Communicative Tell us about... p.197 (instructions p.183)

For students

Workbook 4B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board:
Yes, we can!

Ask the class which politician had this as his slogan, and when (Barack Obama during his US presidential campaign in 2008).

Ask Sts why they think he chose it (because it was a very positive message which showed that the people had power).

1 GRAMMAR ability and possibility

- a** Books open. Focus on the instructions, and elicit / explain the meaning of *skill* (= the ability to do something well). Now focus on the list of skills, making sure Sts know what they mean.

Get Sts, in pairs, to name two of the activities for each of the four categories.

Get some feedback from various pairs.

EXTRA SUPPORT Demonstrate the activity by telling Sts about yourself first.

- b** Tell Sts to look at the photos, and elicit where the people are and what they think is happening. Then focus on the extracts from the conversation and give Sts time to read them.

Now play the video once the whole way through for Sts to watch.

Then tell Sts to try to complete the gaps in the conversations.



- 1** **A** Oh, hi, Ashley. What are you doing here?
B I was looking for a physics book, but I couldn't find it. And you?
A I need a copy of Dante. *La Divina Commedia*.
B *The Divine Comedy*?
A Yes, but I want it in Italian, not in translation... Here it is.
B Can you speak Italian well?
A Yes, I can speak it very well.
B Lucky you! I'd love to be able to speak a foreign language well.
2 **A** I love that picture. Who did it?
B It was my son, Marco. He did it when he was about six or seven.
A Does he still draw or paint?
B No, not really. He went to art classes after school for about six months, but he wasn't that interested and he decided he didn't want to go any more. But I think he was really good. I love this picture.
A When I was a kid, I could draw really well. Now I'm hopeless.
B I've never been able to draw or paint. Not even when I was younger.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- c** Play the video again, and then check answers.

ANSWERS

- 1** Can, can, be able to **2** could, been able to

Then complete 1–3 as a whole class.

ANSWERS

- 1** can / could **2** be able to **3** Can

- d** Tell Sts to go to **Grammar Bank 4B** on p.147.

Grammar notes

Sts should all be perfectly familiar with the verb *can* for ability and possibility (or permission). *Can* / *can't* is a modal verb, which has a past and conditional structure (*could* / *couldn't*), but has no present perfect or past perfect forms, nor does it have an infinitive or -ing form. In these situations, *be able to* must be used.

! For the future, you can often use *can* or *will be able to*, e.g. *I can't go to the meeting tomorrow.* / *I won't be able to go to the meeting tomorrow.*

Some typical mistakes include:

- trying to use *can* where they should use *be able to*, e.g. *I want to can speak English well.* / *I won't can come to your party on Saturday.*
- leaving out *to*, e.g. *I won't be able help you*, or using it after *can* or *could*, e.g. *I could to play the piano well.*

! There is a very small difference between *could* and *was able to*. In a **+** past simple sentence, if we want to refer to something that someone succeeded in doing – something difficult on a specific occasion – we use *be able to* (or *managed to*), e.g. *Although the space was very small, he was able to (or managed to) park there.* In this context it is not possible to use *could*. With a strong class you may want to point this out.

Focus on the example sentences and play audio **4.13** and **4.14** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

EXTRA IDEA In a monolingual class, you could get Sts to translate the example sentences and compare the forms / verbs they would use in their L1.

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

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 ✓ 2 be able to 3 been able to 4 being able to 5 be able to 6 ✓ 7 ✓ 8 be able to 9 been able to 10 ✓
b 1 haven't been able to 2 being able to / to be able to 3 will / 'll be able to 4 Will, be able to 5 to be able to 6 not being able to 7 were able to 8 won't be able to 9 Have, been able to 10 isn't able to

Tell Sts to go back to the main lesson **4B**.

EXTRA PRACTICE OPTION Use the **4B Grammar** photocopiable activity.

2 PRONUNCIATION & SPEAKING sentence stress

Pronunciation notes

If necessary, remind Sts about sentence stress in English (see **Pronunciation notes** in **Lesson 2B** on p.45).

- a **4.15** Tell Sts that they are going to hear four sentences using a form of *be able to*. The first time they listen, they should try to write in the pink boxes the stressed words they hear.

Play the audio, pausing after each line to give Sts time to write.

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

4.15

- 1 He's **never** been able to dance.
2 We **won't** be able to come.
3 I'd **love** to be able to ski.
4 She **hates not** being able to drive.

- b Now tell Sts to look at the words they have written and try to remember what the complete sentences are.

Play the audio again for Sts to listen and try to complete any gaps they have.

Check answers, eliciting the sentences onto the board.

ANSWERS

See script 4.15

- c Play the audio again, pausing after each sentence for Sts to listen and repeat, copying the rhythm. Encourage them

to pronounce the stressed words (in the pink boxes) more strongly and not to stress the other words.

Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT Put Sts in pairs and get them to practise saying the sentences.

- d **4.16** Go through the instructions. Focus on the two examples and explain that Sts will first hear an example sentence, e.g. *I'd love to be able to ski.* Then they will hear a verb or verb phrase (e.g. *ride a horse*). Sts then have to make a new sentence using that verb / verb phrase, i.e. *I'd love to be able to ride a horse.* At the same time, they should try to copy the rhythm of the original sentence. When Sts are clear what they have to do, play the audio and get the whole class to respond.

4.16

- 1 I'd love to be able to ski. Ride a horse (*ping*) I'd love to be able to ride a horse.
2 We won't be able to come. Park (*ping*) We won't be able to park.
3 I've never been able to dance. Speak French (*ping*) I've never been able to speak French.
4 She hates not being able to drive. Cook (*ping*) She hates not being able to cook.
5 Will you be able to find it? Afford it (*ping*) Will you be able to afford it?
6 He'd love to be able to snowboard. Windsurf (*ping*) He'd love to be able to windsurf.
7 I love being able to understand everyone. Speak to everyone (*ping*) I love being able to speak to everyone.
8 They haven't been able to finish. Come (*ping*) They haven't been able to come.

Then repeat the activity, eliciting responses from individual Sts.

- e Focus on the instructions and on the things which Sts have to talk about, making sure they understand them all. You could demonstrate by choosing one of the topics and telling Sts about your experience.

Give Sts time to think about what they are going to say for two or three of the topics.

- f Put Sts in pairs and give them time to tell each other about each of the things they chose in **e**. Encourage them to ask each other for more information and to give as much detail as possible. If there is an odd number of Sts in the class, you can take part yourself, or have one group of three. Monitor and correct any misuse of *can* / *could* / *be able to*.

Get some feedback to find out how many people, for example, have learned to do something after a lot of effort, etc., or if anyone had the same or a similar answer to their partner.

3 READING working out meaning from context

- a Put Sts in pairs or small groups and get them to discuss the questions.

Elicit feedback from various pairs or groups.

- b Focus on the title of the article and the photo. You may want to explain that the title is based on the song *To Be Young, Gifted and Black* by Nina Simone. Tell Sts they are going to read an article about a professor at the University of Cambridge.

Focus on the topics and make sure Sts understand all the lexis, e.g. *background*, *literacy*, etc. Point out the **Glossary**.

Give Sts time to read the article and number the topics.
Get Sts to compare with a partner, and then check answers.

ANSWERS

- 5 Jason Arday's personality and beliefs
- 2 Jason Arday's background
- 3 his problems with speech and literacy
- 4 the influence of a teacher
- 1 who Jason Arday is and why he is unusual

- c Focus on the instructions and give Sts time to read the article again and work out what the highlighted phrases mean.

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

ANSWERS

- 1 b 2 b 3 a 4 a 5 b 6 b 7 a 8 a

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words, e.g. *autism* /'ɔ:tɪzəm/, *intellectual* /ɪntə'lektʃuəl/, *supersede* /su:pə'si:d/, etc.

- d Tell Sts to look back at the topics in **b** and see what they can remember about Jason for each paragraph. Sts could do this in pairs or you could do this as a whole-class activity.

If Sts worked in pairs, elicit what they can remember.

- e Focus on the instructions and elicit the meaning of 'if you have the will, it will always supersede skill', i.e. if you try hard enough and often enough, you will eventually succeed. Either put Sts in pairs or do this as a whole-class activity. You could tell the class about yourself.

If Sts worked in pairs, elicit some feedback from various pairs.

4 LISTENING & SPEAKING understanding tips and benefits

- a Do this as a whole-class activity, or put Sts in pairs.

If Sts worked in pairs, get some feedback. Write any useful tips on the board.

- b  In this video Sts will see some teachers from different countries giving Nelson some advice on how to practise English outside the classroom. Some of the teachers speak quite fast, so if you think your Sts are struggling after the first tip, switch on the subtitles.

Focus on the instructions and give Sts time to read Nelson's post, and the tips 1–5, making sure they understand all the lexis. You could get them to discuss in pairs what the missing words might be.

Play the video once the whole way through for Sts to watch. Put Sts in pairs and get them to try to complete the gaps in the tips.

Get Sts to compare with another pair, and then, if necessary, play the video again for Sts to check.

Check answers.

ANSWERS

- 1 TV series 2 social media 3 tourist, town 4 voice diary
5 same level



1 Sanja Vukina, Zagreb

Hello. My best tip for practising English outside the classroom is to listen to as much English as you can. You can either listen to some podcasts you find interesting, or simply watch TV series and movies that you like. That way, you will pick up a lot of new words and

phrases without really noticing it. In my opinion, it is the simplest, most effective way to speed up your learning progress.

2 Panoraia Balali, Athens

Hey, Nelson, I think a great tip is to use social media in English. I mean, in the past, we used to have pen pals, right? Nowadays it's so easy to reach out and find English-speaking accounts, you can make friends with people from all over the world with whom you might share the same interests, and in that way, you can improve not only your speaking skills, but also your reading and writing skills.

3 Begoña Urruticoechea, Mungia

Hi, Nelson. A fun way to practise English outside the classroom is to be a tourist in your town. You can join a group of English-speaking visitors and listen to the guide's explanations. You can interact with them, and make new friends. Another idea is to go to the local museums and set the audio guides in English. If you follow my advice, you will learn about your town, you will make new friends, and you will practise English.

4 Frank Carrizo Zirit, Madrid

Hi, Nelson, here's a tip for you to practise English outside of class. Consider keeping a voice diary in English. Using a voice recorder or a smartphone app, record yourself speaking in English every day, or every week. Talk about your daily experiences, thoughts, or anything you find interesting. This will help you practise your speaking and pronunciation skills. Listening to your previous recordings, and comparing them with your newer ones, will show you the progress you've made over time. You can also share your recordings with a friend, teacher, or language exchange partner, for feedback on your pronunciation and speaking style. Give it a try, Nelson. Keeping a voice diary is a fun and effective way to improve your spoken English. Good luck!

5 Anna Maria Mastoraki, Crete

A very nice way to practise your English is to find a friend at the same level as you and talk to each other in English, even chat online in English. You can also use an application which will help you find the words that you don't know and use them there on the spot, while you are talking. I think you will enjoy that.

- c Focus on the instructions and give Sts time to read benefits A–F. Point out that there is one benefit that they don't need to use.

Play the video again. Then give Sts time to match the benefits to the tips.

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

ANSWERS

- 1 C 2 F 3 E 4 D 5 B

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- d Put Sts in pairs and get them to focus on the **bold** words and expressions in 1–5 and guess what they mean.
Check answers.

ANSWERS

- 1 **pick up** = to get information or a skill by chance rather than by making a deliberate effort
- 2 **reach out** = to contact somebody in order to get help
- 3 **interact** = to communicate with somebody
- 4 **feedback** = advice, criticism or information about how good something is
- 5 **on the spot** = at that moment, immediately

- e Focus on the instructions and give Sts time to translate the reflexive pronoun in the extract. If you know your Sts' L1, you could do this as a whole-class activity.

Focus on the **Reflexive pronouns** box and go through it with the class. Highlight that reflexive pronouns are made by adding *-self* (or *-selves* in the plural) to the possessive adjective (*my, your, etc.*). The exceptions are *himself* and *themselves*, where *self / selves* are added to the object pronouns *him* and *them*.

1 You may want to teach Sts the expression *by + reflexive pronoun = alone*, e.g. *I like travelling by myself*.

f Do this as a whole-class activity or put Sts in pairs.

If Sts worked in pairs, check answers.

ANSWERS

themselves – they
herself – she
ourselves – we

yourselves – you
himself – he
itself – it

g **4.17** Go through the instructions. Focus on the example and explain that Sts will first hear an example sentence, e.g. *I tested myself on the new vocabulary*. Then they will hear a new subject, e.g. *We*. Sts then have to make a new sentence using that subject and a reflexive pronoun, i.e. *We tested ourselves...* At the same time, they should try to copy the rhythm of the original sentence. When Sts are clear what they have to do, play the audio and get the whole class to respond.

4.17

- 1 I tested myself on the new vocabulary. We (*ping*) We tested ourselves on the new vocabulary.
- 2 I'm teaching myself Spanish. He (*ping*) He's teaching himself Spanish.
- 3 We introduced ourselves. They (*ping*) They introduced themselves.
- 4 He loves talking about himself. She (*ping*) She loves talking about herself.
- 5 He filmed the video himself. I (*ping*) I filmed the video myself.
- 6 She's cut herself. You (*ping*) You've cut yourself.

Then repeat the activity, eliciting responses from individual Sts.

h Focus on the three bullet points and make sure Sts understand them.

Put Sts in pairs and get them to discuss the questions.

Get some feedback from various pairs. Elicit other things Sts do to improve their English outside class.

5 VOCABULARY *-ed / -ing* adjectives

Vocabulary notes

Many adjectives related to feelings have two forms, ending in *-ed* for the person who experiences the feeling or ending in *-ing* for the thing or person which produces the feeling.

Sts should be familiar with some of these adjectives, e.g. *interested / interesting*, and here they expand their knowledge.

You may want to point out that not all adjectives for feelings exist in both forms, e.g. *stressed – stressful* NOT *stressing*, *scared – scary* NOT *scaring*.

a Do this as a whole-class activity. Elicit / Explain / Translate the meaning of the two adjectives in each case.

ANSWERS

- 1 interested 2 interested 3 interesting

You could ask Sts what they think of Marc's tip.

b Focus on the ***-ed and -ing* adjectives** box and go through it with the class.

Give Sts a couple of minutes to choose the correct adjective endings for 1–10.

c **4.18** Play the audio for Sts to listen and check.

Check answers, making sure Sts know what the correct adjective means.

ANSWERS

- 1 depressed 2 exciting 3 amazing 4 disappointed
- 5 tiring 6 embarrassing 7 frightened 8 tired 9 boring
- 10 frustrated

4.18

See sentences in Student Book on p.45 and answer key

Remind Sts that *amazing / amazed* are strong adjectives (see Student Book **Lesson 2B, Vocabulary** p.25). This means that you cannot use *very* with these words.

Amazing can mean either *very surprising* or *very good*.

Now play the audio again and get Sts to underline the stressed syllable in the adjectives.

Check answers.

ANSWERS

See answer key above

Give Sts practice in pronouncing the adjectives, making sure they stress them on the correct syllable. You could play the audio again, pausing after each question and getting Sts to repeat just the adjective.

d Focus on the questions in **b** and get Sts to ask you a couple first. Make sure they ask for more information.

Put Sts in pairs and get them to ask and answer the questions. Monitor and correct any mistakes with word stress.

Get some feedback from various pairs for each question.

6 LISTENING listening for gist

a Do this as a whole-class activity. If you know someone yourself, tell Sts about him / her.

b Focus on the task and photo.

Give Sts time to read about Alex Rawlings and answer the question.

Check the answer.

ANSWER

He speaks more than 11 languages fluently.

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

c **4.19** Tell Sts that they are going to watch a video in which Alex Rawlings says 'hello' in 11 languages. Before they watch, ask Sts to try to match the 11 greetings to the 11 languages. Point out that the first one (*Afrikaans*) has been done for them.

Get Sts to compare with a partner. Then play the video once the whole way through for Sts to watch and check answers.

Check answers.

ANSWERS

- 2 French 3 Hebrew 4 Italian 5 Dutch 6 Greek
- 7 Spanish 8 Russian 9 German 10 English 11 Catalan



Goeiemôre	Hola
Bonjour	Privet
Shalom	Guten Tag
Buongiorno	Hi
Goedemorgen	Bon dia
Yassas	

d Give Sts time to read the languages in 1–5 which Alex mentions in the video.

Play the video once the whole way through and tell Sts just to watch and try to follow as much as possible of what he says.

Then play the video again, pausing after Alex mentions each language to give Sts time to make notes.

Check answers.

ANSWERS

- 1 He really likes speaking both languages; he has an emotional connection with Greek because his family speaks it.
- 2 He would like to learn both languages; he works with a Chinese person and he's going to visit Slovenia soon for a conference.
- 3 He's never learned any of his local UK languages and he feels guilty about it; he'd especially like to learn Welsh.
- 4 It was his biggest challenge, the most difficult language for him to learn, partly because it has a different alphabet.
- 5 It was the easiest language for him to learn because the grammar is quite simple and the vocabulary is very similar to English.



I = interviewer, A = Alex Rawlings

I Which of your languages do you enjoy speaking the most?

A All of the languages that I speak are fun. I think that's why I've stuck with them and enjoy speaking them. I think I have the, the, the deepest emotional connection with Greek because my grandmother was from Greece and so we use Greek in my family as well and I've heard it ever since I was a child. But I also really like speaking German.

I What new languages would you like to learn?

A There are so many languages that I would love to learn in the future. As I said, I'm hooked so... I'm, I'm very interested in Chinese at the moment. I work with someone from China, who's teaching me little bits. And I think it's really cool when I hear her speaking to her family or friends on the phone in Chinese and think, 'Wow! Wouldn't it be really awesome to speak that?' I also, I organize an international conference for polyglots every year, which moves country, so last year it was in Iceland and this year it's going to be in Slovenia. So I'd like to learn some Slovene as well before we go there for the weekend.

I Have you ever tried to learn Welsh, Irish, or Scottish Gaelic?

A I always feel a little bit guilty that I'm from the UK, but I've never really learned any of our local languages here. So I've never learned Welsh, I've never learned Irish, I've never learned Scottish Gaelic. And I went to Wales recently and loved that we had everything in two languages. You walk into the supermarket and you see all these languages everywhere. And I thought, 'I think it would be really cool to learn a language which is very close to where I live that I could use.' So I'd love to learn Welsh one day, too.

I What's the most difficult language you've learned?

A The biggest challenge for me with learning a new language was with Russian. There were a number of things that I wasn't expecting to be hard that were. For example, there's a whole new alphabet, which, it's not too different to English – you get used to it – but when you're trying to learn a word, it's just an extra barrier to memorizing that word. First, having to read it and understand what

all of the letters mean and then having to actually memorize it. So there's that extra layer there.

I What's the easiest language you've learned?

A Well, the easiest language for me to learn was definitely Afrikaans, because the grammar's very, very simple, so there are almost no irregular verbs, there's only three real tenses you have to worry about, and a lot of the vocabulary in Afrikaans is very similar to vocabulary in English. So for example, there's this sentence which is 'My pen is in my hand and my hand is in warm water', which in Afrikaans is 'My pen is en my hand and my hand is in warm water', which, you know is very, very easy for English-speakers to learn. So the easiest languages to learn are the languages which are most similar to the one you speak natively because you don't have to learn so many new concepts, and maybe you can already understand a lot of the vocabulary because it's similar to what you already know.

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

e Do this as a whole-class activity. You could tell Sts your answer, too.

For instructions on how to use these pages, see p.49.

Video material

Can you understand these people? 3&4

More materials

For teachers

Oxford English Hub

Quick Test 4

File 4 Test

GRAMMAR

ANSWERS

1 c 2 a 3 c 4 b 5 a 6 a 7 b 8 b 9 a 10 c 11 b
12 b 13 c 14 b 15 a

VOCABULARY

ANSWERS

a 1 limit 2 belts 3 lanes 4 rush 5 rank
b 1 in 2 for 3 on 4 at 5 of
c 1 traffic 2 van 3 ferry 4 set 5 take
d 1 boring 2 frightening 3 excited 4 disappointed
5 depressing
e 1 leave 2 engaged 3 hung 4 scrolled 5 ringtones

PRONUNCIATION

ANSWERS

c 1 arrive /aɪ/ 2 engaged /g/ 3 message /dʒ/
4 Underground /ə/ 5 with /ð/
d 1 motorway 2 disappointed 3 pedestrian
4 speakerphone 5 embarrassing

CAN YOU understand this text?

ANSWERS

a A 5 B 3 C 6 D 4 E 1 F 2

▶ CAN YOU understand these people?

ANSWERS

1 c 2 c 3 c 4 b 5 b



1 Nick

I = interviewer, N = Nick

I How do you get to work?

N I take the Tube.

I How long does it take?

N Forty-five minutes or so.

I What do you think is the best way to get around London?

N Um, the easiest way is to take the Tube, I think, but the nicest way is probably to go by Boris bike if you want to relax when you're travelling, then it's a nice way to see the city, but maybe not the quickest way to get around.

2 Butterfly

I = interviewer, B = Butterfly

I Do you think women are better than men with young children, or do you think that's just a stereotype?

B I think that, um, it is definitely a stereotype that women are just better with children than men are. I believe that both sexes provide children with valuable, equally valuable, experiences, um, so I definitely trust either sex to raise children and love children, you know, with the same styles and the same quality and, you know, respect and love.

3 Coleen

I = interviewer, C = Coleen

I Are there any stereotypes about men and women that you think are true?

C I think women do think differently to men, um, and I think conversations tend to be different as well. Women are much more into, um, 'what did you say and what did he say, and what did you feel' and all the rest of it, and men are far more pragmatic and, you know, just want to know the score, as it were.

4 Jenny

I = interviewer, J = Jenny

I How many languages do you speak?

J I speak English and I also speak Afrikaans.

I Is there a language you'd like to be able to speak?

J I would very much like to be able to speak Spanish.

I Why Spanish?

J Because Spanish is spoken all over the world and I feel it's, it would be, it's important to be able to communicate with more people.

5 Linwood

I = interviewer, L = Linwood

I Is there anything that people do with phones that really annoys you?

L I would say, from what I've experienced, they're either texting or looking at their phones while walking and not looking where they're going. Er, I would say, from what I've experienced so far in London, that would be the biggest for me.

G past tenses: simple, continuous, perfect

V sport

P /ɔɪ/ and /ɜɪ/

Lesson plan

The topic of this lesson is sport. The lesson begins with a vocabulary focus on words and phrases connected with sport, followed by video practice, and then a pronunciation focus on two vowel sounds which Sts often have problems with, /ɔɪ/ and /ɜɪ/. Sts then have a speaking activity about sport, which caters for both Sts who like and do sport, and those that do not. This is followed by a reading about the superstitions that many sportspeople have.

The angle in the second half of the lesson is fair play. Sts listen to an interview with a football referee, and then the grammar, narrative tenses (past simple, past continuous, and past perfect), is presented through stories about people helping others in sports. Sts then practise telling anecdotes, and the lesson ends with a writing focus on stories.

Video material

Vocabulary – sport

Pronunciation – /ɔɪ/ and /ɜɪ/

More materials

For teachers

Photocopiables

Grammar past tenses: simple, continuous, perfect p.169

Communicative Marathon cheats p.198 (instructions p.184)

Vocabulary Sport p.221 (instructions p.212)

For students

Workbook 5A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board the names of the three most popular sports in your Sts' country, and drill the pronunciation.

Then get a show of hands to find out how many people in the class like watching these sports, and how many do these sports.

Then ask Sts if they think the class statistics are typical of their country as a whole.

1 VOCABULARY sport

- a** Books open. Focus on the title of the lesson, *Good sports*, and tell Sts that it refers to sports being good for you as well as the idiom *be a (good) sport* (= to be generous, cheerful, and pleasant, especially in a difficult situation or when you have lost a game).

Now focus on the quiz *In which sport...?*

Put Sts in small teams of three or four and tell them to answer the questions as fast as they can.

Stop when the first team 'crosses the finish line'.

- b** 5.1 Play the audio for Sts to listen and check.

Check answers, getting Sts to spell the names of the sports, and checking pronunciation. Find out if the first team to cross the finish line got the most questions correct. If not, the team with the most correct answers is the winner.

ANSWERS

- 1 swimming 2 basketball 3 baseball 4 rugby
5 table tennis / ping pong 6 golf 7 ice hockey
8 tennis 9 athletics 10 football

5.1

- You can do the *butterfly* in swimming.
- There's a shot called a *slam dunk* in basketball.
- The person who throws the ball in baseball is called the *pitcher*.
- There are two teams of fifteen people, and a ball that isn't round, in rugby.
- You hit the ball over a net on a table in table tennis (or ping pong).
- Players walk about eight kilometres, and never run, during a game of golf.
- There are two teams of six, who play on ice, in ice hockey.
- There are four main tennis tournaments in the world: in Melbourne, Paris, London, and New York.
- You can do different activities, for example running, high jump or javelin, in athletics.
- Brazil have won more World Cups than any other country in football.

- c** Tell Sts to go to **Vocabulary Bank Sport** on p.165.

Vocabulary notes

People and places

Highlight that the *coach* is the non-playing person in charge of a sports team. They are in charge of training, tactics, and team selection. In British football, this person is called *the manager*.

Point out that you usually use both words (= a compound noun) to describe the place where you do a sport, e.g. *tennis court*, *football pitch*.

Verbs

You may want to highlight that we say *nil* for a zero score in football and most other sports (e.g. *Inter Milan beat Chelsea two-nil (2–0)*), but we say *love* in tennis (e.g. *fifteen–love (15–0)*). When both teams have the same score, we say *all*, e.g. *The final score was three all (3–3)*.

Focus on **1 People and places** and get Sts to do **a** individually or in pairs.

- 5.2 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

5.2

Sport, 1 People and places

- | | |
|--------------------|--------------------------|
| 3 captain | 9 spectators / the crowd |
| 2 coach | 6 sports hall |
| 1 fans | 8 stadium |
| 4 players | 5 team |
| 7 referee / umpire | |

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

EXTRA SUPPORT Tell Sts to cover the words and look at the photos to see if they can remember the lexis.

Get Sts to do **c** individually or in pairs.

🔊 **5.3** Now do **d**. Play the audio for Sts to listen and check.

Check answers.

🔊 5.3

- 1 tennis **court** / basketball **court**
- 2 football **pitch** / rugby **pitch** / hockey **pitch**
- 3 swimming **pool** / diving **pool**
- 4 athletics **track**
- 5 Formula 1 **circuit** / motorcycling **circuit**
- 6 golf **course**
- 7 ski **slope**

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Focus on **Activation**. Put Sts in pairs and get them to test each other. Make sure they swap roles.

Focus on **2 Verbs** and go through the **win and beat** box with the class. Make sure Sts know the meaning of the verbs, and then get them to do **a** and **b** individually or in pairs. Highlight that in **b**, Sts should write the verbs in the **Verb** column, not in the shaded gaps in the sentences. By doing this, they can use the sentences to test their memory later.

🔊 **5.4** Now do **c**. Play the audio for Sts to listen and check answers to **a** and **b**.

Check answers.

🔊 5.4

2 Verbs

- a** beat, **beat**, **beaten**
win, **won**, **won**
lose, **lost**, **lost**
draw, **drew**, **drawn**

- b** 1 Spain **drew** with Brazil two–all.
2 Milan **beat** Chelsea three–nil.
3 Milan **won** the match three–nil.
4 The Chicago Bulls **lost** seventy-eight–ninety-one to the Boston Celtics.

Now either use the audio to drill the pronunciation of the verbs in **a**, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Sts do **d** individually or in pairs. Remind them to write in the **Verb** column.

🔊 **5.5** Now do **e**. Play the audio for Sts to listen and check.

Check answers.

🔊 5.5

- 1 Professional sportspeople have to **train** every day.
- 2 Don't play tennis on a wet court. You might **get injured**.
- 3 A footballer has to try to **kick** the ball into the goal.
- 4 I've started going to the gym because I want to **get fit**.
- 5 Our new striker is going to **score** a lot of goals.
- 6 Would you like to **go** swimming this afternoon?
- 7 My brothers **do** yoga and t'ai chi.
- 8 In basketball, players **throw** the ball to each other.

EXTRA SUPPORT Get Sts to cover the **Verb** columns in **b** and **d** to test themselves.

Finally, focus on **3 Phrasal verbs** and get Sts to do **a** individually or in pairs.

🔊 **5.6** Now do **b**. Play the audio for Sts to listen and check.

Check answers.

ANSWERS

1 D 2 B 3 C 4 A

🔊 5.6

3 Phrasal verbs

- 1 *Warm up* means 'do light exercise to get ready for a match, for example'.
- 2 *Work out* means 'do exercise, usually at a gym'.
- 3 *Was sent off* means 'was told to leave the pitch, court, etc'.
- 4 *Was knocked out* means 'was eliminated'.

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

EXTRA PRACTICE OPTION Use the **5A Vocabulary** photocopyable activity.

d 🎥 This video is divided into four sections, each with a question followed by clips of different sports. Focus on the photo and the first question *Where are they?* and elicit the complete answer (*a tennis court*).

Play the video once the whole way through. Then play again, pausing after each clip, and either elicit the answer orally or get Sts in pairs or teams to write down the answer.

If Sts worked in pairs or teams, check answers to see who won.

ANSWERS

- 1 a tennis court 2 a football pitch 3 an athletics track
- 4 a sports hall 5 a stadium 6 a referee 7 a captain
- 8 a coach 9 spectators 10 a player 11 They are training.
- 12 She is warming up. 13 The player got a red card / sent off.
- 14 He got injured. 15 He scored a goal.

2 PRONUNCIATION /ɔː/ and /ɜː/

Pronunciation notes

Here the focus is on two long sounds which are often mispronounced because of the sometimes irregular relationship between sound and spelling. The biggest problem is *-or*, which is usually /ɔː/, but sometimes /ɜː/ after *w*, and the *ought* / *aught* endings, which are usually /ɔːt/.

a Focus on the sound pictures and elicit the words and sounds: *horse* /ɔː/ and *bird* /ɜː/.

Give Sts a few minutes to put the words in the correct column. Warn them to be careful with the *or* words.

b 🎥 Play the video for Sts to listen and check. Remind them to focus on the mouth position.

Check answers.



horse /ɔː/ ball, caught, course, court, draw, fought, score, sport, warm up
bird /ɜː/ circuit, hurt, serve, shirt, work out, world, worse

Highlight that *caught* and *court* are pronounced exactly the same, although they have a different spelling, and that *fought* and *caught* share the same vowel sound.

Play the video again, pausing after each group of words for Sts to listen and repeat.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- c** ⑤ **5.7** Tell Sts they are going to hear six sentences and they must write them down.

Play the audio the whole way through for Sts just to listen.

⑤ 5.7

- 1 I hurt myself when I caught the ball.
- 2 Her serve's worse than the other girl's.
- 3 It was a draw – the score was four–all.
- 4 It's the worst sport in the world.
- 5 We warmed up on the court.
- 6 They wore red shirts and white shorts.

Then play it again, pausing after each sentence to give Sts time to write it down. Repeat if necessary.

Check answers by eliciting the sentences onto the board.

ANSWERS

See script 5.7

Put Sts in pairs and get them to practise saying the sentences.

EXTRA SUPPORT Play the audio again, pausing after each sentence for Sts to listen and repeat.

3 SPEAKING

This topic-based speaking activity takes into account the fact that not all Sts are interested in sport!

Focus on the instructions and the flow chart, and point out the two alternative 'routes' and the last three questions for all Sts to discuss, whichever route they took.

EXTRA SUPPORT Get Sts to interview you with the first few questions from whichever group you belong to. Elicit extra questions to show possible follow-up questions.

Monitor while Sts interview each other. Correct any pronunciation errors with the vocabulary they have just learned, and help them with any new vocabulary they need. Make a note of any common mistakes, and have a correction spot at the end of the activity.

Get some feedback from a few individual Sts.

EXTRA SUPPORT You could do the last three questions as a whole-class activity.

4 READING understanding how examples support main points

- a** Do this as a whole-class activity, making sure Sts understand all the expressions. Explain / Elicit what a *lucky charm* is (= a small object worn on a chain or bracelet that is believed to bring good luck) and elicit some examples, e.g. a rabbit's foot, a four-leaf clover, etc. For 'touch something', if Sts come from different countries, they could tell the class the equivalent things they say in their country, e.g. Italians say *touch iron*, whereas British people say *touch wood*.
- b** Focus on the instructions and elicit / explain the meaning of *superstition* /su:pə'stɪʃn/ (= the belief that particular

events happen in a way that cannot be explained by reason or science). Model and drill its pronunciation.

Read the title of the article and explain / elicit the meaning of *work* here (= to have the result or effect that you want).

Now tell Sts to read the article and answer the questions. Check answers.

ANSWERS

Yes, because they increase confidence and control.

The photos show doing a special handshake before a game, lining up water bottles on the court, drawing a 'lucky' moustache on her lip.

- c** Now focus on the instructions and topics A–D. Make sure Sts understand the words *physical* and *psychological*.

Tell Sts to read the article again quickly and match each topic to a paragraph.

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

ANSWERS

1 B 2 D 3 A 4 C

- d** Put Sts in pairs. Tell them to read the article again and then discuss with their partner why the examples for paragraphs 1–4 are given.

Check answers.

ANSWERS

- 1 They're examples of famous sportspeople's superstitions.
- 2 They were used in a study at the University of Cologne to show that people perform better when they have 'lucky' things.
- 3 Adrenaline and other chemicals are produced as a result of sporting rituals, helping athletes to focus better; Nadal said that his water bottle habit was a way of centering himself.
- 4 This is an example of how superstitions can cause problems – both players wanted to be the last person to leave the changing room.

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- e** Put Sts in pairs and get them to discuss the questions. Get some feedback from various pairs. If you have any superstitions, you could tell the class.

5 LISTENING understanding an interview

- a** Do this a whole-class activity, and elicit some opinions on referees in general.

EXTRA SUPPORT If Sts can't give any reasons, you could ask them if referees are well paid, respected, or unpopular.

- b** ⑤ **5.8** Focus on the photo and the instructions. Give Sts a few minutes to read questions 1–5 and their three options, and make sure they understand them.

Then play the audio (**Part 1** of the interview) once the whole way through.

Get Sts to compare with a partner, and then play the audio again if necessary.

Check answers.

ANSWERS

1 c 2 b 3 b 4 a 5 a

5.8

(script in Student Book on p.133)

I = interviewer, JA = Juan Antonio

Part 1

I What made you want to become a referee?

JA My father was a referee, but that didn't influence me – in fact, the opposite, because I saw all the problems that he had as a referee. But as a child, I was always attracted by the idea and at school I used to referee all kinds of sport – basketball, handball, volleyball, and of course football. I was invited to join the Referees' Federation when I was only fourteen years old.

I Were you good at sport yourself?

JA Yes. I was a very good handball player. People often think that referees become referees because they're frustrated players, but this is just not true in most cases, in my experience.

I What was the most exciting match you ever refereed?

JA It's difficult to choose one match as the most exciting. But I remember some of the Real Madrid–Barcelona matches, for example, the first one I ever refereed. The atmosphere was incredible in the stadium. But really, it's impossible to pick just one – there have been so many.

I What was the worst experience you ever had as a referee?

JA The worst? Well, that was something that happened very early in my career. I was only sixteen, and I was refereeing a match in a town in Spain, and the home team lost. After the match, I was attacked and injured by the players of the home team and by the spectators. After all these years, I can still remember a mother, who had a little baby in her arms, who was trying to hit me. She was so angry with me that she nearly dropped her baby. That was my worst moment, and it nearly made me stop being a referee.

I Do you think that there's more cheating in football than in the past?

JA Yes, I think so.

I Why?

JA I think it's because there's so much money in football today that it's become much more important to win. Also, football is much faster than it used to be, so it's much more difficult for referees to detect cheating.

I How do footballers cheat?

JA Oh, there are a few ways, but for me, the worst thing in football today is what we call *simulation* or diving. Diving is when a player pretends to have been fouled when in fact he hasn't. For example, sometimes a player falls over in the penalty area when, in fact, nobody has touched him, and this can result in the referee giving a penalty when it wasn't a penalty. In my opinion, when a player does this, he's cheating not only the referee, not only the players of the other team, but also the spectators, because spectators pay money to see a fair contest. However, since FIFA introduced Video Analysis Referee, what we call VAR, it's much easier to be sure if a foul was really committed or not.

EXTRA SUPPORT You could pause the audio after the referee has answered each question to give Sts time to answer the questions.

c Tell Sts they are going to hear **Part 2** of the interview, but before they listen, they must look at sentences 1–6 and see if they can predict what the referee is going to say. Get Sts to compare with a partner.

Elicit some ideas, but don't tell Sts if they are right or not.

d **5.9** Tell Sts to listen to **Part 2** of the interview and check their answers.

Play the audio once the whole way through. Then play it again, pausing after each answer is given.

Check answers.

ANSWERS

- 1 right decisions 2 fast 3 rules 4 exceptions
5 with the ball 6 typical superstar

5.9

(script in Student Book on p.133)

Part 2

I What's the most difficult thing about being a referee?

JA The most difficult thing is to make the right decisions during a match. It's difficult because you have to make decisions when everything's happening so quickly – football today is *very* fast. You must remember that everything is happening at one hundred kilometres an hour. Also, important decisions often depend on the referee's *interpretation* of the rules. Things aren't black and white. And, of course, making decisions would be much easier if players didn't cheat.

I Do you think that the idea of fair play doesn't exist any more?

JA Not at all. On the contrary, I think fair play *does* exist – the players who cheat are the exceptions.

I Finally, who was the best player you ever saw in your career as a referee?

JA I have to say Leo Messi.

I Why is he special for you?

JA Well, a study was done on him which showed that Messi could run faster *with* the ball than many footballers can do *without* the ball. But apart from his great ability, what I always admired about him was that he wasn't a typical superstar footballer. In public and in his personal life, his behaviour was always very normal. That's unusual for such a famous player.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on p.133, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e Put Sts in small groups to discuss questions 1–4. Before they start, elicit / explain the meaning of *fair play* (= the fact of playing a game or acting honestly, fairly, and according to the rules).

Encourage Sts to give reasons to justify what they say.

Get some feedback from various groups and find out if any Sts disagreed with each other on any of the topics.

6 GRAMMAR

past tenses: simple, continuous, perfect

a Focus on the title of the article and the photo. Elicit how a high jump final works (*Athletes jump gradually increasing heights. They have three attempts at each height, and if they fail, they are eliminated. They continue until only one athlete is left.*). Then elicit reasons why the two high jumpers may have shared the gold medal.

Focus on the task and give Sts time to read the article and answer the question. Point out the **Glossary**.

Check the answer.

ANSWER

Because it was an example of good sporting behaviour.

b Focus on the instructions. Give Sts time to read the article again and find the verbs.

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

ANSWERS

Past continuous: were competing

Past perfect: had supported, had suffered, had won, had had, had jumped

Now ask Sts why the different tenses are used.

ANSWERS

The past continuous verb shows that this action was in progress when the main event happened.

The past perfect verbs show that these things happened before the main events in the story.

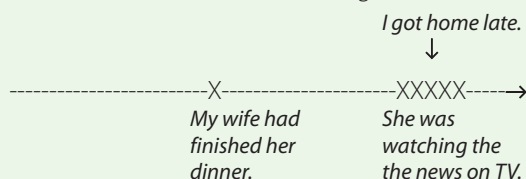
c Tell Sts to go to **Grammar Bank 5A** on p.148.

Grammar notes

In *English File* Pre-intermediate Sts learned the past simple, the past continuous, and the past perfect in separate lessons, so this will be the first time Sts have seen the three tenses together.

Highlight that these three tenses are the ones that we normally use to tell a story / anecdote in the past. Most verbs tend to be in the past simple when we are describing consecutive actions (*First..., then..., etc.*), but we often use the past simple in conjunction with either or both the past continuous and past perfect, e.g. *I got home late; my wife had already finished her dinner and was watching the news on TV.*

You may want to draw a timeline on the board to show Sts how the three tenses work together:



Focus on the example sentences and play audio ⑤ 5.10, ⑤ 5.11, ⑤ 5.12, and ⑤ 5.13 for Sts to listen and repeat.

Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 had trained 2 was cycling 3 wanted 4 had already started 5 hadn't scored 6 was playing 7 stopped 8 hadn't lost 9 was raining
b 1 happened, were driving 2 cheered, blew 3 didn't recognize, had changed 4 stopped, wasn't wearing 5 weren't listening, was talking 6 couldn't, hadn't snowed 7 weren't able to, hadn't booked 8 got, had taken off / took off

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

EXTRA PRACTICE OPTION Use the **5A Grammar photocopiable activity**.

- d Either put Sts in pairs or do this as a whole-class activity. If Sts worked in pairs, elicit some ideas, but don't tell Sts if they are right or not.
e Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Fair play, A** on p.109, **B** on p.114. Tell Sts **A** to read about Abel Mutai and Iván Fernández, and Sts **B** to read about Nikki Hamblin and Abbey d'Agostino. When they have finished reading, Sts should underline all the verbs in the past continuous or past perfect.

ANSWERS

Student A

A Kenyan runner called Abel Mutai was competing in a cross-country race in Spain in 2012. He was winning the race easily, but he stopped running about ten metres before the finishing

line. He thought he'd won the race. The crowd were shouting at him – they were telling him to carry on, but he didn't understand them because he didn't speak any Spanish. A Spanish runner, Iván Fernández, was second in the race behind Mutai and he slowed down and told Mutai to keep running. Mutai started running again and crossed the line first. 'I did what I had to do,' said Fernández. 'He was the rightful winner.'

Student B

In the Rio Olympics in 2016, athlete Nikki Hamblin from New Zealand was running in a heat for a place in the final of the 5,000m. During the race, Hamblin tripped and knocked into another competitor, American Abbey D'Agostino, and they both fell to the ground. D'Agostino got up and helped Hamblin to get up too, but then it became clear that D'Agostino had hurt her foot. When Hamblin realized what had happened, she ran next to D'Agostino, and they helped each other to the finish line. Both runners qualified for the final, but D'Agostino couldn't run because of her injury. However, they both received a Fair Play award from the International Olympic Committee.

Sts **A** then cover the story and tell it to their partner, using the prompts in the list.

Sts then swap roles.

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

- f Do this as a whole-class activity, making sure Sts know the meaning of *heart-warming* (= causing feelings of happiness and pleasure). You could also tell Sts what you think.

7 SPEAKING

- a ⑤ 5.14 Focus on the instructions and make sure Sts understand what an *anecdote* is (= an informal true story about something that happened to you). Model and drill its pronunciation /'ænikdəut/.
Give Sts time to read the three questions and then play the audio.
Check answers.

ANSWERS

- 1 (Women's) handball 2 The Danish team 3 The Spanish team

⑤ 5.14

(script in Student Book on p.133)

A I'm going to tell you about a time when I saw a really exciting sports event. This happened many years ago when I was working as an interpreter for a sports team.

B Wow! What sport was it?

A It was handball, women's handball. The team, they were Spanish, were in the final of the Champions League, and they were playing a Danish team. I was sitting on the bench with the players, because I had to translate anything that the referees said.

B That sounds exciting.

A It was very exciting, because a Spanish team had never won the Champions League, and everybody thought the Danish team were going to win. And by half time, the Spanish team were losing by eight goals, which is a lot in handball.

B What happened next?

A Suddenly, every time the Danish team tried to score a goal, our goalkeeper stopped it. And every time she stopped one, the Spanish team then counter-attacked and got a goal themselves. And in the end they won the match.

B How amazing!

A Yes, we couldn't believe it. We were all jumping up and down, we were so happy. I'll never forget it.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.133, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- b**  **5.15** Focus on the **Telling an anecdote** box and go through it with the class. Encourage Sts to guess what the missing words might be.

Now play the audio, pausing after each sentence to give Sts time to complete the gaps.

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

ANSWERS

1 a time 2 many 3 Wow 4 exciting 5 next 6 amazing

5.15

See sentences in Student Book on p.51 and answer key

- c** Give Sts time to choose which two topics they are going to talk about, and to plan their stories. Encourage them to think about the vocabulary they are going to need, especially verbs.

Monitor and help Sts with their planning and with any specific vocabulary.

EXTRA IDEA Tell Sts that one anecdote should be true and the other invented. Sts **A** then tell both their anecdotes, one after the other, and Sts **B** must decide which one is true. They then swap roles. You could model the activity first by telling them two anecdotes of your own. Pause from time to time and encourage Sts to ask you questions. Then get Sts to guess which one is true.

- d** Put Sts in pairs, **A** and **B**, or small groups. Sts **A** should start by telling their first anecdote, giving as much information as possible, and Sts **B** should ask questions. Sts **B** then tell their first anecdote.

Monitor while Sts are telling their anecdotes, but don't correct too much, as the aim here is to encourage fluency, and Sts are unlikely to use all the tenses perfectly.

If Sts are enjoying the activity (and you have time), you could get them to change partners / groups and tell their stories again.

8 WRITING telling a story

Tell Sts to go to **Writing Bank 5** on p.124.

- a** Focus on the instructions and give Sts time to read the story and answer the two questions. Tell them not to worry about the gaps in the story.

Check answers.

ANSWERS

They got lost because her husband followed the instructions given by the satnav, which sent them in the wrong direction. They also left their dog under the table in the café on the motorway.

- b** Tell Sts to read the story again and number the things Begoña mentions in the correct order. Point out that the first one has been numbered for them.

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

ANSWERS

2 who she was with
3 where they were going and why
4 what happened on the way

- 5 what they decided to do
6 another problem that they had
7 what happened in the end

- c** Focus on the instructions and the connecting words or phrases in the list. Point out that the first one (*then*) has been done for them.

Give Sts time to read the story again and complete each gap.

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

ANSWERS

2 However 3 instead of 4 so 5 but 6 because
7 as soon as 8 although

- d** Focus on the **Time expressions** box and go through it with the class.

Now give Sts time to find eight time expressions in the story.

Check answers.

ANSWERS

A few years ago, my husband and I...

...**and then** drive west...

At first, the journey was fine.

Three days later, we continued our journey.

However, **after a while**, we realized that...

Eventually, we stopped...**and then** turned round...

And **in the end**, although the beginning...

- e** Give Sts time to circle the correct time expression in sentences 2–6. Point out that the first one (*One day last year*) has been done for them.

Check answers.

ANSWERS

2 After a while 3 When 4 then 5 It was only when
6 Eventually

- f** Now tell Sts they are going to write about a journey when they had a problem. If Sts can't think of a journey, they can invent one. Sts should make notes, using the list in **b** in the correct order.

- g** You may like to get Sts to do the writing in class, or you could set it as homework. If you do it in class, set a time limit for Sts to write their story, e.g. 15–20 minutes.

- h** Sts should check their work for mistakes before giving it in.

- G** past and present habits and states
V relationships
P the letter *s*, *used to*

Lesson plan

Different kinds of relationships provide the main theme for this lesson. It begins with three stories from a British newspaper feature called *How we met* where couples describe how they got to know each other. Sts then listen to another person talking about where he met his partner, and extracts from the listening provide a lead-in to the grammar, which revises and consolidates the use of *used to* for past habits and states, and contrasts it with the way we express present habits. The pronunciation focus is on the different ways the letter *s* can be pronounced, and the pronunciation of *used to*. This is followed by a controlled oral grammar practice stage.

The second half of the lesson begins with a vocabulary focus on words and phrases related to relationships. The topic then moves to friendships, and Sts then listen to a radio programme on surprising facts about friendships. The lesson ends with a speaking activity where Sts present their opinion on a topic related to friends.

Video material

Pronunciation – the letter *s*
 Vocabulary – relationships

More materials

For teachers

Photocopiables

Grammar past and present habits and states *p.170*
Communicative Past and present *p.199* (instructions *p.184*)
Vocabulary Relationships *p.222* (instructions *p.212*)

For students

Workbook 5B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the following on the board:

- 1 *I met my best friend at primary school.*
- 2 *Where shall we meet? How about in the café by the station?*
- 3 *When I was out shopping last week, I met an old school friend who I hadn't seen for years.*

Now elicit from Sts the meanings of the verb *meet* in each sentence.

ANSWERS

- 1 To see somebody for the first time
- 2 To go to a place and wait there for somebody to arrive
- 3 To be in the same place as somebody by chance and talk to them

1 READING & SPEAKING understanding a relationship story

- a** Books open. Focus on the title, and explain that *best friends forever* is often abbreviated to *BFF*. It is used especially in text messages and on social media, e.g. *I'm going to my BFF's birthday party next week.*

Now focus on the task and make sure Sts know what a *partner* is here (= a husband / boyfriend, or wife / girlfriend).

Get Sts to number phrases A–F in order according to how likely they think people are to meet friends and partners that way.

Get Sts to compare with a partner, and then elicit opinions. You could tell Sts that statistics vary from country to country, but in the US in 2023 40% of couples met online.

- b** Focus on the instructions and then give Sts time to read the article about Emily and Cyril. Make sure they understand the meaning of the last question. Tell them not to worry about the gaps.

Get them to compare with a partner, and then check answers.

ANSWERS

- 1 They met on a trip with their choir.
- 2 They began spending more time together, especially at school, because Cyril was worried about his family being against Emily.
- 3 His family accepted Emily and they got married in 2019.
- 4 They are best friends and are on the same wavelength. They have a lot of things in common, e.g. they both like music, books, and restaurants.

- c** Now tell Sts to read the story again and complete the gaps with phrases A–F. Make sure they understand all the phrases.

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

ANSWERS

1 C 2 A 3 E 4 B 5 D 6 F

Deal with any new vocabulary. Model and drill the pronunciation of any tricky words.

- d** Focus on the question and elicit ideas for both stories. Now put Sts in pairs, **A** and **B**, and tell them to go to **Communication How we met**, **A** on *p.109*, **B** on *p.114*.

Tell Sts **A** to read about Savannah and Michael, and Sts **B** to read about Nick and Tess.

When they have finished reading, Sts should close their books and tell their partner their story.

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

Do the question as a whole-class activity.

- e** Focus on the instructions and give Sts time to think about how a couple they know met.

Put Sts in pairs and get them to share their stories.

Get some feedback, and if you know a couple who met in unusual circumstances, tell the class.

2 GRAMMAR past and present habits and states

- a **5.16** Tell Sts they are going to listen to another story and they must answer the two questions. You could write the questions on the board and get Sts to close their books.

Play the audio once the whole way through.

Check answers.

ANSWERS

They met in a school corridor, and it wasn't romantic.

5.16

(script in Student Book on p.134)

Well, I used to be a teacher, and I taught English to adults in Indonesia for a few years, and I met my wife there, um, in the school that I was working in. She was a student at the school – ah, not my class, I should point out – just a student at the school, and one day in the corridor I was walking to class, and she was running through the corridor because she was late for class – she didn't use to be very punctual in those days. And she crashed into me, and I was on my way to class, so I was carrying a whole load of things and I dropped all my books, all my papers, all my pens...they went all over the floor. And did she help me to pick them up? Nope! She just ran off, laughing; she thought it was very funny. So...you could say it wasn't love at first sight. But we became friends after that, and we sometimes used to have tea or a beer together. And after being friends for, I think, three years, we got together – became boyfriend and girlfriend – and then a few years later, we got engaged, and then we got married – and now we've been married for twelve years.

- b Now focus on the instructions and on sentences 1–8. Go through them with Sts and make sure they understand them.

Play the audio again the whole way through, and get Sts to mark the sentences *T* (true) or *F* (false). Remind them to correct the false ones.

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

ANSWERS

- 1 T
 - 2 F (She was a student at the school, but not in his classes.)
 - 3 F (She wasn't usually very punctual.)
 - 4 T
 - 5 T
 - 6 F (She ran off, laughing.)
 - 7 T
 - 8 F (They've been married for 12 years.)
- c Put Sts in pairs. Tell them to look at the three extracts from the listening and to answer questions 1 and 2.
- Check answers.

ANSWERS

- 1 We use *used to* to talk about things that were true over a period of time in the past.
We make questions with *Did* + person + *use to* + infinitive.
- 2 No

EXTRA SUPPORT Do this as a whole-class activity.

- d Tell Sts to go to **Grammar Bank 5B** on p.149.

Grammar notes

Used to is a grammar point which was presented in *English File Pre-intermediate* and is revised and consolidated here. This is a 'late assimilation' structure, as Sts can express more or less the same idea by using the past tense + a time expression. Compare *I used to go to that primary school* and *I went to that primary school (when I was a child)*.

In that sense, *used to* is a sophisticated structure and its correct use shows that Sts have a higher level of English. In this lesson, *used to* is contrasted with the use of the present simple with *usually* to talk about present habits. Sts may have problems with this structure, as their language may either use a tense which doesn't exist in English for past habits, or may have a verb which can be used both for present and past habits – unlike *used to*, which can only be used in the past.

Emphasize the way we often don't repeat the main verb, but just use the auxiliary verb with *any more* / *any longer* when we contrast the past and present habits, e.g. *I used to like cartoons, but I don't any more*.

Some typical mistakes include:

- using *use to* instead of *usually* for present habits and states, e.g. *I use to go to bed about 11:00*.
- making mistakes of spelling such as *We didn't used to wear a uniform at my school*.

Focus on the example sentences and play audio **5.17** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the information box and go through it with Sts. Now focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 X didn't use to like 2 ✓ 3 X never used to want 4 X did you use to keep in touch 5 X usually go 6 ✓ 7 X Did your parents meet 8 X used to work 9 X usually go
- b 1 used to have 2 usually go 3 didn't use to watch 4 Do, usually play 5 usually eat out 6 did, use to work 7 used to be 8 Did, use to argue 9 usually gets on 10 didn't use to speak

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

EXTRA PRACTICE OPTION Use the **5B Grammar** photocopiable activity.

3 PRONUNCIATION & SPEAKING the letter s, *used to*

Pronunciation notes

Many learners of English tend to always pronounce the letter *s* as the unvoiced sound /s/, as in *bus*. In fact, *s* in the middle or at the end of a word is often pronounced /z/, e.g. *music, jobs*, and *-se* is very often pronounced /z/, e.g. *lose, revise*, etc. At the beginning of a word, *s* is almost always /s/, with the exceptions of *sure* and *sugar*, where the *s* is pronounced /ʃ/. Double *s* is always pronounced /ʃ/, e.g. *mission, issue, pressure*.

Used can be pronounced both ways, with a /s/ or a /z/. When it is a main verb (e.g. *I used Google Maps to find the right way*), it is pronounced /ju:zd/, but when it is *used to* (e.g. *I used to live in Seville*), it is pronounced /ju:st/.

- a **5.17** Focus on the task and play the video once the whole way through for Sts to listen and repeat. Tell them to focus on, and try to copy, the mouth position for the different sounds.



See sounds and words in Student Book on p.53

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

b **5.18** Tell Sts to write the words in the correct column in the chart in **a**.

Get them to compare with a partner, and then play the audio for Sts to listen and check.

Check answers.

EXTRA SUPPORT Play the audio, pausing after each word for Sts to listen and write the words in the columns.

5.18

snake /s/ summer, parents, practise, singer, sport, supermarket, used to
zebra /z/ busy, friends, holidays, lose, music, use

shower /ʃ/ sure, sugar

television /z/ decision, occasion, unusual, usually

EXTRA SUPPORT Play the audio again, pausing after each group of words for Sts to listen and repeat.

c Put Sts in pairs and get them to answer questions 1–3.
Check answers.

ANSWERS

- At the beginning of a word, the letter *s* is usually pronounced /s/. The two exceptions are *sure* and *sugar* /ʃ/.
- At the end of a word, *s* can be pronounced /s/ or /z/.
- In vowel + *-sion*, the letter *s* is pronounced /z/.

d **5.19** Focus on the **used to** box and go through it with the class.

Tell Sts they are going to hear five short sentences or questions and they need to write them down.

Play the audio once the whole way through for Sts just to listen.

5.19

- I'm sure you used to take sugar in your tea.
- She didn't use to like classical music, but now she loves it.
- We used to stay with my parents' friends in the summer holidays.
- Did you use to use your car more?
- The singer usually practises for six hours a day.

Now play the audio again, pausing after each sentence to give Sts time to write.

Check answers by eliciting the sentences onto the board.

ANSWERS

See script 5.19

Then play the audio again, pausing after each sentence for Sts to listen and repeat.

Finally, repeat the activity, eliciting the sentences from individual Sts.

EXTRA SUPPORT You could get Sts to listen and repeat after the audio, and then practise in pairs.

e Focus on the task and give Sts a few minutes to choose their two topics and plan what they are going to say.

Put Sts in pairs, **A** and **B**. Tell Sts **A** to start talking about their first topic, giving as much information as they can. Sts **B** can ask for more information, too.

Then Sts **B** tell Sts **A** about their first topic, etc.

EXTRA SUPPORT Choose one of the topics yourself and tell Sts a little about it. This way, you demonstrate what you want them to do and give Sts extra listening practice.

As Sts are talking, move round, monitoring and helping, and correcting any mistakes with *used to*.

Get some feedback.

4 VOCABULARY relationships

a Focus on the task and give Sts time to put the pictures in the order they think they happened.

Elicit some ideas, but don't tell Sts if they are right or not.

b In this video Sts will see how Jessica and Bilal met, and then how their relationship developed.

Play the video for Sts to watch and check their answers.

Check the order of the four pictures.

ANSWERS

A 1 B 4 C 3 D 2



See video script in the **Vocabulary Bank** on p.166

Do the questions as a whole-class activity, and elicit answers from different Sts.

If Sts worked in pairs, elicit some feedback from various pairs.

c Tell Sts to go to **Vocabulary Bank Relationships** on p.166.

Vocabulary notes

People

Highlight that *mate* can be added to other words, e.g. *housemate* (= someone you share a house with), *schoolmate* (= someone you are / were at school with), *workmate* (= somebody you work with).

Tell Sts that *fiancé(e)* is a word 'borrowed' from French, which explains the pronunciation, and why it has an accent. With one *e*, it refers to a man, and with two it refers to a woman.

You might also want to point out that in American English *co-worker* is used instead of *colleague*.

Focus on **1 Verb phrases** and get Sts to do **a** individually or in pairs. Remind Sts to change the verb to the past simple.

EXTRA SUPPORT Elicit the past tense of all the verbs first.

Now do **b**. Play the video for Sts to watch and check.

Check answers.



I **met** Bilal when I was studying at university.

We **got to know** each other quickly because we went to the same classes.

We soon **became friends**.

We discovered that we **had** a lot in common. For example, we both liked art and music.

We **went out together** in our second term and we fell in love.

We **were together** for two years.

In our last term at university, we started to argue a lot, and we **broke up**.

After we left university, we **lost touch** because I moved to London. Five years later we **got in touch** again on social media. We were both still single.

This time we **got on** better than before, maybe because we were older.

After two months, we **got engaged**.
We **got married** last summer. A lot of our old university friends came to the wedding!

Now either use the video to drill the pronunciation of the verb phrases, or model and drill them yourself. Give further practice of any words and phrases your Sts find difficult to pronounce.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

Finally, focus on **Activation** and tell Sts to look at the pictures and see if they can remember the story.

Now focus on **2 People** and get Sts to do **a** individually or in pairs.

🔊 **5.20** Now do **b**. Play the audio for Sts to listen and check.

Check answers.

🔊 **5.20**

2 People

- 1 couple
- 2 partner
- 3 fiancé(e)
- 4 flatmate
- 5 colleague
- 6 ex
- 7 close friend
- 8 classmate

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words and phrases your Sts find difficult to pronounce.

Now do **Activation** and tell Sts to cover the definitions, look at the words, and see if they can remember what they mean.

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

EXTRA PRACTICE OPTION Use the **5B Vocabulary** photocopiable activity.

d Focus on the task and give Sts a couple of minutes to think about a close friend and how they will answer the questions.

Put Sts in pairs. They take turns to interview each other about their close friend. Monitor and help if necessary. Get some feedback from individual Sts.

e Either put Sts in pairs to think of the four letters that can be added after the words in the list to make an abstract noun, or do it as a whole-class activity.

If Sts worked in pairs, check the answer. Make sure Sts know the meaning of all the words in the list with *-ship* added to them.

ANSWER

-ship

f Give Sts time to complete sentences 1–5 with an abstract noun from **e**.

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

ANSWERS

- 1 relationship
- 2 membership
- 3 leadership
- 4 partnership
- 5 friendship

5 LISTENING understanding facts and supporting information

a Focus on the instructions and put Sts in pairs to guess the missing words in facts 1–5.

Elicit answers, but don't tell Sts if they are right or not.

b 🔊 **5.21** Tell Sts to listen to the radio programme about friendship and check their answers to **a**.

Play the audio once the whole way through.

Check answers. Find out, with a show of hands, if any Sts got all the answers correct.

ANSWERS

- 1 Animals
- 2 social media
- 3 productive
- 4 Love
- 5 health

🔊 **5.21**

(script in Student Book on p.134)

R = Rickie, J = Joanna, M = Mandy

R You're listening to Radio Oxford, and I'm Rickie Hammond.

J And I'm Joanna Keys.

R Now, I wonder how many of you know what today is. Well, it's Friendship Day! All over the world today, people are celebrating those wonderful people called friends. We've been doing some research this morning about friends, and we've discovered five fascinating facts about friends for you. Just listen to these. Joanna?

J Friends fact number one: Animals have friends, too! Yes, apparently, we humans aren't the only ones who have friends. There's strong evidence that animals, like chimpanzees, horses, elephants, dolphins, and even bats, can form friendships for life. And they even make friends with animals that aren't from their species!

R Friends fact number two: We have more real friends thanks to social media! You may find this hard to believe, but since the invention of the internet, and especially since social media came on the scene, we actually have more real-world friends than before. People always say we're so busy with our online friends that we don't have time for our real friends. But in fact, the opposite is true. A doctor in psychology at Sheffield Hallam University has done some research that shows that the internet actually helps us to keep up friendships. And why is that? Because with social media, it's easier to stay in touch. In the past we used to lose touch with friends because of distance or lack of time. So now you know...

J Friends fact number three: Having friends at work makes you more productive. Now, you probably think that if you have lots of friends at work, you waste a lot of time gossiping with them. Well, listen to this. According to various studies, having friends at work makes you more productive and more creative. And I can believe that, because, you know, if you have friends at work, you're going to be happier, which in turn probably makes you work better. Just one thing, though – don't be friends with your boss! That might make your colleagues trust you less, and they might think you got your job because of your friendship.

R Friends fact number four: Love can make you lose two friends. Yep, it's a sad fact that you can lose two friends when you fall in love. According to the anthropologist Robin Dunbar, who's studied the effect that love has on friendship, when a new person comes into your life, he – or she, of course – displaces two other people in your circle of friends. He says that when you're in love, you spend less time with your friends, and this means that friendships deteriorate. And you know something, from my experience, that's true.

J Friends fact number five: So this is the last one, and it's good news! Friendship is good for your health. People who have a lot of friends are less stressed and live longer. Research shows that you are fifty per cent more likely to have a long life if you have a good social network. So now we're asking you to choose a song for a special friend. Call us or text us on oh eight oh eight one five seven oh eight nine two. The lines are open now, and our first caller is Mandy from Didcot.

M Hi, Joanna! Can you play *I'll Be There for You* for my best friend? Her name's Annie and I love her to bits...

- c Tell Sts they are going to listen to the programme again, and this time they must make notes on examples and reasons for the five facts.

Play the audio again, pausing after each fact to give Sts time to write. Play again if necessary.

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

ANSWERS

- 1 Chimpanzees, horses, elephants, dolphins, and bats can form friendships.
- 2 Because with social media, it's easier to stay in touch with friends.
- 3 Because if you have friends at work, you're happier, and that makes you work better; the exception is your boss (it's better not to be friends with them).
- 4 Because when you're in love, you have less time to see your friends.
- 5 Because you're less stressed, and so you live longer; you are 50% more likely to have a long life.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.134, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases

- d Do this as a whole-class activity.

6 SPEAKING

- a **5.22** Focus on the task and statement.

Play the audio once the whole way through for Sts to listen and count the number of reasons the speaker gives.

Check the answer.

ANSWER

Three

5.22

(script in Student Book on p.134)

A I'm going to talk about going on holiday with a friend. I think it's a bad idea to go on holiday with only one friend. The main reason is that with a group of people, everyone can choose different activities, and there's always someone to do something with you. For example, I went to Greece with a group of friends, and some people went to the beach every day, but other people went to see the temples and museums. It worked really well. Also, if you have an argument with one person, there are other people to talk to instead.

B So true.

A Another reason is that you might not know your friend as well as you think. For instance, I once went to Paris with a friend, and we did a lot of sightseeing, and I walk very fast, but she walked really, really slowly and it was so annoying. It didn't end the relationship. I mean, we're still friends, but we've never been on holiday together again.

Now ask Sts if they agree with the speaker. You could do this with a show of hands and then elicit some opinions for both sides.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.134, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- b **5.23** Focus on the instructions and the **Presenting an opinion** box. Encourage Sts to guess what the missing words might be.

Now play the audio, pausing after each sentence to give Sts time to complete the gaps.

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

ANSWERS

1 talk about 2 main reason 3 example 4 Also 5 Another reason 6 instance

5.23

See sentences in Student Book on p.55 and answer key

- c Focus on the task and go through sentences A–F.

Give Sts time to tick or cross each sentence according to their own opinions. Tell them to think about their reasons. They can write notes if they want to.

- d Put Sts in small groups of three or four. Tell them to each choose one statement (A–F) in c that they want to talk about. Now focus on the plan and go through it with the class.

Tell Sts to prepare what they are going to say for their chosen statement, using the plan.

- e In their groups, Sts now discuss their statements in turn, giving their opinion.

Get some feedback from the whole class.

EXTRA CHALLENGE Tell Sts to listen to the other members of the group and count how many reasons they give for or against their chosen statement. They should then say if they agree or disagree, and why.



The day before the show

Practical English permissions and requests

Lesson plan

In this third Practical English lesson, Sts learn how to ask for permission and make requests. The *Pictures of you* storyline continues to develop. Carla helps Ben set up for his exhibition in a gallery. She realizes that he can't really afford to rent the space, so she transfers some money to his account. Ben then asks the gallery owner for permission to do a couple of things before asking Carla for a big favour – he has left his camera at home and asks her to go and get it. Ben offers Carla a photo as a thank-you, but she suggests he takes a photo of her instead. They are about to kiss when Izzy walks into the gallery. As Ben is talking to Izzy, who says she has a proposal, Carla walks out.

Video material

Pictures of you – Episode 3

More materials

For teachers

Oxford English Hub

Quick Test 5

File 5 Test

For students

Workbook Practical English 3
Can you remember...? 1–5

THE STORY SO FAR (books closed)

▶ Play the first part of the video – the recap of episode 2 (*Previously*) to remind Sts what happened in the previous episode of *Pictures of you*. Ask Sts some simple questions about the last episode. You could elicit some of the language they learned for giving opinions.

1 SETTING UP BEN'S SHOW

a ▶ Books open. In this part of the video, *Setting up Ben's show*, Carla helps Ben to prepare for his photo exhibition.

Focus on the title and elicit / teach the meaning of *set up* (= to prepare something). Then focus on the task, and elicit that the verb *price* means to put a price on something. Highlight that this scene takes place in the morning of the day before the exhibition, i.e. before Izzy turns up at the exhibition.

Play the video for Sts to watch.

Check answers

ANSWERS

- 1 She helps him set up the show.
- 2 She lends him money to pay for the gallery space.



C = Carla, B = Ben

C Look at the time!

B Sorry I'm late.

C I have better things to do than wait for you, Ben Fischer.

B OK, I'm sorry.

C I'm only joking. Here.

B Thanks. And, er, thanks for helping me set up today.

C My pleasure. Come on. Let's do this.

B Yeah!

B So, how much would you pay for this?

C Umm. Five pounds?

B Carla!

C What?

B Be serious. How much should I ask for it? Eighty pounds?

C No!

B A hundred?

C Ben. You need to be more confident.

B You think it's worth that?

C Trust me. How many photos do you have?

B Thirty.

C So, at that price, how many do you need to sell?

B Thirty.

C Really?

B Yeah. Hopefully. Life in London is expensive, and this gallery space isn't cheap.

C Have you paid for the space yet? Can you afford to?

B As I said, hopefully. And with some luck, I can make some contacts and get some more work. No, Carla... I can't...

C You can pay me back when you sell some photos.

B But... this is too much.

C I want to help. It's what friends are for.

B I... Thanks, Carla.

C You're welcome... You're a great photographer, Ben. Now you need to learn to be a good businessman.

b Give Sts time to read sentences 1–5, making sure they understand all the lexis, e.g. *worth*, *contacts*, etc.

Play the video again.

Now give Sts time to circle the correct options.

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

ANSWERS

1 isn't 2 more 3 hasn't 4 contacts 5 businessman

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

2 PERMISSIONS AND REQUESTS

a ▶ In this part of the video, *Permissions and requests*, Ben asks Sue for permission to do various things in the gallery. He then asks Carla to go and get his camera which he has left at home, and to get coffee.

Focus on the instructions and then give Sts time to read 1–4. Play the video and get Sts to write the initials for the four phrases.

Check answers.

ANSWERS

1 B 2 S 3 C 4 B



B = Ben, S = Sue, C = Carla

B Hi, Sue! Sorry. Do you mind if I open some windows? It's very hot in here.

S Of course not, Ben.

B Thanks. Also, is it OK if we move this table over there?

S Yes, that's OK.

B Thank you.

B OK. Perfect. What's next? Where's my camera? Oh no.

C What's wrong?

B Could you do me a big favour?

C Oh no. What have you forgotten?

B I left my camera at home. I really need it. Would you mind going to get it?

C Not at all. I'll go and get it right now.

B Thank you. Oh, also... Do you think you could pick up some coffee while you're out?

C I'm on it. Don't worry. But... you owe me one.

B Thank you!

b Focus on the extracts and make sure Sts know the meaning of the two sections.

Give Sts a minute to read through the extracts and to think about what the missing words might be. Then play the video again, pausing if necessary after each extract, and get Sts to check.

Check answers.

ANSWERS

1 mind 2 course 3 OK 4 that's 5 favour 6 mind 7 all
8 could

Go through the conversation line by line with Sts, helping them with any words or expressions they don't understand.

c Focus on the **Permissions and requests** box and go through it with the class. Point out that the reply *No, not at all* and *No, go ahead* mean that it is OK.

Now play the video and tell Sts to watch and repeat the highlighted phrases and sentences in **b** when the video pauses. Encourage them to copy the rhythm and intonation.



Same as previous video with repeat pauses

d Put Sts in pairs, **A** and **B**. **A** is Ben and **B** is Sue / Carla. Get Sts to read the extracts in **c** aloud, paying attention to rhythm and intonation.

When they have finished, they should swap roles.

You could get a few pairs to perform in front of the class.

e Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Could you do me a favour?**, on p.118.

Go through the instructions with them carefully.

Monitor and help, encouraging Sts to use appropriate intonation.

When they have finished, get feedback. Who got the most people to help them?

Tell Sts to go back to the main lesson.

3 AN UNEXPECTED VISITOR

a In this scene, *An unexpected visitor*, Ben and Carla are chatting and nearly kissing when Izzy walks into the gallery.

Focus on the photos and do the question as a whole-class activity. Elicit some ideas, but don't tell Sts if they are right or not.

b Play the video for Sts to watch and check their answers.

Check answers.

SUGGESTED ANSWERS

- 1 Carla isn't very happy as she and Ben were nearly kissing when Izzy arrived.
- 2 Ben feels surprised, pleased, and possibly a little uncomfortable.



C = Carla, B = Ben, I = Izzy

C Cheers!

B Cheers! Thanks for all your help today.

C No problem. It was a pleasure. I'm really proud of you.

B Thanks, Carla.

C I mean it. I love your photography.

B Well, you can take your pick. You can have any print you want, as a thank-you.

C Maybe you could take a new one. Especially for me.

B Sure. I can take your portrait if you'd like?

C That would be nice.

B Didn't I lock the door? Sorry, the exhibition isn't until tomorrow... Izzy!

I Ben.

B What are you... What are you doing here?

I Well, Pamela told me about your show and I wanted to come and see for myself.

B Oh... I um... hi.

I Hi... It's good to see you, Ben.

B Yeah. You too. How are you?

I I'm good. Working hard.

B Of course.

I But everything's going well. I recognize this one.

B Aha. Yeah. My finest work.

I A hundred and fifty pounds. Surely, I'm worth more than that?

B Well, what are you offering?

I Actually... I'd like to talk to you about something.

B Uh... sure.

I Shall we go for a walk? I'll buy you a drink.

B Um, yeah... I mean, um...

C Hi, Izzy.

I Carla? Hi.

C I'm going home. Bye, Ben.

B Oh. You're leaving? OK, see you, Carla. Oh, and thanks... Thanks again for your help today.

C That's OK...

I Um... shall we go?

B Yeah. Yeah.

c Give Sts time to read questions 1–7, and see if they know the answers.

Play the video again.

Now give Sts time to answer the questions.

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

ANSWERS

1 C 2 B 3 B 4 I 5 I 6 I 7 C

EXTRA CHALLENGE Get Sts to do **c** and **d** at the same time.

- d** Now tell Sts it's time to decide who the people in **c** said those things to.

Get Sts to compare with a partner.

Check answers, and elicit the circumstances in which they said them.

ANSWERS

- 1 To Ben (talking about his show / photos)
- 2 To Carla (when she says maybe he could take a new special photo for her)
- 3 To Carla (when he hears a noise in the gallery – Izzy coming in)
- 4 To Ben (when she sees the price on the photo of her in the park)
- 5 To Ben (to explain why she has come)
- 6 To Ben (so that she can explain what she wants to talk about)
- 7 To Ben (when she leaves after Izzy's arrival. She is clearly upset.)

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

4 SOCIAL ENGLISH

- a** Focus on the phrases in the chart and go through them with the class.

Now give Sts time to match a phrase in **A** to a response in **B**. They can do this individually or in pairs.

- b**  Play the video for Sts to watch and check.

Check answers. If you know your Sts' L1, you could get them to translate the phrases.

ANSWERS

- 1 My pleasure.
- 2 Trust me.
- 3 Cheers! Thanks for all your help today.
- 4 Well, you can take your pick.
- 5 Maybe you could take a new one, especially for me.

Now play the video again for Sts to watch and repeat.

- c** Focus on the instructions and put Sts in pairs, making sure they understand what they have to do.

Monitor and help. Make sure they swap roles. If there's time, you could get Sts to close their books and respond from memory.

WHAT DO YOU THINK?

Put Sts in pairs and get them to discuss the questions.

Elicit some feedback from the class.

- G** passive (all tenses)
V cinema
P regular and irregular past participles

Lesson plan

The topic of this lesson is the cinema. The lesson begins with a video, which shows clips about five films which introduces cinema vocabulary. This is followed by a reading text about working as an extra in a film. This provides the context for revision and extension of the passive forms. Past participles are then focused on in Pronunciation.

In the second half of the lesson, Sts listen to the true story of a young Polish student who, by chance (and because of her excellent English), got to work for a world-famous film director. Film language is then put into practice in a questionnaire where Sts talk about their own cinema preferences and experiences. Finally, in Writing, Sts write a description of a film they would recommend.

Video material

Vocabulary – cinema
 Pronunciation – regular past participles
 Pronunciation – irregular past participles

More materials

For teachers

Photocopiables

Grammar passive (all tenses) p.171
Communicative Film quiz p.200 (instructions p.184)
Vocabulary Cinema p.223 (instructions p.212)

For students

Workbook 6A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the following questions on the board:

When was the last time you went to the cinema?
What do you think are the advantages of seeing a film in the cinema rather than on a device or a TV?
Do you think cinemas will still exist in ten years' time?
 Get Sts to ask and answer the questions in pairs.
 Get some feedback from various pairs.

1 VOCABULARY cinema

a Books open. In this video Sts will see five clips of famous directors and actors on the red carpet or being interviewed. They need to identify the type of film the people are promoting.

Focus on the task and the photo. Check Sts know the meaning of the five film types. Elicit ideas for what the film in the photo is and what genre it is, and if they know anything more about it, but don't tell them if they are right or not.

Then play the video for Sts to watch and match each clip to a type of film.

Check answers. Ask Sts if they recognize any of the films, actors or directors.

ANSWERS

- 1 an animation (*Pinocchio* with Guillermo del Toro, and some of the actors who voiced the characters)
- 2 a musical (*West Side Story* with director Steven Spielberg)
- 3 a western (*The Power of the Dog* with actor Benedict Cumberbatch)
- 4 a biopic (*The Theory of Everything* with actors Eddie Redmayne, Felicity Jones, and Stephen Hawking, the subject of the biopic)
- 5 a science fiction film (*Star Wars The Rise of Skywalker* with the robots C-3PO and R2-D2 and Daisy Ridley)

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

b Tell Sts to go to **Vocabulary Bank Cinema** on p.167.

Vocabulary notes

You could tell Sts that *film* and *movie* mean the same thing, but *movie* is more common in American English.

Kinds of film

You might want to tell Sts that nowadays a lot of people simply say *a sci-fi (film)* instead of *a science fiction film*.

You could point out that the term 'drama' on its own is a general term. If you want to be precise, you can say *crime drama*, *courtroom drama*, *period drama*, etc.

People and things

You may also want to teach *a prequel* (a film set before another film, e.g. *The Phantom Menace* is a prequel to the main *Star Wars* films).

You could point out that *a set* is also the scenery used for a film or play.

Verbs and verb phrases

Elicit / Explain the meaning of the phrase *be on* (= being shown on TV or at the cinema), e.g. *What's on TV tonight?*
What's on at the cinema at the moment?

Focus on **1 Kinds of film** and get Sts to do **a** individually, in pairs, or in small groups.

6.1 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

6.1

Cinema, 1 Kinds of film

4 an action film	3 a horror film	12 a thriller
11 an animation	2 a musical	5 a war film
10 a biopic	6 a rom-com	9 a western
1 a comedy	8 a science fiction film	
7 a period drama		

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Now focus on **Activation** and get Sts, in pairs, to name a film for each kind of film in **a**.

Elicit answers from the class, making sure Sts pronounce the film types correctly.

Now ask a few Sts what kinds of film they like and dislike, and why.

EXTRA IDEA Write these adjectives on the board: exciting funny moving scary violent. First, check Sts know the meaning of the adjectives. Then model and drill their pronunciation. Put Sts in pairs and get them to match the kinds of film in **a** to the adjectives. Elicit some answers.

ANSWERS

exciting: a science fiction film, an action film, a horror film, a thriller, a war film, a western
funny: an animation, a comedy, a musical
moving: a drama, a historical film, a war film
scary: an action film, a horror film, a thriller
violent: an action film, a historical film, a horror film, a thriller, a war film, a western

Now focus on **2 People and things** and get Sts to do **a** individually or in pairs.

🔊 **6.2** Now do **b**. Play the audio for Sts to listen and check.
 Check answers.

🔊 6.2

2 People and things

- 1 cast
- 2 star
- 3 soundtrack
- 4 plot
- 5 scene
- 6 audience
- 7 sequel
- 8 special effects
- 9 trailer
- 10 script
- 11 extra
- 12 subtitles
- 13 review
- 14 set
- 15 prop
- 16 critic

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

EXTRA SUPPORT Tell Sts to cover the definitions and look at the words to see if they can remember the meanings.

Finally, focus on **3 Verbs and verb phrases** and get Sts to do **a** individually or in pairs.

🔊 **6.3** Now do **b**. Play the audio for Sts to listen and check.
 Check answers.

🔊 6.3

3 Verbs and verb phrases

- 1 *E is based on* means 'an adaptation of a true story'.
- 2 *A is set in* means 'is situated in that place, at that time'.
- 3 *B is directed by* means 'he is the director'.
- 4 *C plays the part of* means 'this is his role in the film'.
- 5 *F was shot on location* means 'was filmed outside the studio'.
- 6 *D is dubbed* means 'the words are spoken in another language'.

Now, in **Activation**, tell Sts to cover sentences 1–6 and look at A–F to see if they can remember the verbs and verb phrases. They should try to think of another film for each sentence.

Tell Sts to go back to the main lesson **6A**.

EXTRA PRACTICE OPTION Use the **6A Vocabulary** photocopiable activity.

c Put Sts in pairs and get them to discuss the difference between the pairs of words and phrases in 1–6.
 Check answers.

ANSWERS

- 1 **a plot** = the story of a film
a script = the words of a film
- 2 **a musical** = a film in which part or all of the story is told using songs and often dancing
a soundtrack = the music from a film that people can buy
- 3 **the cast** = all the people who act in a film
the stars = the most important actors in a film
- 4 **a dubbed film** = a film where the original speech has been replaced with words in another language
a film with subtitles = a film where the words that are said appear on the screen (in the same or a different language)
- 5 **the set of a film** = the place where a film is being shot
the film was set in... = the story of the film was situated in that place and at that time
- 6 **a critic** = a person who writes about films, books, restaurants, etc. (for the press)
a review = an article which gives an opinion about a film, a book, a restaurant, etc.

2 READING identifying positive and negative connotation

a Focus on the task and photo as a class, making sure Sts know what an *extra* is (= a person who is employed to play a very small part in a film, usually as a member of a crowd).

Now put Sts in pairs and get them to think of two positive and two negative things about being an extra.

Elicit some ideas and write them on the board.

b Tell Sts to read the article and find out if their ideas from **a** are mentioned. They must also decide if 1–8 are positive, negative or both.

Check answers.

ANSWERS

1 N 2 N 3 N 4 P 5 N 6 P 7 P 8 B

c Tell Sts to read the article again and choose the best options for 1–6. Make sure they understand all the lexis. Get Sts to compare with a partner, and then check answers.

ANSWERS

1 c 2 a 3 c 4 b 5 a 6 c

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

d Do this as a whole-class activity.

Then, with a show of hands, find out how many Sts would like to be an extra. Ask a few Sts why, and then find out from others why they wouldn't want to be an extra.

EXTRA IDEA Elicit whether any Sts have been an extra, or know somebody who has been one.

3 GRAMMAR passive (all tenses)

a Either put Sts in pairs or do this as a whole-class activity. If Sts worked in pairs, check answers.

ANSWERS

- 1 present continuous 2 infinitive 3 past simple
4 past continuous 5 present simple 6 present perfect

b Tell Sts to go to **Grammar Bank 6A** on p.150.

Grammar notes

If your Sts previously used *English File* Pre-intermediate, they will already have had an introduction to the passive, although only in the present and past tenses.

The form of the passive (*be* + participle) is quite straightforward, and the easiest way to approach this grammar point is to emphasize that there are two ways of saying the same thing (active and passive), but with a different emphasis or focus.

Depending on your Sts' L1, it may be worth pointing out that we often use the passive in sentences like *These cars are made in Korea*, *Rice is grown in this area*, where some languages use an impersonal subject. Some contrasting with their L1 may help Sts to see when to use the passive.

Some typical mistakes include:

- using the active instead of the passive, e.g. *The tickets sell at a newsagent's*.
- problems of form, e.g. leaving out the verb *be* or not using the participle correctly
- thinking they always have to use *by (somebody)* when they make a passive sentence

Focus on the example sentences and play audio  6.4 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 are being made 2 inspired 3 hasn't been inhabited
4 is set 5 will be shot 6 aren't recording 7 wasn't being used
8 has transformed 9 hadn't owned 10 was taken
b 1 are subtitled 2 was written by García Márquez 3 is being repaired
4 hasn't been released yet 5 won't be finished
6 have to be collected 7 hadn't been told 8 was directed by Damien Chazelle
9 has already been recorded 10 was being interviewed

Tell Sts to go back to the main lesson **6A**.

EXTRA PRACTICE OPTION Use the **6A Grammar** photocopiable activity.

4 PRONUNCIATION regular and irregular past participles

Pronunciation notes

Regular participles

You could remind Sts that the pronunciation of regular past participles is the same as the regular past simple. There are three pronunciations of *-ed*:

- 1 *-ed* is pronounced /t/ after verbs ending in unvoiced sounds, e.g. /k/ *looked*, /p/ *hoped*, /f/ *laughed*
- 2 *-ed* is pronounced /d/ after verbs ending in voiced sounds, e.g. /v/ *arrived*, /dʒ/ *changed*, /l/ *failed*
- 3 *-ed* is pronounced /ɪd/ after verbs ending in /t/ *hated* or /d/ *decided*

The most important of these three sounds for Sts to get correct is the third. If Sts mix up the first two sounds, it's unlikely to cause problems with understanding, but you may want to focus on accurate pronunciation with your Sts. If you do, it will be helpful to explain the difference between voiced and unvoiced sounds. Voiced sounds are made in the throat by vibrating the vocal cords. You can demonstrate this by getting Sts to hold their hand against their throat – they should feel a vibration when making a voiced sound. Unvoiced sounds have no vibration.

Irregular participles

The pronunciation of irregular past participles can be difficult for Sts because they show many of the irregularities associated with sound–spelling relationships in English. Encourage Sts to be sure they know how to pronounce irregular participles when they learn them – this is especially important, as many of the most common verbs in English are irregular.

- a Focus on the three sounds and the three groups of regular past participles.

Give Sts time to match the groups of verbs to the sound pictures.

- b  Play the video for Sts to watch and check.
Check answers.

ANSWERS

- 1 /d/ filmed, used, dubbed, subtitled
2 /t/ finished, released, based, looked
3 /ɪd/ recorded, directed, situated, acted



See sounds and words in Student Book on p.59

Now play the video again, pausing after each group of words for Sts to listen and repeat.

- c  Play the video for Sts to watch and repeat the irregular past participles in groups.

- d Sts answer the questions individually or in groups.

Check answers by focusing on the first pair. Ask Sts how both words are pronounced and elicit *same* or *different*. Refer Sts back to the video and elicit the vowel sound word for *paid* (= *train*) and *said* (= *egg*). Do the same for the remaining pairs. Then play the video again for Sts to watch and check.

ANSWERS

- paid /peɪd/ – said /sed/ = D
grown /grəʊn/ – known /nəʊn/ = S
done /dʌn/ – gone /ɡɒn/ = D
bought /bɔ:t/ – caught /kɔ:t/ = S
written /'rɪtɪn/ – driven /'drɪvn/ = S



See verbs in Student Book on p.59

Finally, play the video again for Sts to listen and repeat.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- e  6.5 Focus on the instructions and the example. Make sure Sts understand that they must keep the same tense, but change the sentence to the passive tense.
Play the audio, pausing after each sentence for Sts to listen and form the passive.

6.5

- 1 They shot the film in Poland. The film (*ping*) The film was shot in Poland.
- 2 They speak English here. English (*ping*) English is spoken here.
- 3 They didn't employ me. I (*ping*) I wasn't employed.
- 4 He wrote his first book when he was twenty. His first book (*ping*) His first book was written when he was twenty.
- 5 They do the work by hand. The work (*ping*) The work is done by hand.
- 6 He drew this picture in the fifteenth century. This picture (*ping*) This picture was drawn in the fifteenth century.
- 7 They record the music in a studio. The music (*ping*) The music is recorded in a studio.
- 8 They don't use this office any more. This office (*ping*) This office isn't used any more.

Then repeat the activity, eliciting the passives from individual Sts.

5 LISTENING focusing on content words for note-taking

a Do this as a whole-class activity.

ANSWER

They were all directed by Steven Spielberg.

! Don't ask Sts if they have seen any of the films as they will be doing this in b.

b Focus on the instructions. You could do this as a whole-class activity, or get Sts to read about the film and then, in pairs, answer the questions.

Find out, with a show of hands, how many Sts have seen *Schindler's List*. Then ask individual Sts if they liked it. Now ask some of the Sts who haven't seen the film if they would like to see it.

Finally, ask the class if they have seen any other Spielberg films and what they thought of them.

POSSIBLE ANSWERS

See films in a and *Saving Private Ryan*, *Minority Report*, *War Horse*, *Bridge of Spies*, *The Post*, *Ready Player One*

c 6.6 Focus Sts' attention on the photos and the task. Get Sts to quickly discuss the questions in pairs.

Elicit some ideas, but don't tell Sts if they are right or not.

This interview is with a Polish woman, Dagmara, who became Steven Spielberg's interpreter when he was making the film *Schindler's List*.

Play **Part 1** of the interview for Sts to listen and check.

Check answers. You could tell Sts that the music they heard at the beginning of the audio is from the soundtrack of the film *Schindler's List*.

ANSWERS

They were on the set of *Schindler's List*. Dagmara was interpreting for Spielberg.

6.6

(script in Student Book on p. 134)

I = interviewer, D = Dagmara

Part 1

I So tell me, how did you get involved in the film, Dagmara?

D Well, as you probably know, *Schindler's List* was shot in Krakow, in Poland, which is where I live. I was a university student at the time, studying English. And the film company set up their production office here three months before they started shooting the film, and I got a job there as a production assistant, preparing and translating documents and the script.

I But how did you get the job as Steven Spielberg's interpreter?

D Well, it was a complete coincidence. Just before the shooting started, there was a big party in one of the hotels in Krakow for all the actors and the film crew, and I was invited, too. When I arrived at the party, the Polish producer of the film came up to me and said, 'The woman who was going to interpret for Steven Spielberg can't come, so we need you to interpret his opening speech.'

I How did you feel about that?

D I couldn't believe it! I was just a student – I had no experience of interpreting – and now I was going to speak in front of hundreds of people. I was so nervous that I drank a couple of glasses of champagne to give myself courage. I must have done a pretty good job, though, because soon afterwards Spielberg came up to me to say thank you, and then he said, 'I'd like you to be my interpreter for the whole film.' I was so stunned I had to pinch myself to believe that this was happening to me.

d Tell Sts they are now going to listen to the first part of the interview again and they must mark the sentences T (true) or F (false). Give them time to read 1–6. Remind them to correct the false ones.

Play the audio once the whole way through.

Get Sts to compare with a partner, and then play the audio again if necessary.

Check answers.

ANSWERS

- 1 F (She was a **student**.)
- 2 T
- 3 F (It was a party for **all the actors and the crew**.)
- 4 F (The interpreter **couldn't** come.)
- 5 F (She drank **a couple of glasses**.)
- 6 T

e 6.7 Focus on the **Making notes** box and go through it with the class.

Now tell Sts they are going to listen to three extracts from **Part 2** of the interview and they must complete the gaps. Point out that the first one (*film*) has been done for them.

Give Sts time to read 1–3.

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

Get Sts to compare with a partner, and then play the audio again if necessary.

Check answers.

6.7

- 1 I had to go to the **film set every day** and **translate** Spielberg's **instructions** to the Polish **actors**, and also to the **extras**.
- 2 It was **really exciting**, and I often felt as if I was a **director myself**.
- 3 The **worst thing** was when we had to **shoot a scene again** and **again** because Spielberg thought it **wasn't** exactly **right**.

f 6.8 Tell Sts they are now going to listen to the whole of **Part 2** of the interview. They need to listen and make notes for questions 1–6.

Give Sts time to read the six questions, and make sure they understand them. Remind them that they need to write key words and not full sentences.

Play the audio once the whole way through.

6.8

(script in Student Book on p.134)

Part 2

I So what exactly did you have to do?

D I had to go to the film set every day and translate Spielberg's instructions to the Polish actors, and also to the extras. I had to make them understand what he wanted them to do. It was really exciting, and I often felt as if I was a director myself.

I So, was it a difficult job?

D Sometimes it was really hard. The worst thing was when we had to shoot a scene again and again because Spielberg thought it wasn't exactly right. Some scenes were repeated as many as sixteen times – and then sometimes I would think that maybe it was my fault – that I hadn't translated properly what he wanted, so I'd get really nervous. I remember one scene with lots of actors in it which we just couldn't get right, and Spielberg started shouting at me because he was stressed. Eventually we got it right, and then he apologized and I cried a little, because I was also very stressed – and after that, it was all right again.

I So, was Spielberg difficult to work with?

D Not at all. I mean, he was very demanding – I had to do my best every day – but he was really nice to me. I felt he treated me like a daughter. For instance, he was always making sure that I wasn't cold – it was freezing on the set most of the time – and he would make sure that I had a warm coat and gloves and things.

I Did you ever get to be an extra?

D Yes, twice! I was going to be in two party scenes, and I got to wear beautiful long dresses and high heels. Unfortunately, one scene didn't make it to the final cut of the film, and before we started shooting the other one, I tripped walking down some stairs and twisted my ankle really badly. I was in so much pain that I couldn't take part in the filming. And that was the end of my 'acting career'. I still have the photos of me looking like a girl from the forties, though!

I Have you ever worked with Spielberg again?

D Yes. A year later he invited me to interpret for him again, this time during the premiere of *Schindler's List* in Poland, which was broadcast live on national television! Before that, he had also asked me to come to work as a production assistant on his next movie in Hollywood. I was very tempted and thought really hard about it, but I hadn't finished my studies yet, and all my family and friends were in Poland – so, in the end, I decided not to go.

I Do you regret it?

D Not at all. I had my moment, and it was unforgettable, but that was it!

g Get Sts to compare notes with a partner, and then play the audio again.

EXTRA SUPPORT Elicit the key words before Sts answer the questions in full in **h**.

POSSIBLE KEY WORDS

- 1 16 times; think, my fault, nervous
- 2 stressed; apologized; cried a little; all right again
- 3 demanding; really nice, like a daughter; freezing on set; warm coat, gloves
- 4 party scenes; one scene, didn't make final cut; other scene, tripped, twisted ankle, in pain
- 5 interpret, premiere, *Schindler's List*, Poland
- 6 work, production assistant, next movie, Hollywood; not at all

h Now put Sts in pairs and get them to answer questions 1–6 in **f** with full sentences, using their notes. Check answers.

ANSWERS

- 1 Some scenes were repeated 16 times. It made Dagmara think it was her fault and it made her nervous.

- 2 Spielberg started shouting because he was stressed. Later he apologized. She cried a little, then it was all right again.
- 3 He was demanding, but he was really nice. He treated her like a daughter. When it was freezing on set, he made sure she had a warm coat and gloves.
- 4 She was going to appear in two party scenes, but one scene didn't make the final cut, and before the other scene, she tripped, twisted her ankle, and was in so much pain that she couldn't take part in the filming.
- 5 Yes, she interpreted at the premiere of *Schindler's List* in Poland.
- 6 He offered her work as his production assistant for his next movie in Hollywood. No, not at all.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on p.134, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases

i Do the questions as a whole-class activity.

6 SPEAKING

a Focus on the cinema interview and quickly go through the questions.

Give Sts time to think about what they are going to say.

b Put Sts in pairs and tell them to take turns to interview each other to find out if they have similar tastes.

Emphasize that they should give and ask for as much information as they can.

Get some feedback.

EXTRA IDEA If there's time, you could get the class to interview you.

7 WRITING a film review

Tell Sts to go to **Writing Bank 6** on p.125.

a Focus on the film title and, with a show of hands, find out how many Sts have seen it. Don't ask any questions about the film or Sts' opinions, as they will be doing this later.

Then elicit / explain the meaning of *classic* in the title (= something that is accepted as being of very high quality and one of the best of its kind).

Now tell Sts to read the film review and answer the question.

Check the answer.

ANSWER

The message is that you don't have to be perfect for people to love you.

b Tell Sts to read the review again, paying particular attention to layout. They must match paragraphs 1–4 to the topics, and then answer the question.

Check answers.

ANSWERS

- | | |
|-----------------------|------------------|
| 1 general information | 3 the plot |
| 2 setting | 4 recommendation |

The present simple is used to talk about the plot.

c Focus on the **Making a paragraph plan** box and go through it with the class.

Now tell Sts to match the items in the list to the correct topics in **b**. Sts could work individually or in pairs.

Check answers.

EXTRA SUPPORT Do the first one as a class.

ANSWERS

the plot: what the story is about, the ending

general information: the type of film, the director, the stars, any prizes it won

recommendation: reasons you like it

setting: when and where the story takes place, where it was filmed

- d** Tell Sts to look at the highlighted phrases in the review and then complete sentences 1–6.

Check answers.

ANSWERS

1 was directed by

2 takes places in

3 is based on

4 stars

5 is set in

6 is about

7 was filmed in

8 I strongly recommend

- e** Now tell Sts they are going to write a similar film review for a film they would recommend. They should plan four paragraphs, and make notes about the topics in **c**. Remind them that they can use the **Vocabulary Bank Cinema** on *p.167* to help them.
- f** You may like to get Sts to do the writing in class, or you could set it as homework. If you do it in class, set a time limit for Sts to write their description, e.g. 15–20 minutes.
- g** Sts should check their work for mistakes before giving it in.

- G** modals of deduction: *might, can't, must*
V the body
P diphthongs

Lesson plan

The overall topic of this lesson is the image that people give of themselves to the world, both on social media and in person, and how we tend to judge people at first sight, according to their appearance.

The lesson begins with an article about what people's profile photos on social networking sites say about them. This is followed by a short speaking activity with Sts interpreting their own profile photo and those of friends and family. This leads to the grammar of modals of deduction, which is presented through a conversation about a photo. Finally, Sts make some deductions about four famous people and then watch a video to see if their deductions are correct.

In the second half of the lesson, Vocabulary focuses on the body and verbs related to parts of the body, like *touch* and *point*. Pronunciation looks at diphthongs (combinations of two vowel sounds). In Reading and Listening, Sts read an article about a journalist who met a charisma coach, and then they listen to what happened when the coach followed the journalist for a couple of days, and the tips he gave him. The lesson finishes with a video about a personal stylist.

Video material

Grammar – modals of deduction
 Vocabulary – the body
 Pronunciation – diphthongs
 Listening – *A day with a personal stylist*

More materials

For teachers

Photocopiables

Grammar modals of deduction: *might, can't, must* p.172
Communicative Who do you think they might be? p.201 (instructions p.184)
Vocabulary The body p.224 (instructions p.213)

For students

Workbook 6B

OPTIONAL LEAD-IN (BOOKS CLOSED) Revise the difference between *look* and *look like* by asking Sts to complete these sentences with the correct form of either verb:

- 1 Do you _____ your mother or your father?
- 2 You _____ very tired. Are you OK?
- 3 Your grandmother _____ very young for her age. She doesn't _____ 70!
- 4 Jack _____ a rugby player – he's enormous.
- 5 'What _____ Mark's wife _____?'
'She's quite tall, with very long, dark hair.'

ANSWERS

- 1 look like 2 look 3 looks, look 4 looks like
 5 does, look like

Ask Sts if they can remember the grammatical difference between *look* and *look like* (*look* is followed by an adjective, and *look like* by a noun).

1 READING & SPEAKING interpreting visual information

- a** Books open. Focus on the title of the lesson, *In the picture*, and elicit its literal meaning as well as the idiom *be in the picture* (= be involved in a situation or have the information you need in order to understand a situation).

Now focus on the questions and make sure Sts understand them, especially *profile photo*.

Put Sts in pairs and get them to answer the three questions.

Get some feedback.

- b** Focus on the instructions and check Sts know what a *life coach* is (= a person who is employed by somebody to give them advice about how to achieve the things they want in their life and work).

Now focus on the photos and elicit Sts' opinions as to the meaning of why the people have chosen these particular photos.

- c** Focus on the task and headings A–F. Make sure Sts know the meaning of the verb *pose* (= to sit or stand in a particular position in order to be photographed). Model and drill its pronunciation /pəʊz/.

Then give Sts time to read the article and match the types of photo 1–6 in **b** to their meanings A–F.

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

ANSWERS

A 2 B 6 C 1 D 3 E 4 F 5

- d** Tell Sts to read the article again and find the information for 1–6 in the text.

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

ANSWERS

1 B 2 E 3 C 4 D 5 A 6 F

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- e** Focus on the questions and make sure Sts know the meaning of *interpretation* (= explanation).

Put Sts in pairs and get them to discuss the questions.

Get some feedback from various pairs. If you have a profile photo, you could tell Sts which type you are and whether you agree with the interpretation.

EXTRA IDEA Get Sts to use their phones to look at the profile photos of family members or friends. This will help them to discuss the last question.

2 GRAMMAR modals of deduction: *might, can't, must*

- a** 6.9 Focus on the instructions, and give Sts time to read the conversation and look at the photo.

Play the audio for Sts to listen and complete the gaps.
Check answers.

ANSWERS

1 must 2 might 3 can't 4 could

6.9

See conversation in Student Book on p.63 and answer key

EXTRA SUPPORT Write the missing words in random order on the board, e.g. *can't, could, might, must*.

- b Focus on the task and point out that the first one (*might*) has been done for Sts. Get them to answer the questions individually or in pairs.
Check answers.

ANSWERS

1 could 2 must 3 can't

- c Tell Sts to go to **Grammar Bank 6B** on p.151.

Grammar notes

Sts are already familiar with these modal verbs in other contexts, e.g. *may / might* to express a possibility (e.g. *I might go*), *must* for obligation (e.g. *You must wear a seat belt*), and *can't* for permission (e.g. *You can't take photos in the museum*). Here the same modal verbs are used in a different way to speculate and make deductions.

Although these verbs are used with *be* in the presentation, they can be used with any verb, e.g. *She must have a lot of money, as she wears very expensive clothes*.

The most typical mistakes include:

- using *mustn't* instead of *can't* for something that's impossible, e.g. ~~*It mustn't be true*~~. (This would be considered wrong in British English, but is acceptable in American English.)
- using *can* instead of *might / may* for a possibility, e.g. *I think he's speaking Spanish, so he can be Spanish or South American*.

Focus on the example sentences and play audio

6.10, 6.11, and 6.12 for Sts to listen and repeat.
Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Check answers, getting Sts to read the full sentences.

ANSWERS

a 1 I 2 J 3 A 4 C 5 H 6 B 7 F 8 E 9 G

b 1 must 2 might not 3 must 4 can't 5 might 6 must
7 might not 8 can't 9 might 10 can't

Tell Sts to go back to the main lesson **6B**.

EXTRA PRACTICE OPTION Use the **6B Grammar** photocopiable activity.

- d Focus on the instructions and the photos, and make sure Sts understand what they have to do. Tell Sts that all the facts are true about one of the four people. Point out that they don't have to use all the phrases in the list – they should just choose the ones they want, and they can use them more than once.

Give Sts time to make deductions orally or to write them down.

Elicit some deductions about each photo, but don't tell Sts if they are right or not.

EXTRA SUPPORT Focus on the first photo and make the deductions as a whole-class activity.

- e In this video Sts will find out who the four people in d are.

Play the video once. If Sts wrote their deductions, tell them to tick or cross their deductions.

Then play it again. Pause after each person. Find out if any Sts made correct deductions, and elicit as much information about them as possible. Sts might be interested to know that Deshun Wang started to learn English when he was 44.

ANSWERS

See video script



Dominic McVey was born in London in nineteen eighty-five. When he was thirteen, he set up a business importing micro-scooters from the USA into the UK. The business grew, and by the age of fifteen, he was Britain's youngest millionaire. In two thousand and nine, he was named one of Britain's most influential business people in the *Sunday Times* 'Top thirty power players under thirty'. His business interests now include fashion, music, media, and cosmetics. He has also set up several businesses in Kenya, Ethiopia, and Ghana. In twenty twenty-two, he was awarded an MBE for his services to development in Africa. He is now a professor at the University of Trinity St David's in Wales.

Deshun Wang was born in nineteen thirty-six, in Shenyang in China. When he was in his twenties, he became an actor and performed in many Chinese films over the following decades. At the age of seventy-nine, he started to work as a model, and is now known as 'the world's hottest grandpa'. In twenty seventeen, he became brand ambassador for Reebok. He is still incredibly fit and enjoys ice skating!

Luz Acosta was born in Guaymas in north-west Mexico in nineteen eighty. She started weightlifting as a teenager and was soon competing for her country. She took part in the Olympics in Beijing in two thousand and eight, where she came eighth. After that, she competed in the London Olympics in twenty twelve, where she came sixth. However, some years later, the gold and silver medallists were found to have had positive doping tests, and in twenty seventeen, she was awarded the bronze medal. She was sad that she was never on the podium, but happy to be an example for clean competition.

Maggie Aderin-Pocock was born in London. Her parents were Nigerian. As a child, she told her teachers that she wanted to be an astronaut, but they told her she should try nursing. However, she studied Physics at university in London and became a space scientist. Since twenty fourteen, she has presented the popular TV astronomy programme *The Sky at Night*. She has several honorary degrees and has won many awards, including the gold medal in the Physics News Award and the Sky Women in Film and Television award. In twenty twenty-three, Mattel created a Barbie doll of Aderin-Pocock to celebrate International Women's Day.

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

3 VOCABULARY the body

a Focus on the photo and instructions. Either put Sts in pairs or do this as a whole-class activity.

If Sts worked in pairs, elicit the parts of the body Sts can name.

ANSWERS

1 eye 2 nose 3 ear 4 finger 5 tooth (teeth) 6 hand
7 mouth (lips) 8 neck

b Tell Sts to go to **Vocabulary Bank The body** on p.168.

Vocabulary notes

Parts of the body

Highlight the difference between *fingers* and *toes* – in some languages, the same word is used for both.

Verbs related to the body

All the verbs are regular except for *bite* (*bite* /baɪt/, *bit* /bɪt/, *bitten* /'bɪtən/). You may want to point out that *smell* can be regular or irregular (*smelled* or *smelt*).

Focus on **1 Parts of the body** and get Sts to do **a** individually or in pairs.

6.13 Now do **b**. Play the audio for Sts to listen and check. Check answers.

6.13

The body, 1 Parts of the body

6 arms	5 hands	12 shoulders
8 back	2 head	10 stomach
21 chin	18 knees	11 teeth
15 ears	16 legs	20 thumb
13 eyes	22 lips	3 toes
9 face	1 mouth	19 tongue
7 feet	4 neck	
14 fingers	17 nose	

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Highlight the irregular pronunciations of *stomach* /'stʌmək/ and *tongue* /tʌŋ/, and the silent *k* in *knees*.

EXTRA SUPPORT Get Sts to cover the words, look at the photos, and test themselves or a partner.

Focus on **Activation** and put Sts in pairs, **A** and **B**. Sts **A** point to a part of their body for Sts **B** to name. Make sure they swap roles.

Finally, focus on the **Possessive pronouns with parts of the body** box and go through it with the class.

Now focus on **2 Verbs related to the body** and get Sts to do **a** individually or in pairs. Remind them to put the verb in the correct form.

6.14 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

6.14

2 Verbs related to the body

- 1 Don't be frightened of the dog. He won't **bite**.
- 2 Jason **kicked** the ball too hard and it went over the wall into the next garden.
- 3 Mmm! Something **smells** delicious! Are you making a cake?
- 4 The stranger **stared** at me for a long time, but he didn't say anything.
- 5 Can you **taste** the sauce? I'm not sure if it needs more salt.
- 6 My dog always comes back when I **whistle**.
- 7 Don't **touch** the oven door! It's really hot.
- 8 The audience **clapped** when I finished singing.
- 9 The teacher suddenly **pointed** at me and said, 'What's the answer?' I hadn't even heard the question!
- 10 He's a very serious person – he never **smiles**.
- 11 Everybody **noded** in agreement when I explained my idea.

Now either use the audio to drill the pronunciation of the sentences, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Point out the silent *t* in *whistle*.

EXTRA SUPPORT Elicit which parts of the body you use for each verb.

ANSWERS

bite: teeth **smile:** mouth / lips
clap: hands **stare:** eyes
kick: feet **taste:** tongue
nod: head **touch:** hands
point: finger **whistle:** lips
smell: nose

Tell Sts to go back to the main lesson **6B**.

EXTRA PRACTICE OPTION Use the **6B Vocabulary** photocopiable activity.

c In this video Sts will see eight clips of people doing actions that involve different parts of the body. They need to say what the people are doing and which part of their body they are using.

Focus on the task and photo in **a**, and ask Sts what the woman is doing (*She's biting an apple.*) and what she is using to do it (*She's using her teeth.*).

Play the video and tell Sts to just watch. Then play it again and pause during each clip for Sts to write down the verb and the part of the body.

Get them to compare with a partner, and then check answers.

ANSWERS

- 2 They're clapping. They're using their hands.
- 3 She's smelling roses. She's using her nose.
- 4 She's smiling. She's using her mouth.
- 5 He's whistling. He's using his lips.
- 6 He's pointing. He's using his finger.
- 7 He's kicking a ball. He's using his foot.
- 8 She's tasting food. She's using her tongue.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

EXTRA IDEA Tell Sts you are going to give them some instructions and they must act out what they are told to do: *Clap your hands. Stare at the person next to you. Point at the board. Nod your head. Whistle a tune. Touch your chair. Smile.*

4 PRONUNCIATION diphthongs

Pronunciation notes

Diphthongs consist of two short vowel sounds which are combined to make one longer sound. The most common problem for Sts is that they may not make the sound long enough, or may pronounce it as just one sound.

- a Focus on the task and get Sts to say the sounds aloud. Elicit some ideas about the question, but don't tell Sts if they are right or not.
- b  Play the video for Sts to watch and check their answer to a, and hear all the diphthongs. Tell Sts to focus on the mouth position. Check the answer.

ANSWER

Because they are a combination of two vowel sounds.



What are diphthongs?

Diphthongs are a combination of two short vowel sounds.

For example, the /e/ sound and the /ɪ/ sound, said together, make the longer /eɪ/ sound.

train /eɪ/, *bike* /aɪ/, *phone* /əʊ/, *owl* /aʊ/, *chair* /eə/

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- c In pairs or individually, Sts put the words in the list in the correct columns in a. This exercise recycles words from **Vocabulary Bank The body** which have diphthongs.
- d  **6.15** Play the audio for Sts to listen and check. Check answers.

6.15

- 1 **train** /eɪ/ face, taste
- 2 **bike** /aɪ/ bite, eyes, smile
- 3 **phone** /əʊ/ nose, shoulders, throw, toes
- 4 **owl** /aʊ/ mouth
- 5 **chair** /eə/ hair, stare

Then play the audio again, pausing after each group of words for Sts to listen and repeat.

Now focus on the six phrases and elicit / explain what a *Roman nose* is (= a nose with a bump at the top).

In pairs, Sts now practise saying the phrases.

Finally, get individual Sts to say them.

EXTRA SUPPORT Read each phrase first and get Sts to repeat after you. Then put Sts in pairs and get them to practise saying the phrases.

5 READING & LISTENING checking assumptions

- a Read the definition of *charisma* as a class and make sure Sts understand it. Model and drill the pronunciation. Find out if Sts know any public figures who they think have charisma.
- b Focus on the instructions and make sure Sts know what the two jobs are. Elicit from the class who they think is who and why, but don't tell Sts if they are right or not. Point out to Sts that *Danish* is an Indian name and is pronounced /dɑːnɪʃ/.

- c Before Sts read the article, you could focus on the title, *Can you learn how to be charismatic?*, and point out that *charismatic* is the adjective and is pronounced /kærɪz'mætɪk/. Model and drill its pronunciation. Tell Sts to read the article to find the answer to b and then to answer questions 1–4. Check answers.

ANSWERS

The charisma coach is Danish Sheikh.

- 1 He's worked with Microsoft, Yahoo, and the BBC.
- 2 Yes – he charges £150 an hour, and plenty of people are paying.
- 3 He followed Colin everywhere and watched how he behaved, because Colin is going to be his student.
- 4 He can't make conversation, he has negative body language, he doesn't smile enough, and he seems bored when he's talking to people.

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- d Focus on the instructions and tell Sts, in pairs, to tick the things they think a charismatic person does. Elicit from various pairs what they have ticked.
- e  **6.16** Tell Sts they are going to listen to Colin talking about what he learns and they must check their answers to d. Now play the audio once the whole way through. Get Sts to compare answers with a partner. Play the audio again if necessary, and then check answers.

ANSWERS

A person with charisma does 1, 2, 5, 6, 7, and 10.

6.16

(script in Student Book on p.135)

Danish Sheikh tells me that people with charisma do two basic things. They project their own personality, but at the same time, they also make other people feel important. Sheikh's lessons are designed to help me to do both of these things, and in the next forty-eight hours I learn a lot.

Projecting your own personality is difficult to learn. Nobody likes people who talk about how fantastic they are, but nobody remembers people who don't say anything about themselves. Sheikh says the solution is to talk about yourself enough, but not too much.

People with charisma also feel confident. Sheikh gives me advice to help me feel more confident, for example, before I walk into a meeting or a party. He tells me to remember a time in the past when I was successful. This positive memory will stop me from feeling afraid or anxious.

Body language is also important. We practise it together, including how to stand like a gorilla, with your feet apart and your arms wide – this shows that you're an important person. Sheikh also tells me how to enter a room. You have to have your chin up and your shoulders back. He tells me to make eye contact with the people I'm talking to, but not for too long – maximum four seconds – it's important not to stare. We also study hand gestures – you shouldn't use them too much.

Finally, conversation. I learn that it's important not to speak too fast or too slowly. You need to vary your speed to keep your listener's attention. But the most important thing of all is listening carefully. If you show interest in people, it makes them feel special. But if you're not really listening, the person you're talking to notices very quickly, so you need to make sure you really concentrate on what they're saying.

At the end of the two days, I have a practical test...

- f Tell Sts they are going to listen to Colin again, and this time, they must answer questions 1–4. Play the audio again the whole way through.

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

ANSWERS

- 1 Talk about yourself enough, but not too much.
- 2 Remembering a past success will help you to feel more confident.
- 3 You have to have your chin up and your shoulders back.
- 4 The person you're talking to notices very quickly.

g **6.17** Focus on the task and tell Sts to listen and complete 1–3.

Now play the audio once the whole way through. Get Sts to compare with a partner.

Play the audio again if necessary, and then check answers.

ANSWERS

- 1 talk to strangers.
- 2 giving him advice, e.g. make eye contact, don't cross your arms, etc.
- 3 understanding who you really are.

6.17

(script in Student Book on p.135)

At the end of the two days, I have a practical test. I go to a pub with Sheikh, and I have to talk to strangers. I start talking to people and it goes OK. I don't think English people really like it when a stranger starts speaking to them, but we laugh and I have some interesting conversations. Occasionally, Sheikh gives me advice. He reminds me to make eye contact with everyone I'm talking to, and tells me not to cross my arms – that kind of thing.

As we leave the pub, we shake hands. He says that the course has been good for me, and he gives me a thumbs-up. So, have I changed? Am I more charismatic? Not exactly – I'm never going to stand like a gorilla again, for example. But perhaps charisma is simpler than that, anyway; it's about understanding who you are better, and showing the best version of yourself.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on p.135, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

h Do this as a whole-class activity, getting all Sts to demonstrate the phrases.

You could repeat the activity, getting individual Sts to act out some of the phrases.

i Do this as a whole-class activity. You could also tell Sts what you think and if you would do a charisma course.

6 LISTENING understanding advice

a Focus on the task and make sure Sts understand the meaning of *outfit* (= a set of clothes that you wear together, e.g. trousers and a shirt) and *suits him best* (= he looks best in).

Either put Sts in pairs or do this as a whole-class activity.

Elicit with a show of hands which outfit Sts think suits Sam best.

b Tell Sts that they are going to watch a video about Sam, an actor, who has a session with Elin Mai, a personal stylist. Elicit / Explain the meaning of a *personal stylist* (= someone who advises people on what kind of clothes to wear for them to look good and feel more confident). Play the video once the whole way through. Check answers.

ANSWERS

Sam liked outfit 2 best because it was quite bold, he felt very smart, and he wouldn't normally wear clothes like that. He thought the experience was brilliant.



N = narrator, S = Sam, E = Elin

N *Sam Alexander is an actor. He lives in London. Today, he's going to visit a personal stylist, Elin Mai, at the Westfield Shopping Centre in Shepherd's Bush.*

S I thought my wardrobe was getting quite boring and I dress up a lot for my job as an actor. Sometimes I don't give any thought to my own wardrobe, so I was keen to sort of refresh things a bit and get a new opinion...Hi, Elin.

E Hello, Sam! Welcome!

S Thank you very much. Nice to meet you.

E Nice to meet you, too. Welcome to the Fashion Lounge.

S Thank you very much.

E I think having your unique personal style is something that's incredibly important to each and every individual. And everyone should ideally try and find their own personal style as well.

N *Before this session, Sam has filled in a questionnaire with everything from his sizes to his dress sense.*

E OK. Tell me how today came about...With every session, we sit down at the beginning and we have a chat about their questionnaire, so we go into a bit more depth...And then, we would ask them more questions about their lifestyle as well. Now the consultation usually lasts, you know, fifteen to twenty minutes, but the consultation actually continues throughout the session as well. So those little questions about their lifestyle – and I find out things about what they like and what they dislike, and about the shops that they've gone to in the past and about their relationship with clothes.

N *After Sam and Elin have visited a few shops, they return to the Fashion Lounge and Elin divides the clothes into four outfits.*

E Wow! What another entrance!

S So this is a staple – everyone should have one of these.

E Everyone should have a denim shirt.

S See, I haven't. Brilliant.

N *But which outfit does Sam like best? Outfit one...Outfit two...Outfit three...Outfit four...*

S Hmm, I think outfit two really, because it was quite bold. I felt very smart in it and I wouldn't have worn those kind of things.

N *So what are Elin's golden rules?*

E I would say my golden rules would be to look at your own wardrobe to begin with before even going shopping because without knowing what you've got, you can't go out and buy the right things.

N *Is there one item that Elin thinks everyone should have?*

E I do think that everyone should have a good pair of jeans in their wardrobe that fits them perfectly, that makes them feel good about themselves. Did you enjoy today?

S I did. It was absolutely brilliant. It exceeded my expectations. It was really great fun.

N *Although not everyone needs Elin's help, for Sam the day with a personal stylist has clearly changed his wardrobe and his attitude to it.*

E Take care.

S Thank you again. Bye.

E Bye!

c Focus on the instructions and give Sts time to read the list of items – point out the two sections.

Play the video again the whole way through for Sts to tick three items in each group.

Get Sts to compare with a partner, and then check answers. You may want to explain that we can use *wardrobe* to refer not just to the piece of furniture, but also to the clothes in it.

ANSWERS

What Elin needs to find out about Sam: what kind of lifestyle he has; where he usually shops for clothes; how he feels about clothes in general

Things Elin thinks are important: checking what you already own before going shopping for clothes; finding your own style; having a pair of jeans that makes you feel good

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- d** Discuss Elin's rules together as a class. You could also ask Sts if they would like to have a session with her, or with another personal stylist.

For instructions on how to use these pages, see p.49.

Video material

Can you understand these people? 5&6

More materials

For teachers

Oxford English Hub

Quick Test 6

File 6 Test

GRAMMAR

ANSWERS

1 a 2 b 3 c 4 b 5 b 6 c 7 a 8 b 9 c 10 a 11 a
12 b 13 a 14 c 15 b

VOCABULARY

ANSWERS

a 1 lips / mouth 2 eyes 3 nose 4 hands 5 teeth
b 1 beat 2 court 3 get injured 4 scored 5 go
c 1 close 2 common 3 touch 4 got 5 fiancé
d 1 soundtrack 2 subtitles 3 special effects 4 star 5 scene
e 1 out 2 off 3 up 4 out 5 on

PRONUNCIATION

ANSWERS

c 1 booked /t/ 2 crowd /au/ 3 eyes /z/ 4 shoulders /əu/
5 world /ɜ:/
d 1 referee 2 review 3 spectators 4 director 5 colleague

CAN YOU understand this text?

ANSWERS

a The best exercise is the exercise that you will actually do.
b 1 B 2 E 3 C 4 A 5 F 6 G 7 D

▶ CAN YOU understand these people?

ANSWERS

1 c 2 c 3 a 4 b 5 a



1 Philomena

I = interviewer, P = Philomena

I Do you prefer doing sport or watching it?

P Probably doing it. I find watching it really boring.

I What sport do you do?

P Er, I don't do a lot. I'd say I don't mind tennis, swimming in variation, depends on the weather.

I What sports do you most like watching?

P If I had to watch one, I like the rhythmic gymnastics or the diving, like for example at the Games, when they're on TV.

I Why do you like them?

P I think because they're kind of like a dance, it's like a routine, it's very graceful. It's not as rough a sport.

2 Rachel

I = interviewer, R = Rachel

I Do you know anyone who has gone out with someone they met online?

R I know lots of people who've gone out with people they've met online.

I How did it work out?

R A couple of people are married, for some of them they're still with the other person, and for a lot of them it didn't work out.

3 Aileen

I = interviewer, A = Aileen

I Have you ever cheated in an exam?

A I have, yes.

I How did you cheat?

A I wrote the answers in a tissue and put it in my pocket and then went to the bathroom to read the answers that I'd written down.

I Were you caught?

A No.

4 Coleen

I = interviewer, C = Coleen

I What's your favourite film of all time?

C That has to be the *Lord of the Rings* trilogy. I've read the books I have no idea how many times. I absolutely adored the films.

I How many times have you seen them?

C No idea, but probably getting on for ten times.

I Why do you like them so much?

C Part of that I think is because I never expected them to be made into films because they're just so huge in scale. Um, and I think the CGI is amazing on them, and the characters, the casting is brilliant, so the whole thing really is just amazing.

5 Miranda

I = interviewer, M = Miranda

I Do you have a profile photo?

M Yes, I have a profile photo on my Facebook, and Instagram, and Twitter.

I What is it?

M The photo, the profile photo on my Facebook page is of me and my husband in Las Vegas on our anniversary.

I Why did you choose it?

M Um, my make-up looked good.

- G** first conditional and future time clauses + *when, until*, etc.
V education
P the letter *u*

Lesson plan

This lesson is about education and provides two different angles on the topic. The lesson begins with a vocabulary focus which revises and extends Sts' knowledge of vocabulary related to education. This is followed by a pronunciation focus on the letter *u*, and a speaking activity where Sts talk about their own education. Sts then read and listen to an educational experiment, which was televised, where 15 pupils and their teachers 'travel' through seven eras of British educational history. Sts then have a discussion on the differences between their parents' education and theirs, and the most recent changes in schools.

In the second half of the lesson, the context is exams; grammar – first conditional sentences and the use of the present tense in future time clauses – is presented through a video where a teenager, who is waiting for her results, is interviewed by a journalist. Sts then read an online forum where people discuss whether or not it's worth going to university, and also read about two people's contrasting experiences. Finally, Sts have a debate on various topics related to education.

Video material

Vocabulary – education

Grammar – first conditional and future time clauses (Parts 1–2, extracts)

More materials

For teachers

Photocopiables

Grammar first conditional and future time clauses + *when, until*, etc p.173

Communicative Three in a row p.202 (instructions p.185)

Vocabulary Education p.225 (instructions p.213)

For students

Workbook 7A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *school* on the board.

Ask Sts how many words they can think of to describe a kind of school, e.g. *primary*.

POSSIBLE ANSWERS

secondary, state, private, language, faith / religious, boarding

If your Sts suggest *public school*, tell them that this is a correct collocation; however, in the UK it doesn't refer to a school run by the government, which is a *state school*, but to a private school – usually a boarding school.

1 VOCABULARY education

- a** Books open. In this video Sts will see eight multiple-choice revision test questions. After Sts have seen the

questions and three possible answers, they have ten seconds to decide which answer is correct. Put Sts in pairs. Play the video for Sts to watch and choose their answers. Then play it again, pausing after each question to check answers.

ANSWERS

1 A 2 C 3 B 4 C 5 B 6 B 7 C 8 B

Find out which pair got the most answers correct.



OK everyone, here's your revision test. There are eight questions. Choose A, B, or C. Ready?

Question one: What year did the Second World War start?

A nineteen thirty-six, B nineteen thirty-nine, or C nineteen forty-five

Question two: Which country's longest river is called the Po?

A Mongolia, B Greece, C Italy

Question three: What's the square root of thirty-six?

A three, B six, C nine

Question four: What does OS stand for in computing?

A Output Software, B Online Security, C Operating System

Question five: Who discovered the law of gravity?

A René Descartes, B Isaac Newton, C Galileo Galilei

Question six: How many books are there in *The Lord of the Rings*?

A one, B three, C five

Question seven: In what part of the body is the tibia?

A the arm, B the back, C the leg

And finally, question eight: What's the most common chemical element on Earth?

A carbon, B hydrogen, C oxygen

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see what they understood / didn't understand. Translate / Explain any new words or phrases.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- b** Tell Sts to complete each school subject. Then, they should see if they can remember the quiz question from the video for each school subject.

Finally, elicit the quiz question for each subject.

ANSWERS

- 1 history: What year did the Second World War start?
- 2 geography: Which country's longest river is called the Po?
- 3 maths: What's the square root of thirty-six?
- 4 computing: What does OS stand for in computing?
- 5 physics: Who discovered the law of gravity?
- 6 literature: How many books are there in *The Lord of the Rings*?
- 7 biology: In what part of the body is the tibia?
- 8 chemistry: What's the most common chemical element on Earth?

- c** **7.1** Play the audio for Sts to listen and check.

Check answers by eliciting the words onto the board. You may want to point out that in some schools they call computing *computer science*, and in others *information technology* or *IT*.

7.1

- | | |
|-------------|--------------|
| 1 history | 5 physics |
| 2 geography | 6 literature |
| 3 maths | 7 biology |
| 4 computing | 8 chemistry |

Now get Sts to underline the stressed syllable in each school subject.

Play the audio again for Sts to listen and check.

Check answers. Model and drill pronunciation, especially *geography* /dʒi'ɒɡrəfi/ and *literature* /'lɪtrətʃə/.

ANSWERS

See underlining in script 7.1

EXTRA CHALLENGE Get Sts to underline the stressed syllables as they complete the school subjects.

d Tell Sts to go to **Vocabulary Bank Education** on p.169.

Vocabulary notes

Highlight that in the British system, *grades* refers to the marks you get in exams when they are letters, not numbers, e.g. *He got a grade A in chemistry A level*. In the US system, *grade* can also refer to the year you are in, e.g. first grade.

In Scotland students take Highers, not A levels.

College also has different meanings in the two systems. In British English, a college is a place where people can study or receive vocational training after school, e.g. a secretarial college or a teacher training college. However, in the US system, *college* is synonymous with *university*.

A synonym of *head teacher* is *principal*.

Focus on **1 The school system in the UK and the US** and get Sts to do **a** individually or in pairs.

7.2 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

ANSWERS

- 2 nursery 3 secondary 4 state 5 private 6 boarding
7 pupils 8 students 9 head 10 terms 11 degree

7.2

See text in Student Book on p.169 and answer key

Sts now do **c** individually or in pairs.

7.3 Now do **d**. Play the audio for Sts to listen and check.

Check answers.

ANSWERS

- 2 high 3 grades 4 kindergarten 5 twelfth grade
6 semesters 7 college

7.3

See text in Student Book on p.169 and answer key

For **Activation**, put Sts in pairs and tell them to cover the two texts. Sts then tell each other about the school system in both countries.

EXTRA IDEA Get the class to tell you about the school system in their country.

Now focus on **2 Discipline and exams**. You could elicit / explain the meaning of *discipline* /'dɪsəplɪn/ (= training people to obey rules, and punishing them if they do not), and model and drill its pronunciation. Then get Sts to do **a** individually or in pairs. Remind them to put the verb in the correct form.

7.4 Now do **b**. Play the audio for Sts to listen and check. Check answers.

ANSWERS

- A** 2 let 3 misbehave 4 be punished 5 make 6 cheat
7 be expelled
B 1 take (do) 2 pass 3 revise 4 fail 5 get the result

7.4

See text in Student Book on p.169 and answer key

For **Activation**, get Sts to cover the texts and look at the verbs, and try to remember as much information as possible from them.

Finally, focus on the **make, let, and allow** box and go through it with the class. With a stronger class, you might want to point out that when we use *make* in the passive, we use the infinitive with *to*, e.g. *I was made to stand in the corner for ten minutes*.

Tell Sts to go back to the main lesson **7A**.

EXTRA PRACTICE OPTION Use the **7A Vocabulary photocopyable activity**.

2 PRONUNCIATION the letter u

Pronunciation notes

The letter *u* has several different pronunciations, but between consonants it is usually (but not always) /ʌ/, e.g. *sun*, *luck*, *summer*, or /ju:/, e.g. *music*, *tune*, *student*. Sts often don't realize that there is a kind of 'hidden sound' – /j/ – in words like *music*, and tend to pronounce them /'mu:zɪk/ or /'stu:dənt/.

You might want to remind Sts about the rule governing the use of the indefinite article *a* or *an* before words beginning with *u*. If the *u* is pronounced /ʌ/ (i.e. a vowel sound), then *an* is used, e.g. *an umbrella*, *an uncle*, but if *u* is pronounced /ju:/ (i.e. a consonant sound), then *a* is used, e.g. *a uniform*, *a university*, *a useful book*.

a Focus on the box **The letter u** and go through it with the class.

Elicit the three words and four sounds: /ju:/, *up* /ʌ/, *boot* /u:/, and *bull* /ʊ/.

Give Sts time to put the words in the correct column.

b **7.5** Play the audio for Sts to listen and check.

Check answers. You may want to point out here that the /ʊ/ pronunciation is the least common.

7.5

/ju:/ music, pupil, student, university

up /ʌ/ lunch, result, study, subject

boot /u:/ rude, rules, true

bull /ʊ/ full, put

Then play the audio again, pausing after each group of words for Sts to listen and repeat.

Give Sts time to practise saying the words.

- c 7.6 Focus on the task and tell Sts that they are going to hear four sentences which they need to write down. Play the audio once the whole way through for Sts just to listen.

7.6

- 1 What subject did you study at university?
- 2 Do pupils at your school wear a uniform?
- 3 Most students have lunch in the canteen.
- 4 I usually get good results in my music exams.

Then play it again, pausing after each sentence to give Sts time to write.

Play the audio again for Sts to listen and check.

Check answers by eliciting the sentences onto the board.

ANSWERS

See script 7.6

EXTRA SUPPORT Play the audio again, pausing for Sts to repeat and copy the rhythm. Put Sts in pairs and get them to practise saying the sentences.

3 SPEAKING

Education vocabulary is now put into practice in a free-speaking activity. Sts interview their partner, asking the questions in the questionnaire.

Focus on the question prompts, making sure Sts understand them all. Explain / Elicit that *PE* stands for *physical education* (= sport and exercise that is taught in schools). Remind Sts that if they are currently at secondary school, they should use the present tense (i.e. add *do* or *is* / *are* to the prompts). If they are no longer at school, they should use the past tense (i.e. add *did* or *was* / *were* to the prompts).

EXTRA SUPPORT Elicit the questions in the questionnaire before you start the activity, by getting Sts to ask you the questions.

Sts take turns to interview each other. Remind the student who is interviewing to react to the interviewee's answers and ask for more information where possible (*Really?* / *That's interesting.* / *Why didn't you like it?*, etc.).

Get some whole-class feedback at the end, by finding out, e.g. how many people liked / didn't like their school and what their best / worst subjects were.

4 LISTENING checking predictions

- a Focus on the photo and elicit from Sts what they can see. Tell Sts to read the description of a BBC documentary and answer questions 1–4. Check answers to questions 1 to 3.

ANSWERS

- 1 Fifteen pupils and their teachers
- 2 From the 1890s to the 1990s
- 3 To show how much life at school has changed over the past 100 years

Now elicit opinions for question 4.

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- b Focus on the question and make sure Sts know what a *decade* is (= a period of ten years). Model and drill its pronunciation /'dekeɪd/.

Now give Sts time to read 1–6, and make sure they understand all the lexis.

Point out the **Glossary** and go through it with the class.

Get Sts to discuss the question in pairs. Elicit some ideas, but don't tell Sts if they are right or not.

- c 7.7 Play the audio for Sts to listen and check their ideas in b.

Check answers.

ANSWERS

- 1 1960s
- 2 1940s–50s
- 3 1920s–30s
- 4 1990s
- 5 1980s
- 6 1970s

7.7

(script in Student Book on p.135)

Episode two: the nineteen twenties to the nineteen thirties

In this episode, the children learn Esperanto. This language of international communication was invented in the nineteenth century and became popular in the period between the two World Wars. It was called 'the language of peace'. To help them learn it, teachers use the latest technology – a record player, or 'gramophone' as it was called then. There are school medical checks, and the children have to take a spoonful of a medicine called cod liver oil every day, for extra vitamins – they all hate it! Children of all ages also have to have a sleep every afternoon, as it's considered important for their health. In lessons, the girls aren't happy when they discover that the boys are studying science, while they have to look after dolls to teach them how to look after babies when they have them! And it's not just the female pupils who are treated differently; female teacher Sue must leave when she gets married.

Episode three: the nineteen forties to the nineteen fifties

The Second World War has ended, and a revolution in education has begun. There is a new exam for children called the eleven plus, which separates the academic and less academic children. Health is still very important, and children get a free bottle of milk every day. Learning is all based on memorizing facts. The girls now do some academic subjects like English and history, but they also do some 'girls' subjects; for example, they have 'deportment' lessons, where they practise balancing books on their heads to learn how to walk gracefully. For the boys, on the other hand, apart from doing all their academic subjects, they also go cross-country running – a sport where they run long distances in the countryside. This is because being athletic was now considered very important.

Episode four: the nineteen sixties

In the sixties, the class try out a different school called a Secondary Modern. Education is now less formal, and they study vocational subjects to prepare them for certain types of jobs. Boys and girls are separated again: typewriting for girls and bricklaying for boys. Then there's cookery for girls, and the boys learn to drive, something that is considered a vital skill for male school leavers. They still have to do maths, though, and this is one of the few lessons where boys and girls are mixed.

Episode five: the nineteen seventies

In the nineteen seventies, the children are at a new type of school called a Comprehensive. Finally, boys and girls are mixed for all lessons. The curriculum expands to include new subjects like business and air travel – they even have a life-size model plane in the classroom. Although education now is more experimental, school rules are still strict, especially as regards uniform and appearance, and the children rebel. The girls want to wear short skirts and the boys want to have long hair, both of which are forbidden. Three of the pupils in the programme are kept in after school as a punishment for breaking the rules!

Episode six: the nineteen eighties

The pupils arrive in the nineteen eighties, where technology is changing fast. In the maths class, they try out a computer for the first time. School meals have also changed. Fast food is now served in a canteen, and children can choose what they want to eat – for the very first time they can have chips! The only area where boys and girls do different things is in PE lessons. Boys still have to do cross-country running, for example, but the girls can take part in a new sport – rhythmic gymnastics.

Episode 7: the nineteen nineties

By the nineteen nineties, many of the changes at school are to do with extracurricular activities and how pupils spend their free time. The children raise money for charity by performing a fashion show for their friends and family. In break time, they exchange football stickers, or play with toys such as the Game Boy and their pet Tamagotchis. But the biggest change of all takes place in their computer class. They get the chance to use an early dial-up modem, and access the very first worldwide website. Education will never really be the same again.

- d Tell Sts they are going to listen again and this time they need to answer questions 1–12. Give Sts time to read 1–12, making sure they understand all the lexis. Put Sts in pairs to see if they can remember any of the answers. Play the audio once the whole way through. Get Sts to compare with their partner, and then play the audio again if necessary. Check answers.

ANSWERS

- 1 It's an international language of communication, called 'the language of peace'. The teachers use the latest technology, a record player.
- 2 It's a kind of medicine; children have to take it for extra vitamins. They also have to have a sleep every afternoon.
- 3 A new exam called the 11 plus, which separates the academic and less academic children.
- 4 Girls only do some academic subjects and do 'girls' subjects' like learning to walk gracefully; boys do academic subjects, but also sports like cross-country running.
- 5 They try out a secondary modern school.
- 6 They do vocational subjects separately; girls do typewriting and cookery, boys do bricklaying and learn to drive. Boys and girls do maths together.
- 7 Business and air travel
- 8 Girls aren't allowed to wear short skirts and boys aren't allowed to have long hair.
- 9 They have meals in a canteen and children can choose what they want to eat.
- 10 Cross-country running for the boys and rhythmic gymnastics for the girls.
- 11 They raise money for charity, they exchange football stickers, and they play with Game Boys and Tamagotchis.
- 12 Because they start using the internet.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.135, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- e Either put Sts in small groups of three or four and get them to discuss the questions, or do this as a whole-class activity. If Sts worked in groups, get some feedback from various groups.

5 GRAMMAR first conditional and future time clauses + *when, until*, etc.

- a Focus on the questions and make sure Sts understand them. Then get Sts, in pairs, to answer them. Get some feedback from various pairs, and tell Sts how you feel or felt about exams.
- b  Focus on the photo and tell Sts they are going to watch two interviews with Olivia, the girl in the photo, who took some important exams – the first interview is before she gets her results, and the second after.

Make sure Sts can remember what *A levels* are (A levels are the exams students take in their last year of school. Getting a place at university depends on your A level grades).

Now give Sts time to read questions 1–6.

Play the video for Sts to watch.

Then put Sts in pairs and tell them to answer the questions. Play the video again if necessary.

Check answers. You may want to explain that in the UK students normally go to school to get their A level results, which are given in a letter.

ANSWERS

- 1 An A star
- 2 She is sure she has passed, but she is worried about her grades.
- 3 She wants to study Medicine at Edinburgh.
- 4 She gets her results tomorrow morning at school.
- 5 She doesn't want to plan any celebrations until she knows the results.
- 6 She will do another year at school and take the exams again.



J = journalist, O = Olivia

J Tomorrow it's Results Day, when students all over the country will get their A level results. Students usually take three or four A levels. The results are given as grades – A, B, C, etc. The top grade is A star, which is even better than an A!

Today I'm talking to some students who are waiting for their results, and tomorrow, I'll talk to them again to find out what happened.

Now I'm here with Olivia – she's a student at Highcroft Secondary School. Hi, Olivia. Now first of all, what subjects did you take?

O Biology, chemistry, maths, and physics.

J Do you think you've passed?

O I'm sure I've passed, but I'm worried about what grades I'll get.

J Why are you worried about your grades?

O Because I want to study Medicine at Edinburgh. They won't give me a place unless I get at least two A stars and an A.

J Do you think you'll get them?

O I don't know. I think I did quite well, but I'm a bit worried about maths.

J What time will you get your results?

O As soon as I wake up tomorrow, I'll go to school and pick them up. I'm really nervous.

J How will you celebrate if you get the grades you want?

O I don't want to plan any celebrations until I know the results.

J What will you do if you don't get the right grades?

O I don't want to think about it. If I don't get the grades I need, my parents will kill me. No, I'm joking. I really want to study Medicine, so I suppose I'll do another year at school and take the exams again.

J OK. Well, good luck!

O Thanks.

- c  Tell Sts they will now find out what grades Olivia got. They must listen for the results and find out what she is going to do.

Play the video once the whole way through.

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

ANSWERS

Olivia got an A star in biology and an A in chemistry, but Bs in physics and maths.

When she feels a bit more positive, she'll decide what to do. But she'd really like to study Medicine, so she might take maths and physics again next year.



J It's Results Day and I'm here at Highcroft Secondary School. It's an exciting day for some, disappointing for others. Let's speak to Olivia, who we met yesterday. She's just got her results.

O Thanks Mum. Yeah, I will. OK. Love you, bye.

J Olivia – I can tell from your face that the results, er, weren't exactly what you wanted – am I right?

O Yeah. I got an A star in biology, an A in chemistry, and Bs in maths and physics. Not quite good enough.

J So what are you going to do now?

O At the moment, I don't know. When I feel a bit more positive, I'll decide what to do. But I'd really like to study Medicine, so I might take maths and physics again next year.

J How did your parents react? Were they angry?

O No, Mum and Dad were really nice – they know how disappointed I am.

J Thanks Olivia. I'm sure it's all going to work out for you. Now back to you in the studio.

d Focus on the five sentences from the interviews and give Sts time to complete the gaps.

Then play the video, pausing after each sentence to give Sts time to listen and check.

Check answers. Elicit / Explain the meaning of *unless* (= if not) and *as soon as* (= the moment when).

ANSWERS

1 I get 2 I wake up 3 I know 4 will kill 5 I feel



See sentences in Student Book on p.70 and answer key

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

e Tell Sts to go to **Grammar Bank 7A** on p.152.

Grammar notes

Sts should be familiar with basic first conditional sentences (*if* + present, future (*will*)) from their Pre-intermediate course. Here they also learn to use *unless* (instead of *if... not*) in conditional sentences, and that other future time clauses (i.e. beginning with *when*, *as soon as*, *unless*, etc.) work in the same way as *if*-clauses, i.e. they are followed by a present tense although they actually refer to the future. This may be new for your Sts. Emphasize that in the other (main) clause, the verb form is usually *will* + infinitive, but it can also be an imperative or *be going to*.

A typical mistake includes using a future form after *when*, *unless*, etc., e.g. *I'll call you when I'll arrive*.

Focus on the example sentences and play audio 7.8 and 7.9 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Check answers, getting Sts to read the full sentences.

ANSWERS

a 1 will get 2 won't mark 3 are / 're 4 doesn't improve
5 hurry 6 don't know 7 shouts 8 will finish
9 won't go out 10 need

b 1 until 2 before 3 when 4 after 5 unless 6 as soon as
7 until 8 when 9 unless 10 before

Tell Sts to go back to the main lesson **7A**.

EXTRA PRACTICE OPTION Use the **7A Grammar photocopiable activity**.

f Put Sts in pairs and focus on the questions. Tell Sts that they should make true sentences beginning with the phrases in the question, e.g. *As soon as I get home, I'll...*, *If I don't do well in my next test, I'll...*, etc.

Give Sts a few minutes to think about their sentences.

Then they ask each other the questions, and answer with full sentences.

Get some feedback.

6 READING & SPEAKING understanding points of view

a Focus on the instructions and make sure Sts can identify which of the three categories they belong to.

Now put Sts in pairs and get them to tell their partner the answers to the questions that match their situation.

Get some feedback from various pairs.

EXTRA SUPPORT You could demonstrate the activity by answering the questions about yourself first.

b Do this as a whole-class activity. Point out to Sts that *university* is sometimes shortened to *uni*.

ANSWER

Is it really a good idea / a good use of your time, effort, and money?

c Focus on the instructions and make sure Sts understand the difference between the three symbols.

Give Sts time to read the comments and complete the task. Check answers.

ANSWERS

1 S 2 ✓ 3 X 4 X 5 X 6 S

d Give Sts time to read the comments again and then think about university education in their country.

Get some feedback.

e Do this as a whole-class activity.

f Put Sts in pairs, **A** and **B**, and tell them to go to **Communication University or not?**, **A** on p.110, **B** on p.115.

Go through the instructions. Sts **A** read about Archie while Sts **B** read about Emily-Fleur. As they are reading, walk around monitoring and helping with any queries.

When they have finished reading, Sts **A** should start by asking their questions about Emily-Fleur. Sts **B** can have their books open, but should try to answer from memory. Then they swap roles and Sts **B** ask their questions about Archie.

Tell Sts to go back to the main lesson **7A**.

EXTRA SUPPORT When Sts have finished, elicit as much information as possible from the class about Archie and Emily-Fleur.

g Do this as a whole-class activity.

7 SPEAKING

a 7.10 Focus on the task and statement.

Play the audio once the whole way through.

Get Sts to compare with a partner, and then play the audio again if necessary.

Check answers.

ANSWERS

She agrees.

- 1 It's good for their health and helps them learn better.
- 2 Team sports are great for building relationships.
- 3 They learn team skills they can use in other areas.
- 4 It's an enjoyable experience.

7.10

(script in Student Book on p.136)

The topic I've chosen is 'All children should play a team sport at school'.

I completely agree for the following reasons.

First of all, I think that doing any kind of sport is a really positive thing for children. It's good for their health and, apparently, it helps children to learn better.

My second point is that team sports are good for building relationships. Children learn how to work together.

Another important point is that they can use the team skills they learn from sport in other areas of their life.

Finally, being part of a team is a great experience. It doesn't matter if you're not good at a sport – you can still enjoy playing the game with your friends.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.136, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

b 7.11 Focus on the instructions and the **Organizing and presenting your opinions** box. Encourage Sts to guess what the missing words might be.

Now play the audio, pausing after each sentence to give Sts time to complete the gaps.

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

ANSWERS

1 topic 2 completely 3 First 4 point 5 Another 6 Finally

7.11

See sentences in Student Book on p.71 and answer key

c Put Sts in small groups of three or four. Go through the instructions and the statements in the list, making sure Sts understand them.

Give Sts time in their groups to each choose a different statement from the list.

Now give Sts time (e.g. five minutes) to think of at least three reasons why they agree or disagree with the statement they have chosen, and to prepare what they are going to say. Help Sts with any vocabulary they may need.

d Sts in each group now take turns to say whether they agree or disagree with the statement they have chosen in **c**, and why. The other Sts should listen, and at the end say if they agree or disagree with the student who introduced the statement, and why. Finally, each group votes on whether they agree or disagree.

If there's time, get feedback to find out who argued about which statement in each group, and if they managed to convince the others in their group.

- G** second conditional, choosing between conditionals
V houses
P sentence stress, the letter c

Lesson plan

The topic of this lesson is people's homes. In the first half of the lesson, Sts start by reading an article about the advantages and disadvantages in the UK of living with your parents as an adult. This leads to Sts discussing the situation in their own country. The grammar, second conditionals, is presented through online comments where young people respond to the article and say whether they would like to leave home and live independently or not. This is followed by a pronunciation focus on sentence stress and rhythm, and oral practice of the second conditional.

In the second half of the lesson, there is a vocabulary focus on lexis related to houses and where people live. This leads to a pronunciation section on the letter c and its three possible pronunciations, /s/, /ʃ/, and /k/. Sts then watch a video about a London building (now a museum) where both the composer George Handel and the musician Jimi Hendrix once lived. Sts then describe their own dream houses. The lesson ends with writing, where Sts write a description of their house / flat for a home rental website.

Video material

Vocabulary – houses

Listening – *Handel Hendrix House*

More materials

For teachers

Photocopiables

Grammar second conditional, choosing between conditionals p.174

Communicative If you had to choose... p.203 (instructions p.185)

Vocabulary Houses p.226 (instructions p.213)

For students

Workbook 7B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the following on the board:

Places to live when you're a university student

Elicit the three most common places, e.g. *at home, in a shared flat with friends, in a hall of residence.*

If any of your Sts are at, or have been to, university, ask them where they live(d).

1 READING & SPEAKING understanding pros and cons

- a** Books open. Give Sts time to look at the photos and answer the questions in pairs.
 Check the answer to the first question.

ANSWERS

Photo 1: at home with parents

Photo 2: in shared accommodation

Photo 3: in a hall of residence / uni accommodation

Now get some feedback for questions 2 and 3.

- b** Focus on the title of the article, *Things you know if you still live with your parents*, and get Sts, in pairs, to think of one advantage and one disadvantage of living with your parents as an adult.
 Elicit some advantages and disadvantages onto the board.
- c** Now tell Sts to read the article and see if the advantages and disadvantages they mentioned are included. Tell them not to worry about the gaps.
 Check answers.
- d** Now tell Sts to read the article again and this time complete each gap with the correct words from 1–10.
 Get Sts to compare with a partner, and then check answers.

ANSWERS

1 matter 2 embarrassing 3 let 4 awake 5 hear 6 wrong
 7 afford 8 realized 9 removes 10 bills

- e** Focus on the task and make sure Sts understand *pros* and *cons*. Get them to close their books.
 Put Sts in pairs and get them to tell each other all the pros and cons they just read about living with parents as an adult.
 Elicit all the pros and cons from the class.
 Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.
- f** Put Sts in pairs and get them to discuss the four questions.
 Get some feedback from various pairs.

2 GRAMMAR second conditional, choosing between conditionals

- a** Tell Sts that some people have written online comments after reading the article *Things you know if you still live with your parents* in 1. Tell them to read the comments and find out whether they want to leave home and why (not).
 Check answers.

ANSWERS

Vivienne: Yes, she wants to have her own things, and not be told what to do.

Marco: No, because somebody else cooks and cleans and he has a nice room.

Andrea: Yes, she doesn't feel independent.

Carlos: Yes, his mum drives him mad and he'd like a dog.

EXTRA IDEA Depending on the age of your class, you could ask Sts how many of them live with their parents and whether they agree with any of the writers.

- b** Tell Sts to look at the highlighted phrases in the comments. In pairs, Sts answer questions 1–3.
 Check answers.

ANSWERS

1 The past simple
 2 The conditional form (*would* + infinitive)
 3 b (a situation they are imagining)

- c** Tell Sts to go to **Grammar Bank 7B** on p.153.

Grammar notes

Sts who previously used *English File* Pre-intermediate will have already been introduced to second conditional sentences: *if* + past, conditional (*would / wouldn't*). Here they revise both the second conditional and contrast it with the first conditional.

What is also introduced here is the use of the conditional form without *if* in sentences like *I would never buy a flat next to a pub or restaurant*. This use should not be too problematic, as Sts may well have a conditional form of the verb in their L1. They have also already met this use of the conditional in the phrase *I would like...*

Focus on the example sentences and play audio 7.12 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the information box and go through it with the class.

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

Check answers, getting Sts to read the full sentences.

In **b**, ask Sts after each sentence if it is a first or second conditional.

ANSWERS

- | | |
|-------------------------------------|-------------------------------|
| a 1 wouldn't have to, worked | b 1 would get up (2nd) |
| 2 didn't have, 'd get on | 2 will...live (1st) |
| 3 wouldn't buy, were | 3 don't pass (1st) |
| 4 Would...sell, offered | 4 was (2nd) |
| 5 lived, 'd go | 5 didn't have (2nd) |
| 6 Would...share, paid | 6 sell (1st) |
| 7 tidied, wouldn't be | 7 won't get (1st) |
| 8 wouldn't treat, loved | 8 would...be (2nd) |
| 9 painted, would...look | 9 doesn't find (1st) |
| 10 wouldn't buy, didn't enjoy | 10 wouldn't complain (2nd) |

Tell Sts to go back to the main lesson **7B**.

EXTRA PRACTICE OPTION Use the **7B Grammar** photocopyable activity.

- d** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** Guess the sentence, **A** on p.110, **B** on p.115.

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

If I had a job, I'd rent my own flat.

Don't show the piece of paper to Sts yet. Then write on the board:

If I had a job, I _____ my own flat. (+)

Tell Sts that they must guess the exact sentence that you have written on a piece of paper. Elicit ideas. If they are wrong, say *Try again*, until someone gives exactly the correct answer. Then show them your piece of paper with the sentence on it.

Tell Sts to look at instruction **a**. Give them a few minutes to complete their sentences in a logical way in their heads – remind them not to write anything yet. Explain that their partner has the same sentences, already completed, and the idea is to try to complete the sentences in the same way. Monitor and help while they are doing this.

Now tell Sts to look at instruction **b**. Sts **A** read out sentence 1, and Sts **B** tell **A** if they have guessed the

sentence correctly. If not, **A** has to guess again. When **A** guesses the sentence correctly, they should write in the answer.

When Sts **A** have finished, Sts **B** read their sentences to Sts **A**, and do the same thing.

Tell Sts to go back to the main lesson **7B**.

3 PRONUNCIATION & SPEAKING sentence stress

Pronunciation notes

Sts continue to work on sentence stress and are given practice in pronouncing more strongly the words in a sentence which convey important information (e.g. nouns, verbs, adjectives, and adverbs). Other, shorter words (e.g. articles and pronouns) should be pronounced less strongly. Getting this balance right will help Sts pronounce English with the correct rhythm.

For more notes, see **Pronunciation** p.30 in Lesson **1B** and p.45 in Lesson **2B**.

- a** 7.13 Tell Sts they are going to work on sentence stress. Play the audio once the whole way through for Sts just to listen, and elicit that the **bold** words are stressed.

7.13

See sentences in Student Book on p.73

Now play the audio again, pausing after each sentence for Sts to listen and repeat.

Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT In pairs, Sts practise saying the sentences.

- b** Focus on the task and give Sts time to choose their six sentence beginnings and complete them. Go round, making sure that Sts are writing correct sentences.
- c** Focus on the speech bubbles. Put Sts in pairs, **A** and **B**. Sts **A** tell Sts **B** their first sentence. Sts **B** should ask for more information. Then Sts **B** say their first sentence, etc. Monitor and encourage Sts to get the correct sentence rhythm.
- Get some feedback from the class. Find out if any Sts had the same endings as their partner.

EXTRA SUPPORT Before they say the sentences, Sts could underline the stressed words in the completed sentences for you to check.

4 VOCABULARY houses

- a** In this video Sts will see Andrea, Beata, and Anna showing them their homes.

Play the video for Sts to watch. Pause after each person, and give Sts time to write down which rooms they saw and four things in each room.

Elicit answers and write them on the board in columns.

POSSIBLE ANSWERS

Andrea: the kitchen – microwave, oven, table, chairs, sink, fridge, cupboards

Beata: the living room – armchair, sofa, coffee table, fireplace, pictures, clock, dining table and chairs, lamps, TV, plants

Anna: the bedroom – table, bed, armchair, sofa; the bathroom – sink, bath, toilet, rubbish bin



Andrea Hello, I'm Andrea from the Czech Republic.

Beata Hi, I'm Beata and I'm from Poland.

Anna Hi, I'm Anna. I'm from San Francisco, California, in the USA.

b Tell Sts to go to **Vocabulary Bank Houses** on p.170.

Vocabulary notes

Where people live

Some languages have a word similar to *suburbs*, but which has a negative connotation like *slums*. You may want to point out that in English, *suburbs* simply means a residential area where people live outside the city centre. The *outskirts* is the area around a city which is the furthest from the centre, e.g. *They live on the outskirts of Milan*.

Parts of a house

You may want to make sure Sts are clear about the difference between *a terrace* and *a balcony*. A terrace is an outside area on the ground floor, whereas a balcony is always outside a window on an upper floor.

Describing a house or flat

You may want to point out the difference between *a fireplace* (= an open space for a fire in the wall of a room) and *an open fire* (= a fireplace with a wood fire in it, as opposed to, e.g. *a woodburning stove*).

Focus on **1 Where people live** and get Sts to do **a** individually or in pairs. Make sure they write in the **Preposition** column and not in the sentences.

7.14 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

7.14

Houses, 1 Where people live

- 1 I live **in** the country, surrounded by fields.
- 2 I live **on** the outskirts of Oxford, about three miles from the centre.
- 3 I live **in** a village.
- 4 I live in Cromer, a small town **on** the east coast.
- 5 I live **on** the second floor of a large block of flats.
- 6 I live **in** Croydon, a suburb of London about fifteen miles from the city centre.

Either use the audio to drill the pronunciation of the sentences, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Do **c** and tell Sts to cover the **Preposition** column. Can they remember sentences 1–6 with the prepositions?

In **Activation**, Sts, in pairs, describe where they live.

Now focus on **2 Parts of a house** and get Sts to do **a** individually or in pairs.

7.15 Now do **b**. Play the audio for Sts to listen and check. Check answers.

7.15

2 Parts of a house

- | | |
|----------------|-------------|
| 3 attic | 10 path |
| 5 balcony | 1 roof |
| 8 basement | 9 steps |
| 2 chimney | 13 terrace |
| 7 entrance | 4 top floor |
| 12 gate | 11 wall |
| 6 ground floor | |

Either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

EXTRA SUPPORT Tell Sts to cover the words, look at the pictures, and see if they can remember the words.

Now focus on **3 Describing a house or flat** and get Sts to do **a** individually or in pairs.

7.16 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

7.16

3 Describing a house or flat

- 2 I live in a cottage in the country. It's old and made of stone and the rooms have very low ceilings. There's an open fire in the living room and it's very cosy in the winter.
- 1 I live in a modern flat in the city centre. It's spacious and very light, with wooden floors and big windows.

Either use the audio to drill the pronunciation of the highlighted phrases, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

Focus on the **chimney or fireplace?** and **roof or ceiling?** box and go through it with the class.

Finally, focus on **Activation** and tell Sts to cover the descriptions and look at the photos. They can test themselves or a partner by describing the rooms.

Tell Sts to go back to the main lesson **7B**.

EXTRA PRACTICE OPTION Use the **7B Vocabulary photocopiable activity**.

c Put Sts in pairs and get them to discuss the difference between the words.

Check answers. Model and drill pronunciation.

ANSWERS

- 1 **the outskirts** /'aʊtskɜːts/ = the area around a town or city which is the furthest from the centre
a suburb /'sʌbɜːb/ = a residential area outside the centre of a large city
- 2 **a village** /'vɪlɪdʒ/ = a very small town located in a country area
a town /taʊn/ = a place where people live and work, which is larger than a village, but smaller than a city
- 3 **a roof** /ruːf/ = the structure that covers the whole house
a ceiling /'siːlɪŋ/ = the top inside surface of a room
- 4 **a balcony** /'bælkəni/ = a platform that is built on the upstairs outside wall of a building, with a wall or rail around it
a terrace /'terəs/ = a flat, hard area, especially outside a house, where you can sit, eat, and enjoy the sun
- 5 **a chimney** /'tʃɪmni/ = a structure through which smoke is carried up, away from a fire, etc. and through the roof of a building
a fireplace /'faɪəpleɪs/ = an open space for a fire in the wall of a room
- 6 **the ground floor** /graʊnd 'flɔː/ = the floor of a building that is at the same level as the ground outside
the first floor /fɜːst 'flɔː/ = the level of a building above the ground level (NB in American English, *the first floor* = the ground floor)
- 7 **wood** /wʊd/ = noun; the hard material that the trunk and branches of a tree are made of; this material when it is used to build or make things, or as a fuel
wooden /'wʊdn/ = adjective; made of wood

5 PRONUNCIATION the letter c

Pronunciation notes

Some consonants in English have a single pronunciation – *m* is always /m/, *k* is always /k/, *j* is always /dʒ/, etc. But some consonants can have more than one pronunciation, depending on the surrounding letters, and *c* is a good example. The two most common pronunciations of *c* are /k/ and /s/. /ʃ/ isn't very common, and is only when the letter *c* is before *i* + vowel. Sts will have come across lots of words with the two main pronunciations of *c*, but this is the first time in *English File* that they've focused on the difference. This section gives spelling rules for how *c* is pronounced, and these will help Sts to work out pronunciations for themselves.

You may want to point out that *c* can very occasionally be silent after the letter *s*, in words like *science* and *scene*.

With words with double *c*, if the second *c* comes before *e* or *i*, the pronunciation is /ks/, e.g. *success*. If the second *c* comes before *a*, *o* or *u*, the pronunciation is /k/, e.g. *account*.

- a Put Sts in pairs and get them to say all the words in groups 1–5 to each other.
- b Focus on the instructions and give Sts time, in pairs, to complete rules 1–5.

EXTRA SUPPORT Focus on rule 1 and tell Sts to look at the examples in a1. Elicit that the pronunciation is /k/. Then tell them to use the examples in 2–5 to help them to complete the rules.

- c 7.17 Play the audio for Sts to listen to how the words in a are pronounced and to check their answers to b. Check answers.

ANSWERS

1 /k/ 2 /s/ 3 /ʃ/ 4 /k/ 5 /ks/

7.17

See words in a in Student Book on p.74

Now play the audio again, pausing after each group of words for Sts to listen and repeat.

6 READING & LISTENING understanding biographical information; using visual clues to understand biographical information

- a Before Sts read about Handel and Hendrix, you could elicit what they know about them. Tell them not to worry if they don't know anything.
Tell Sts to read the texts and elicit answers to the questions.
Deal with any new vocabulary. Model and drill the pronunciation of any tricky words.
- b Give Sts time to look at the information about the museum and answer the question.
Check the answer.

ANSWER

Two famous musicians from different centuries lived there.

- c In this video Sts will be taken on a tour of the museum.

Give Sts time to look at photos 1–8, then elicit what they can see. You might want to tell them what a *dressing table* is (= a piece of bedroom furniture like a table with drawers and sometimes a mirror on top that people sit at to do their hair, etc.). You could also explain that *Surrey* is a county in the south-east of England, *Westminster Abbey* is one of London's great churches, and the *Royal Albert Hall* is a concert hall in south-west London.

Put Sts in pairs to guess whose house they think each photo is from. You could tell them that there are four from each.

Play the video once the whole way through.

Check answers. You could fast forward here, pausing as each piece of furniture appears.

ANSWERS

1 JH 2 GFH 3 JH 4 GFH 5 GFH 6 JH 7 GFH 8 JH



[text on screen: Handel's House]

In seventeen twelve, the German composer George Frideric Handel decided to settle permanently in England, where he was employed as a musician to the English court. After living in Surrey for some years, he moved to London, and during the summer of seventeen twenty-three, he rented a house at twenty-five Brook Street. He was the first occupant of the house, but as a foreigner, he was not allowed to buy it. However, even after becoming a British citizen five years later, he decided to continue renting the house. In seventeen forty-two, his annual rent for Brook Street was fifty pounds. The plan of the house in Brook Street was usual for a modest London townhouse of the period. There was a basement containing the kitchens, and on the ground floor there was a room at the front for receiving visitors. On the first floor there were bigger rooms, where Handel entertained and worked. In the largest room, he kept his instruments – a harpsichord and a little house organ – and he occasionally rehearsed there. The room next to it is where he composed many of his most famous works, including the *Messiah*. The second floor contained the bedroom at the front, with a dressing room at the back, where he kept his clothes. In the attic at the top of the house, the servants had their rooms. During the last decade of his life, Handel's eyesight got worse, and by seventeen fifty-four, after an eye operation went wrong, he was completely blind. When he went to play the organ, someone had to lead him to the seat. He died at his Brook Street house on the fourteenth of April, seventeen fifty-nine. He was buried in Westminster Abbey, and more than three thousand people attended his funeral.

[text on screen: Hendrix's Flat]

Although Jimi Hendrix's career only lasted four years, he is widely regarded as one of the most influential electric guitarists in the history of rock music. The flat on the upper floors of twenty-three Brook Street was found by Jimi's girlfriend, Kathy Etchingham, when she saw an advert in one of the London evening newspapers in June nineteen sixty-eight, while he was in New York. He moved in briefly in July, before returning to the United States for an extensive tour. He spent some time decorating the flat to his own taste. He bought curtains and cushions from the nearby John Lewis department store, as well as ornaments from Portobello Road market and elsewhere. He told Kathy that this was 'my first real home of my own'. In January the following year, he gave a series of press and media interviews and photo shoots in the flat. He also appeared on the BBC and gave two concerts in February at the Royal Albert Hall. In March nineteen sixty-nine, he went back to New York again, and although Kathy stayed at Brook Street for a while longer, Jimi did not live there again. He died in London in nineteen seventy, at the age of twenty-seven, but in a hotel, not in the Brook Street flat. Over the years, his flat was used as an office, until it was taken over in two thousand by the Handel House Trust. The whole building, twenty-three to twenty-five Brook Street, is now a museum and concert venue where both men's music can be heard in live performances.

- d Focus on the instructions and ten extracts, making sure Sts understand all the lexis.
Now give Sts time to decide who each extract 1–10 is about.
Check answers.

ANSWERS

1 GFH 2 JH 3 GFH 4 GFH 5 GFH 6 JH 7 JH 8 JH
9 GFH 10 JH

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- e Give Sts time to match the words and phrases in the list to the definitions.

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

ANSWERS

1 owner 2 move in 3 settle 4 upper 5 move to

- f Do this as a whole-class activity. If you have visited a house where a famous person lived, tell the class about it.

7 SPEAKING & WRITING describing a house or flat

- a Focus on the speaking task and give Sts a few minutes to think about what they are going to say. Go round the class, helping Sts with any vocabulary they might need which isn't in **Vocabulary Bank Houses**.

- b Put Sts into small groups of three to five. They take turns to describe their 'dream house' in as much detail as possible. They must also say which of the other houses they like best.

When the activity has finished, you could get feedback from each group to find out which house was the most popular.

- c Tell Sts to go to **Writing Bank 7** on p.126.

Focus on the instructions for **a** and tell Sts to read the two posts and decide if they would like to rent either of the properties for a holiday. You might want to elicit / teach what a *villa* is (= a house where people stay on holiday, especially in southern Europe).

In pairs, Sts tell each other their answers.

Get some feedback from various pairs. You could have a show of hands for each place to see if there is a favourite.

For **b**, give Sts time to read both posts again and answer questions 1–8 for both places.

Check answers.

ANSWERS

Fabulous one-bedroom flat in Florence

- 1 In the centre of Florence
- 2 Four. The bedroom is spacious, the living room is sunny, the kitchen is fully-equipped and the bathroom is large.
- 3 No, there isn't.
- 4 The area is mainly pedestrian. It is near museums and the main railway station.
- 5 It is very near places of interest.
- 6 There are trains.
- 7 It is suitable for couples who would like to go sightseeing.
- 8 No smoking and no pets.

Beach villa in Kusadasi, Türkiye

- 1 In Kusadasi, on the west coast 80 km south of Izmir.
- 2 Seven. The three bedrooms are double, the kitchen is nice.
- 3 Yes, there is a terrace and a communal area with a garden and swimming pool.
- 4 It is near beaches and mountains.
- 5 It is walking distance to several beaches and a short drive to the mountains.
- 6 There are regular buses.
- 7 It is suitable for a family with children or three couples.
- 8 No pets.

For **c**, focus on the **Using adjectives to persuade the reader** box and go through it with the class. Then focus on the instructions and make sure the task is clear. Give Sts time to read about the flat in Florence again and complete the task.

Check answers, making sure Sts can remember what the adjectives mean. Model and drill pronunciation.

ANSWERS

fabulous = extremely good

stunning = extremely attractive or impressive

lovely = beautiful, attractive

attractive = pleasant to look at

spacious = large and with plenty of space to move around in

sunny = with a lot of bright light from the sun

fully equipped = with all the things that are needed

large = big in size

ideal = perfect; most suitable

beautiful = attractive

For **d**, Sts now read about the villa in Türkiye and improve the description with the adjectives they underlined in **c**.

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

SUGGESTED ANSWER

Kusadasi is a **beautiful** holiday resort on the west coast of Türkiye, 80 km south of Izmir.

The house has three double bedrooms, a living room, a **fully equipped** kitchen, and two bathrooms... There is a **spacious** terrace with table and chairs, so you can eat outside. There are **stunning** views of the beach and the mountains. There is a communal area with an **attractive** garden and a swimming pool.

The house is walking distance from several **lovely** beaches, where you can do a lot of different water sports...

This house is **ideal** for a family with children...

For **e**, tell Sts they are going to write a description of their house or flat for the website. If Sts don't want to write about their own home, they can invent one. Sts should plan four paragraphs and make notes for the questions in **b**.

For **f**, Sts should write their four paragraphs, as in the model, using positive adjectives, and the **Vocabulary Bank Houses** on p.170 to help them. You may like to get Sts to do the writing in class, or you could set it as homework. If you do it in class, set a time limit for Sts to write their description, e.g. 15–20 minutes.

In **g**, Sts should check their work for mistakes before giving it in.

Together again?

Practical English making suggestions

Lesson plan

In this lesson Sts learn to make suggestions. In episode 4 of *Pictures of you*, Ben and Izzy go for a walk in a park and catch up on each other's news. Izzy wants to talk to Ben over a drink, but Ben is very hungry, so they decide to go to a restaurant. Izzy finally tells Ben that she would like to buy some of his photos for her magazine. As they are giving each other a goodbye hug, Carla sees them and is upset. Ben runs after her, and asks if she is OK, but she pretends to be fine.

Video material

Pictures of you – Episode 4

More materials

For teachers

Oxford English Hub

Quick Test 7

File 7 Test

THE STORY SO FAR (books closed)

▶ Play the first part of the video – the recap of episode 3 (*Previously*) to remind Sts what happened in the previous episode of *Pictures of you*, and ask them some questions about it. You could elicit some of the language Sts learned for asking permission and making requests.

1 TALKING IN THE PARK

a ▶ Books open. In this part of the video, *Talking in the park*, Izzy and Ben catch up on their news, and fill each other in about people they both know (Andre, Ben's tutor and Izzy's ex-tutor, and Max).

Focus on the question and three options.

Play the video for Sts to watch.

Check the answer.

EXTRA IDEA If your Sts watched the previous two seasons you may want to pause at 03.08 when Izzy and Ben walk past the park bench and stop and look at it. Elicit that it's where they sat on their first date, and also where they were when they agreed to break up.

ANSWER

c



I = Izzy, B = Ben

I How have you been, Ben?

B I've been good. I finished my course last month. And I passed my exams.

I Well done.

B And recently I've been working a lot on the show.

I I can see. It looked great.

B Thanks. Andre helped me a lot with it. He knows the gallery owner.

I Andre?

B Yeah. You remember him? My tutor. Your old tutor.

I Of course I remember him. He helped you?

B Yeah, a lot. Yeah.

I That's nice of him.

B He's been really supportive. He helped me look at my work in a new way. He's tough, but he's always honest. I think he made me a better photographer.

I Well, I always thought you were great.

B And what about you? I hear that you got a promotion.

I Yes, I did. I'm in charge of a small team. You remember my boss, Max?

B Max? Max? I can't remember anyone called Max...

I Stop it!

B Of course I remember Max. I didn't like that guy at all.

I Yeah, I know...it was pretty obvious. Well, I'm Max's boss now, so...

B Really? Good. I like that.

I Yeah. And you were right about him. He's not nearly as clever as he thinks he is.

B Well, I'm a good judge of character. Let's move on. So, what did you want to talk to me about?

I I'll tell you over a drink.

b Give Sts time to read sentences 1–7.

Now play the video again.

Give Sts time to choose the correct options.

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

ANSWERS

1 month 2 has 3 is 4 good 5 hasn't 6 has
7 doesn't tell

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

2 MAKING SUGGESTIONS

a ▶ In this part of the video, *Making suggestions*, Izzy and Ben suggest various places to go and have a drink.

Focus on the instructions and the names of the places.

You may want to point out that Pomodora (an invented name similar to *pomodoro*, which is Italian for 'tomato') is the name of the Italian restaurant where Izzy and Ben had dinner in Season 1, and that Les Amis is the French restaurant where they went with Izzy's workmates in Season 2. The Nag's Head is a common British name for a pub and *nag* is an informal word for a horse.

Play the video for Sts to watch and number the places in the order Ben and Izzy mention them. Then Sts answer the question.

Get Sts to compare with a partner, and discuss where they go in the end.

Check answers.

ANSWERS

- 3 The Red Lion
5 Pomodora
1 A coffee shop
4 Les Amis
2 The Nag's Head
They decide to go to Pomodora, because it's near.



I = Izzy, B = Ben

- I Where shall we go for that drink?
B Well, there's a really nice coffee shop up the road. We could go there.
I Actually, I've had a lot of coffee today. And it's a bit late for tea or coffee.
B OK. Why don't we go to a pub?
I Good idea. What about The Nag's Head? It's quite near here. I've never been before, but I've heard good things about it.
B Or how about The Red Lion?
I It's always too busy in there.
B Actually, I'm really hungry. I didn't have much lunch. What about going to Les Amis?
I That's a great idea. Although we're not far from Pomodora. Do you remember it?
B Of course. That's where we had our first date.
I No! Our first date was cycling! So shall we go there?
B Why not?

- b Focus on the extracts and give Sts a minute to read them and think what the missing words might be.
Play the video again, and get Sts to check their answers.
Check answers.

ANSWERS

- 1 shall 2 could 3 don't 4 Good 5 What 6 how
7 going 8 idea 9 shall 10 Why

Go through the extracts line by line with Sts, helping them with any words or expressions they don't understand.

- c Focus on the **Verb forms: infinitive or gerund?** box and go through it with the class.
Play the video and tell Sts to watch and repeat the highlighted phrases in **b** when the video pauses.
Encourage them to copy the rhythm and intonation.



Same as previous video with repeat pauses

- d Put Sts in pairs, **A** and **B**. **A** is Izzy and **B** is Ben. Get Sts to read the conversation in **b** aloud, paying attention to rhythm and intonation.
When they have finished, they should swap roles.
You could get a few pairs to perform in front of the class.
- e Put Sts in small groups and tell them to make suggestions for all three of the situations. Tell them that they need to agree with each other before moving on to the next situation. Encourage them to use the language in the extracts in **b**.
Find out from various groups what decision they made for each situation.

3 A GREAT OPPORTUNITY

- a In this scene, Ben and Izzy have a relaxed meal in the restaurant, and Izzy finally tells Ben that her magazine wants to buy some of his photos.

Focus on the photos and do the questions as a whole-class activity. Elicit some ideas, but don't tell Sts if they are right or not.

Now play the video for Sts to watch and check their ideas.
Check answers.

ANSWERS

- 1 The past / when they went out together, work.
2 She has seen Ben and Izzy saying goodbye / hugging.



I = Izzy, B = Ben, C = Carla

- I You did! And also...do you remember when Max came jogging with us in the park?
B How could I forget?
I And you had a bad back...
B I had a very bad back.
I You and Max were racing. And you wanted to win so much that you forgot how much your back was hurting.
B I know. I don't know what I was thinking. You know, I couldn't go to class for two days after that. So, what did you actually want to talk about?
I I wanted to ask you something about work.
B Sure, go ahead.
I Well, I have this project that's not going well. It's a magazine feature all about London, but I want to show a different side of it.
B OK.
I So...some of your photos would be perfect for it. You have an amazing way of capturing a different side of London that most people never see. What do you think? The money would be good.
B Is that why you wanted to see me?
I What? No, I...
B You just wanted something from me.
I No, it's been great seeing you again. But this would be a fantastic opportunity. Don't...
B Izzy, I'm only joking. Of course. I'd love to help you.
I Really? Ah, that's amazing! The money would be good.
B You're right. It's a great opportunity. You'd be my first real business contact...I've spent everything I have on this exhibition, and so the money would be really helpful right now.
I Cool. However, a little bit of business advice for you – don't tell somebody who might be paying for your work that you really need the money! Play hard to get.
B Ha! Yes, that's very good advice. So how many photos would you like to use?
I Well...I'd like to choose five or six of the ones that really capture London.
B Sure, just let me know what you need. Well, it's been really nice seeing you again.
I Yeah, it has. I'm looking forward to working with you. I'll be in touch very soon about the project.
B Looking forward to it.
I So...see you soon.
B Yeah. Let's keep in touch. OK...bye, Izzy.
I Bye.
B Carla! Carla!
C Oh...hi, Ben.
B Hi. I was just having a drink with...Izzy.
C Oh, yeah? That's nice.
B We were talking about work.
C Work? Right. I see.
B Are you...are you OK? Should we...should we talk?
C No, no. I, I'm fine...I just, uh...Listen, I have to go. I'm in a hurry. But I'll see you tomorrow, OK?

- b Focus on questions 1–4 and play the video again for Sts to watch.

Give Sts time to answer the questions, individually or in pairs.

Check answers.

ANSWERS

- 1 Ben had a bad back, but he and Max had a race, and his back got worse. He couldn't go to class for the next two days.
- 2 She says they would be perfect for her magazine feature about London because they show a different side of London.
- 3 Not to tell somebody who is going to pay him for his work that he needs the money.
- 4 She feels upset because she thinks Ben and Izzy are getting back together again.

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

4 SOCIAL ENGLISH

- a** Focus on the phrases in the chart and go through them with the class.

Now give Sts time to match a phrase in **A** to a response in **B**. They can do this individually or in pairs.

- b**  Play the video for Sts to watch and check.

Check answers. You might want to point out that *How could I forget?* is used as gentle sarcasm and it is actually the intonation that will help convey this message. If you know your Sts' L1, you could get them to translate the phrases.

ANSWERS

- 1 Well done! 2 I'll tell you over a drink. 3 How could I forget?
4 Sure, go ahead. 5 Yeah, it has. I'm looking forward to working with you.

Now play the video again, pausing as necessary, for Sts to watch and repeat.

- c** Focus on the instructions and put Sts in pairs, making sure they understand what they have to do.

Monitor and help. Make sure they swap roles. If there's time, you could get Sts to close their books and respond from memory.

WHAT DO YOU THINK?

Put Sts in pairs and get them to talk about the questions. Elicit some feedback from the class.

G choosing between gerunds and infinitives

V work

P word stress

Lesson plan

The topic of this lesson is work. In the first half of the lesson, Sts learn words and phrases related to work through a video story, and these are recycled and practised orally in Pronunciation and Speaking. The grammar focuses on when Sts have to use a gerund (or *-ing* form) or an infinitive, and the context is a questionnaire which helps people to see what kind of job would most suit their personality. The grammar is practised in a speaking activity. The first half of the lesson ends with Sts writing a covering email to go with a job application.

In the second half of the lesson, Sts read about a British TV programme called *Dragons' Den*, in which contestants try to convince a panel of business people to invest in a product or service. In Listening, they hear a contestant talking about his experience on *Dragons' Den*. Finally, in Speaking, Sts take part in a role-play where they present a new product to the class, as if they were appearing on the programme.

Video material

Vocabulary – work

Speaking – *A product presentation* (full video, extracts)

More materials

For teachers

Photocopiables

Grammar choosing between gerunds and infinitives p.175

Communicative I think... p.204 (instructions p.186)

Vocabulary Work p.227 (instructions p.214)

For students

Workbook 8A

OPTIONAL LEAD-IN (BOOKS CLOSED) Do a jobs quiz. Put Sts in pairs or small groups, then read out the following quiz questions or write them on the board.

Can you name two jobs...?

- which people do in a restaurant
- connected with transport
- that people do in a hospital
- where you spend a lot of time outside
- in entertainment

Elicit some answers, making sure Sts can spell and pronounce the words correctly.

POSSIBLE ANSWERS

- waiter, chef
- taxi driver, pilot, bus driver
- nurse, doctor
- police officer, farmer
- actor, singer, musician

1 VOCABULARY work

a Books open. Focus on the task and then put Sts in pairs to answer questions 1–3.

Elicit some ideas, but don't tell Sts if they are right or not.

EXTRA SUPPORT Do this as a whole-class activity.

b ▶ Play the video for Sts to check their answers in **a**. Check answers.

ANSWERS

1 She works in an office. 2 Her boss 3 No, she doesn't.

Now focus on sentences A–I and give Sts time to number them in the correct order. Point out that the first one (B 1) has been done for them.

Play the video again for Sts to check their answers.

Check answers. Make sure Sts understand the **bold** words and phrases, and model and drill the pronunciation where necessary.

ANSWERS

2 I 3 G 4 D 5 C 6 F 7 H 8 A 9 E



See sentences in Student Book on p.78 and answer key

Vocabulary notes

Point out that:

- *set up* = start (a business)
- *resign* /rɪ'zaɪn/ is a regular verb. If you *resign*, you officially tell somebody that you are leaving your job.
- we use *apply for* when sending a letter or a completed application form to a company to ask for a job (usually in response to an advertisement).
- CV stands for *Curriculum Vitae* (but we always use the abbreviated form) and means a document which shows your education / qualifications, experience, and interests.
- *overtime* = extra hours that you work over and above your normal working hours

c Focus on the instructions and get Sts to close their books. Play the video without the sound and pause on each picture to elicit the sentence from the class.

EXTRA SUPPORT Write the **bold** words on the board to help Sts. Put Sts in pairs and give them time to write a sentence for each picture.

d Now tell Sts to go to **Vocabulary Bank Work** on p.171.

Vocabulary notes

Job or work?

You could remind Sts of the difference between the nouns *job* and *work*:

- *job* is a countable noun, e.g. *There are several jobs available in this company. I'm looking for a job. Did they offer you the job?*
- *work* is an uncountable noun and has no plural, e.g. *I'm looking for work. I have a lot of work to do today. Looking after children is very hard work.*

Saying what you do

The work environment is constantly changing, so you might want to teach some more terms, e.g. *a gig worker* /'gɪg wɜːkə/ (= somebody who engages in short-term, flexible jobs, prioritizing flexible lifestyles over traditional employment benefits), *zero-hours contract* (= a contract of employment in which the employee is not guaranteed regular hours of work and is only paid for the hours they actually work), and *hybrid working* /haɪbrɪd 'wɜːkɪŋ/ (= a flexible working arrangement in which employees work partly at home and partly in the office).

Focus on **1 Verb phrases** and get Sts to do **a** individually or in pairs.

🔊 **8.1** Now do **b**. Play the audio for Sts to listen and check.

Check answers.

🔊 8.1

Work, 1 Verb phrases

- 1 Dan has to **do overtime**.
He has to work extra hours.
- 2 Matt **got promoted** last week.
He was given a more important job.
- 3 Most nurses have to **work shifts**.
Sometimes they work during the day and sometimes at night.
- 4 A man in our department **was sacked** yesterday.
The boss told him to leave.
- 5 Paolo **was made redundant**.
He lost his job because the company didn't need him any more.
- 6 The director of the company is going to **resign**.
He has decided to leave his job.
- 7 Lilian is going to **retire** next month.
She's sixty-five and she's going to stop working.
- 8 Isobel has **set up** a business selling clothes online.
She had the idea and has started doing it.
- 9 Everyone in the office has to **do** a training course.
They need to learn how to use the new software.
- 10 Mandy **applied for** a job online.
She replied to an advert and sent in her CV.
- 11 My parents **run** a language school in Brighton.
They employ six teachers, who teach English to foreign students.

Now either use the audio to drill the pronunciation of the verb phrases, or model and drill them yourself. Point out the silent *g* in *resign*. Give further practice of any words your Sts find difficult to pronounce.

Finally, get Sts to cover the first sentence in each number and look at the second one. Can they remember the verb or verb phrase used in each one?

For **Activation**, either put Sts in pairs or do this as a whole-class activity.

If Sts worked in pairs, get some feedback from various pairs.

Now focus on **2 Saying what you do** and get Sts to do **a** and **b** individually or in pairs.

🔊 **8.2** Now do **c**. Play the audio for Sts to listen and check.

Check answers.

🔊 8.2

2 Saying what you do

- a 1 I'm **unemployed**.
- 2 He's **self-employed**.
- 3 He's a **freelance** designer.
- 4 It's a **temporary** job.
- 5 It's a **part-time** job.

- b 1 I **work for** a multinational company.
- 2 I'm **in charge of** the Marketing Department.
- 3 I'm **responsible for** customer loans.
- 4 I'm **at** school.
- 5 I'm **in my third year at** university.

Now either use the audio to drill the pronunciation of the sentences in **a**, or model and drill them yourself. Highlight the silent syllable in British English in *temporary*. Give further practice of any words your Sts find difficult to pronounce.

Now focus on **3 Word building** and the typical endings for job words. In pairs or individually, give Sts time to do **a** and **b**.

🔊 **8.3** Now do **c**. Play the audio for Sts to listen and check.

Check answers by eliciting the words onto the board.

🔊 8.3

3 Word building

- a 1 promote, **promotion**
- 2 apply, **application**
- 3 retire, **retirement**
- 4 employ, **employment**
- 5 qualify, **qualification**
- 6 resign, **resignation**
- b 1 science, **scientist**
- 2 law, **lawyer**
- 3 music, **musician**
- 4 pharmacy, **pharmacist**
- 5 farm, **farmer**
- 6 translate, **translator**

Either get Sts to underline the stressed syllable in the new words before playing the audio again, or play the audio again, pausing after each word for Sts to underline the stressed syllable.

Elicit which syllables are stressed and underline them on the board.

ANSWERS

See script 8.3

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

For **Activation**, get Sts to cover the **Noun** columns and look at 1–6 in **a** and **b**. They can test each other or themselves on the nouns.

Now write the four endings on the board. Put Sts in pairs and get them to think of two more jobs for each ending. Elicit answers onto the board.

POSSIBLE ANSWERS

-er: hairdresser, banker
-or: actor, director
-ian: electrician, optician
-ist: pianist, receptionist

EXTRA IDEA If most of your Sts work, get them to tell you what they do.

Tell Sts to go back to the main lesson **8A**.

EXTRA PRACTICE OPTION Use the **8A Vocabulary** photocopiable activity.

e Focus on the **Words with different meanings** box and go through it with the class.

Now put Sts in pairs and get them to discuss the difference between sentences **a** and **b** in 1–5.

Check answers.

ANSWERS

- 1 **a running** = in charge of, managing
b running = as a sport
 2 **a was fired** = lost her job
b fired = shot
 3 **a work** = it's my job
b doesn't work = is broken
 4 **a market** = the number of people who want to buy sth
b market = an open area for shopping
 5 **a company** = business
b company = a nice person to be with

2 PRONUNCIATION & SPEAKING word stress

- a** Focus on the words and phonetics and ask Sts if they can remember how the phonetics show them where the stress falls (the syllable after the stress mark (') is the one which is stressed).

Get Sts to underline the stressed syllable in each word.

- b** ④ **8.4** Play the audio, pausing after each word for Sts to listen and check. You could also ask Sts to tell you how each word is pronounced just before you play it.
 Check answers.

④ 8.4

- | | |
|---------------------|-------------------------|
| 1 <u>apply</u> | 6 <u>permanent</u> |
| 2 <u>salary</u> | 7 <u>qualifications</u> |
| 3 <u>redundant</u> | 8 <u>resign</u> |
| 4 <u>experience</u> | 9 <u>responsible</u> |
| 5 <u>overtime</u> | 10 <u>temporary</u> |

Now give Sts a few minutes to practise saying the words. You could get them to practise saying the words correctly by looking only at the phonetics and / or by repeating after the audio.

- c** Focus on the task and give Sts time to read the questions and prepare their answers for the person they are thinking of.
d Focus on the example.

Put Sts in pairs, **A** and **B**. Get Sts **B** to start by telling their partner who they are going to talk about. Then get Sts **A** to ask the questions in **c**. Encourage Sts to give, and ask for, as many details as they can.

Make sure Sts swap roles.

Get some feedback.

EXTRA SUPPORT To help Sts with the task, tell them about a real person you know for two or three of the questions.

3 GRAMMAR choosing between gerunds and infinitives

- a** Focus on the instructions and the questionnaire. Quickly go through the questionnaire with Sts and make sure they understand all the vocabulary, e.g. *instincts*, *improvise*, etc. Get Sts to complete the gaps individually or in pairs. Point out that the first one (*to work*) has been done for them. They should be able to do this reasonably well from what they already know and by instinct.

Check answers. If Sts ask for a reason why a particular verb has to be in the gerund or infinitive, tell them that they will see all the rules in the **Grammar Bank**.

ANSWERS

- 2 helping 3 not earning 4 listening 5 making 6 Taking
 7 to work 8 managing 9 expressing 10 to follow 11 to be
 12 improvising 13 Doing 14 solving 15 to understand
 16 to calculate

- b** Now tell Sts to read each sentence in the questionnaire individually, and tick the sentences that they strongly agree with.

When they have finished, get them to compare their answers with a partner, explaining why they have ticked certain statements.

- c** Focus on the instructions and tell Sts to go to **Communication Match your personality to the job** on p.118.

Get Sts to read the 'answer' paragraph corresponding to the section where they have most ticks. Some Sts may have an equal number of ticks in two sections, in which case they should read both answer sections.

Get feedback from some Sts to find out what kind of job, according to the questionnaire, would suit them, and if this is the kind of job that they would actually like to do. If some of your Sts already have jobs, ask them what they think of the results of the questionnaire.

Tell Sts to go back to the main lesson **8A**.

- d** Now focus on the rules and give Sts time to complete them individually or in pairs.

Check answers.

ANSWERS

- 1 the gerund 2 to + infinitive 3 to + infinitive 4 the gerund
 5 the gerund

- e** Tell Sts to go to **Grammar Bank 8A** on p.154.

Grammar notes

Sts who used *English File* Pre-intermediate have learned rules for using gerunds (or *-ing* forms) and the infinitive (with *to*) before, but separately. In this lesson, they are brought together.

Sts will see in this lesson that there are three common verb forms in English: *to go* (infinitive with *to*), *go* (infinitive without *to*), and *going* (gerund or *-ing* form).

! *Like* is listed as a verb which takes the gerund; however, Sts may hear or see it used with the infinitive with *to*, e.g. in American English, and they will be understood using either form. However, in British English there is a subtle difference in meaning, which you may want to point out to your Sts. Compare:

I like getting up early in the morning. = I enjoy it.

I like to get up early in the morning. = I think it is a good idea to do this (but I don't necessarily always enjoy doing it).

Verbs which can take either the gerund or infinitive, but with a different meaning, will be focused on in more detail in *English File* Upper-intermediate.

Emphasize the importance of learning which verb form to use after a particular verb or construction, and give Sts plenty of practice. In time, they will develop an instinctive feel for whether a gerund or infinitive is required.

Focus on the example sentences and play audio ⑧ 8.5, ⑧ 8.6, and ⑧ 8.7 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the three information boxes and go through them with the class.

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

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 to spend 2 Applying 3 to do 4 to open 5 not to ask
6 working 7 solving 8 not going 9 modelling 10 to learn
b 1 to retire 2 commuting 3 not to worry 4 to lock
5 not to buy 6 leave 7 wear 8 not to make 9 doing

Tell Sts to go back to the main lesson 8A.

EXTRA PRACTICE OPTION Use the 8A Grammar photocopiable activity.

- f Focus on the instructions and then give Sts time to choose five topics and to write a couple of words and think about what they are going to say. Demonstrate the activity by talking about a couple of the topics yourself.
- g Put Sts in small groups of three or four and get them to tell the other people in the group what they have written. The others should listen and ask for more information when possible. Monitor to check that Sts are using the correct forms of the verbs.
- Make sure Sts swap roles.
- Get feedback from various groups.

4 WRITING a covering email

In this writing lesson, Sts practise writing a formal 'covering' email, i.e. the email you include with your CV when you send it to a company or organization in response to a job advertisement. The layout and style applies to both letters and emails.

Tell Sts to go to **Writing Bank 8** on p.128.

- a Focus on the job advertisement and make sure Sts understand *vacancy* (= a job that is available for somebody to do) and (*job*) *requirement* (= something that you must have in order to get the job).
- Now focus on the questions and make sure Sts understand *recruit* (= to find new people to join a company).
- Give Sts time to read the advertisement and answer the questions.
- Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 Four
2 Appropriate training, experience, and a B1 level of English
3 Send your CV and a covering email in English

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- b Focus on the task and explain / elicit what a *covering email* (or *covering letter*) is (= an email / letter you send when you also attach / enclose something else, e.g. a CV or a form, where you explain what you are sending and why). Sts quickly read Ricardo's covering email to find out which area he wants to work in.
- Check the answer.

ANSWER

He's applying for a job in Medical support.

- c Tell Sts to read the email again and circle the expression that they think is better in each pair.
- Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 Dear Sir or Madam
2 I am writing
3 I would like
4 I have been working
5 Regarding
6 I attach
7 I look forward to hearing from you.
8 Yours faithfully,

Now ask Sts whether the language is formal or informal.

ANSWER

The style is formal because he's writing to someone he doesn't know.

- d Focus on the **Including relevant information** box and go through it with the class.
- Now give Sts time to match the job requirements in the advertisement to the information in Ricardo's email.
- Get Sts to compare with a partner, and then check answers.

ANSWERS

We are looking for hard-working, enthusiastic, and energetic people:

Last year, I was promoted to senior physiotherapist. I am hoping to open my own practice in the future.

All applicants must have appropriate training and experience:

I have a degree in Physiotherapy from the University of São Paulo. I have been working at a rehabilitation centre in Bristol since September 2024.

... a B1 level of English is a minimal requirement:

Regarding my level of English, I passed the B2 exam two years ago. I am currently attending classes and I hope to take the C1 exam in June this year.

- e Tell Sts they are going to apply for one of the jobs in the next World Athletics Championships, and they need to write a covering email.
- Sts should make notes, using Ricardo's email as their model to help them and the box **Including relevant information**. If Sts have not had any work experience, tell them to invent the details.
- f You may like to get Sts to do the writing in class, or you could set it as homework. If you do it in class, set a time limit for Sts to write their covering email, e.g. 15–20 minutes. Remind them that the email is formal and encourage them to use some of the highlighted phrases.
- g Sts should check their work for mistakes before giving it in.
- Tell Sts to go back to the main lesson 8A.

5 READING & SPEAKING predicting from evidence

- a Focus on the instructions and the four questions.
- Point out the **Glossary** and give Sts time to read the first part of the article and answer the questions.
- Get Sts to compare with a partner, and then check answers to 1–3.

ANSWERS

- 1 They are five multi-millionaires who have made their fortunes through business.
- 2 In the 'Den', the room where the programme is filmed
- 3 The contestants present their product to the 'Dragons' in three minutes. The Dragons ask them questions and decide whether or not to invest in the contestants' businesses. If they decide not to invest, they say 'I'm out.'

Now elicit answers to 4 and find out if Sts like the programme.

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- b** Sts now look at the photos, read about three products that were presented on the show, and answer the three questions.

You may want to explain the names:

- *Oppo* derives from the phrase 'Opposites attract' – ice cream is sometimes thought of as unhealthy, but Oppo is healthy and environmentally-friendly.
- *Wonderbly* may come from a combination of 'impossibly wonderful'.
- *Eggxactly* is a combination of *egg* and *exactly*.

Put Sts in pairs or small groups and get them to discuss their ideas.

Elicit opinions from various groups, but don't tell them if they are right or not.

- c** Put Sts in groups of three, **A**, **B**, and **C**. Tell them to go to **Communication Dragons' Den**, **A** on p.111, **B** on p.116, and **C** on p.118.

Sts **A** read about Oppo ice cream, Sts **B** read about Wonderbly books, and Sts **C** read about Eggxactly. Go through the instructions and make sure Sts know what to do.

When they have finished reading, they must tell their group about their product.

Finally, check the answers to the three questions in **b** in the main lesson.

ANSWERS

- 1 Wonderbly
- 2 Eggxactly
- 3 Oppo ice cream

Tell Sts to go back to the main lesson **8A**.

- d** Do the questions as a whole-class activity.

6 LISTENING listening for note-taking

- a** Focus on the photo of two *Dragons' Den* contestants and their product. Elicit from Sts if they think the contestants were successful, but don't tell them yet if they are right or not. You could elicit opinions with a show of hands.

- b** **8.8** Focus on the task and give Sts time to read sentences 1–8.

Play **Part 1** of the interview.

Give Sts time to mark the sentences *T* (true) or *F* (false).

8.8

(script in Student Book on p.136)

I = interviewer, J = Joe Kenyon

Part 1

I Whose idea was it to go on the programme?

J It was my idea. I applied without telling my business partner, Jake. Of course, I never really expected to get on it. But then they phoned

me from the BBC and said, 'You're on the programme,' so that's when I told him.

I Did you spend a long time preparing your pitch?

J Yes. We worked really hard, and we practised a lot so that we knew the pitch word for word. The evening before the show, we actually went for a run – up in Manchester, where it's filmed – and we went running together, just repeating the pitch over and over again.

I How did you feel when you arrived at the Den?

J Erm, well, we were told to get to the set at about eleven o'clock, the night before, because you had to prepare everything in advance, like any furniture you need, things like that. It was freezing cold, and we were exhausted – we didn't get back to our hotel until the middle of the night – and a car came to pick us up a few hours later, at half five in the morning.

I What time did you actually do your pitch?

J Erm, half past eleven. So we were lucky because we were the first in that particular programme.

I Why lucky?

J Because we didn't have to wait too long. The other contestants spent ages just waiting around. Some of them – the ones who are on last – had to wait twelve hours!

I Did you meet the Dragons before you went in to do the pitch?

J No. You're not allowed to. Like, if you go to the toilet before you go on, someone has to escort you in case you meet a Dragon. So the first time you see them is when you go into the Den.

EXTRA SUPPORT You could check whether answers are true or false before Sts listen again and correct the false ones.

- c** Tell Sts they are going to listen to the interview again and this time they must correct the false sentences.

Play the audio again the whole way through.

Check answers.

ANSWERS

- 1 F (Joe applied without telling Jake.)
- 2 F (They worked very hard and practised a lot.)
- 3 T
- 4 F (They practised their pitch the night before and they prepared the furniture they needed.)
- 5 T
- 6 F (They were the first contestants.)
- 7 T
- 8 F (Contestants aren't allowed to meet the Dragons before they go on.)

- d** **8.9** Now tell Sts to listen to what happened in **Part 2** and answer the question.

Play the audio once the whole way through. Then play again if necessary.

Check the answer.

ANSWER

They were offered a job, not investment in their business.

8.9

(script in Student Book on p.136)

Part 2

I What were the Dragons like?

J Well, they're obviously told by the producers to be really unfriendly and aggressive. So I remember thinking, when the doors opened and we walked in, what I wanted to do was just to smile at one of them. That was my way of making myself relaxed. And I looked at Deborah Meaden because she was in the middle, and I smiled at her, but she just, you know, stared at me, stony-faced, to make me feel nervous. And it worked.

I Did you think you did a good presentation?

J Yeah, we did. But Jake, who usually never gets anything wrong, he forgot his first words, and he just never does that. So we both

thought, when he got the introduction wrong, that it was going to go badly, but it didn't.

I So what happened after you'd done your pitch?

J Yeah, well, four of the Dragons said, 'I'm out' – they said they weren't interested. So we were feeling pretty depressed – pretty negative.

I And then?

J The last Dragon was Peter. And he's quite scary – he's incredibly tall: over two metres. And at first he really criticized us. But then he told us he had a big chain of camera shops called Jessops and they were starting online printing and photo framing as part of their business. And then he said, 'I've got fifteen guys in Hong Kong (SAR) trying to do what you guys are doing, but you guys are doing it better. I'm going to offer you both a job.'

I Were you very surprised?

J Totally, because it had never happened on Dragons' Den before. In ten years they'd never offered someone a job.

I So he offered you jobs, just like that?

J Well, his offer was that he wanted to have our business, and for us to work with him at Jessops.

I With a good salary?

J Very.

I So what did you do?

e Tell Sts they are going to listen to **Part 2** again and they must make notes for questions 1–6.

Play the audio again. You could pause it each time Joe has answered the interviewer's question, to give Sts time to write.

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

ANSWERS

- 1 He smiled at her to help himself to relax, but she just stared at him to make him feel nervous.
- 2 Jake forgot his first words, which he never usually does.
- 3 Four of the Dragons said, 'I'm out,' to show that they weren't interested in investing.
- 4 Peter is incredibly tall – more than two metres – which makes him scary.
- 5 Peter owns a big chain of camera shops called Jessops.
- 6 Peter offered them a job, which has never happened on *Dragons' Den* before.

f **8.10** Focus on the task and elicit some opinions to the first question.

Now play the end of the interview once the whole way through.

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

ANSWERS

Joe and Jake decided not to accept the jobs, because it wasn't a good time and they were enjoying running their own business. Yes, they think it was the right decision, and they don't regret it.

8.10

(script in Student Book on p.136)

Part 3

J It was very stressful because we knew we had to make a decision immediately. So Jake said, 'Yes, let's take the jobs,' but I said, 'You don't want to work for Jessops.' And he stayed silent and I said, 'I don't want to work for Jessops.' I mean, neither of us were in a position where we could have dropped everything and gone and worked for Jessops full-time. It was completely...it was ridiculous.

I So you said no?

J That's right.

I Have you ever regretted saying no?

J No, not for a second. It was still early days for us then, so we were still kind of having fun and enjoying running our own business.

And things worked out well for us. Frame Again was successful, and eventually we sold the business.

I But not to one of the Dragons?

J No, but that would have been perfect!

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on p.136, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

7 SPEAKING

a **▶** In this video Sts will see two people doing a pitch similar to the ones on *Dragons' Den*.

Focus on the photo and explain that these two people are pitching a new product which they have invented, as Sts will be doing themselves later.

Play the video for Sts to watch and answer the question.

Elicit answers and reasons from various Sts. You could see with a show of hands how many Sts would buy the product.



M = Max, J = Jasmine

M Hello and good morning! I'm Max, and this is Jasmine. We're here to tell you about our new product.

J The name of our new product is Forever Fresh. What is it for? Well, come up and have a look at these three vases of flowers. They all look the same: beautiful, fresh, the water is clean, they smell great. But one is a week old, one is two weeks old, and one is three weeks old. Yeah, three weeks old! And can you tell which one? You can't, because in the water is...Forever Fresh!

M Forever Fresh comes in capsules. They look like coffee machine capsules. But inside, there is a special powder. The recipe is a secret. It includes salt, sugar, bicarbonate of soda, and some other ingredients. You put it in the water when you first buy the flowers, or when you pick them from the garden.

J And who is Forever Fresh for? Well, it's for anyone who loves having flowers in their home. We think Forever Fresh is going to be very popular, because you don't need to change the water, you just need to add a bit more from time to time. With Forever Fresh, your flowers will last up to five weeks.

M Oh, you heard it right! Five weeks! And the price is very reasonable – for five pounds a pack, you get ten capsules. And our slogan is...

M & J Forever Fresh flowers last the longest!

b Tell Sts they need to number questions A–E in the order that Max and Jasmine answer them. Make sure they understand all the lexis, e.g. *slogan*.

Play the video again for Sts to watch and complete the task.

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

ANSWERS

1 C 2 B 3 E 4 A 5 D

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see what they understood / didn't understand. Translate / Explain any new words or phrases.

- c  Focus on the instructions and the **Presenting a product** box. Encourage Sts to try to remember what the missing words are.

Now play the video for Sts to watch and then complete the gaps.

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

ANSWERS

1 this 2 product 3 name 4 popular 5 price 6 slogan



See sentences in Student Book on p.81 and answer key

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- d Focus on the instructions and put Sts in pairs.

Give Sts time to think about their product and answer questions A–E in **b**.

- e In their pairs, Sts prepare their pitch, deciding who will say what in their presentation.

- f Focus on the instructions and get Sts to ‘invest’ in the products or say ‘I’m out’ (and explain why).

Now get all the pairs to present their product to the class.

Finally, when all pairs have presented their products, work out which pair got the most votes.

8B

Service with a smile?

- G** reported speech: sentences and questions
- V** making nouns from verbs
- P** the letters *ai* and *air*

Lesson plan

Customer service is the main theme for this lesson, which revises and extends Sts' knowledge of reported speech.

The first half of the lesson focuses on jobs where people often spend a lot of time chatting to their clients or patients. Sts begin by reading an article about different customer-facing jobs and then discuss whether they normally chat to taxi drivers, shop assistants, etc. This article provides the context for the presentation of reported speech, which is later practised through a video of someone reporting a phone conversation.

The second half of the lesson focuses on good and bad customer service. Sts listen to a true story about bad service, and then talk about their own experiences. They then read five stories about good customer service. Vocabulary focuses on how to make nouns from verbs. This leads into a spot on the different pronunciations of the letters *ai* and *air*. Finally, Sts watch a video about complaining, and how to do it politely and successfully, and role-play making complaints.

Video material

- Grammar – reported speech
- Vocabulary – making nouns from verbs
- Listening – *How to complain* (Parts 1–2)

More materials

For teachers

Photocopiables

- Grammar* reported speech: sentences and questions p.176
- Communicative* I want to speak to the manager p.205 (instructions p.186)

For students

- Workbook 8B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board:

- petrol*
- fruit and vegetables*
- electronic devices*

Ask Sts to think about when they buy these things. Then ask if they prefer to be helped by an assistant or choose / serve themselves, and why.

1 READING & SPEAKING understanding the main point in a short text

- a** Books open. Focus on the instructions and make sure Sts know what a *personal trainer* is.
- Give Sts time to mark 1–10 with the correct initials.

EXTRA SUPPORT Put Sts in pairs to do the activity. Then in **b**, put two pairs together.

- b** Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 TD 2 H / PT 3 PT 4 D 5 H 6 A 7 D 8 TD
- 9 PT 10 A

- c** Tell Sts to read the article quickly and complete the headings with the four jobs. Point out the **Glossary**. Get Sts to compare with a partner, and then check answers.

ANSWERS

- Sacha, taxi driver
- Dorothy, doctor
- Luke, hairdresser
- Rachel, personal trainer

- d** Now give Sts time to read the article again and complete 1–4 with the right person.
- Get Sts to compare with a partner, and then check answers. Make sure they understand all the lexis, e.g. *praise, share*, etc.

ANSWERS

- 1 L 2 S 3 R 4 D

- e** Focus on the instructions and give Sts time to find the words or phrases for definitions 1–8.
- Get Sts to compare with a partner, and then check answers. Model and drill pronunciation of any new words.

ANSWERS

- 1 cope 2 pulled over 3 get to the root of 4 minor
- 5 try out 6 burst into tears 7 rapport 8 lifting

Deal with any new vocabulary. Model and drill the pronunciation of any tricky words.

- f** Either do this as a whole-class activity or put Sts in pairs or small groups.
- If Sts worked in pairs or small groups, elicit some feedback.

2 GRAMMAR reported speech: sentences and questions

- a** Focus on the instructions and make sure Sts understand what they have to do.
- Give Sts time to complete the direct speech.
- Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 was your day 2 is going to, don't approve 3 'd like to

- b** Tell Sts to go to **Grammar Bank 8B** on p.155.

Grammar notes

Reported sentences

This is a structure which may be new for some Sts and not for others (it was introduced in *English File Pre-intermediate*, in File 12). The basic principle of reported speech is quite straightforward – when you report what someone else said, you move the tenses / forms 'backwards', i.e. present to past, *will* to *would*, etc.

❗ *Must* changes to *had to* BUT *mustn't* stays the same, e.g. 'You *mustn't* touch it.' She said I *mustn't* touch it.

Point out that *that* after *say* and *tell* is optional. You should point out that when direct speech is reported at a later time or in a different place from when / where it was originally said, some time / place words may change as well, e.g. *tomorrow* may change to *the next day*, *this* to *that*, etc.

❗ In conversation, people sometimes do not change the past to the past perfect, and when the reporting is very soon after the direct speech occurred, sometimes the tenses of the direct speech are not changed.

Some typical mistakes include:

- confusing *tell* and *say*, e.g. *He said me that he was ill.*
- forgetting to change the tenses, e.g. *The waiter said he will call the manager.*

Reported questions

These will probably be new to most Sts. The most important things to emphasize are the change in word order and the use of *if / whether* in *yes / no* questions.

Some typical mistakes include:

- forgetting to change the word order in reported questions, e.g. *She asked him what was his name.*
- using *did* in reported questions in the past, e.g. *They asked me where I did live.*

Focus on the example sentences and play audio 8.11 and 8.12 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the two information boxes, and go through them with the class.

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

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 (that) he was selling all his books
2 (that) she had booked the flights
3 (that) my new dress didn't suit me
4 (that) he might not be able to go to the party
5 (that) she wouldn't wear those shoes again
6 (that) he hadn't bought me a present
7 (that) he couldn't find anywhere to park
- b 1 when I was leaving
2 if / whether he had ever been married
3 if / whether he would be home early
4 where I usually bought my clothes
5 if / whether he had worn a suit to the job interview
6 if / whether she ever went to the theatre
7 if / whether he could help her

Tell Sts to go back to the main lesson 8B.

EXTRA PRACTICE OPTION Use the 8B Grammar photocopiable activity.

- c ▶ Focus on the task and the photo. In this video Sts will see a man on the phone to an employee at the lost property office for black cabs. He's in a panic because he really needs his phone. His partner, who is standing near him, wants to know what the lost property officer is saying on the phone.

Tell Sts they will hear a question being asked by a man on the other end of the phone and they will also hear the answer

from the man in the photo. Then they will hear a woman ask *What did he ask / say?*, and they must answer either *He asked* or *He said* and put the question into reported speech. The answer will then appear on screen, and they will hear it. Now focus on the photo again and elicit what the question was that the employee asked (*Have you tried phoning it?*), and write it on the board, so that Sts can see how the direct speech changes with reported speech.

Play the first interaction, pausing the video after the 'ping', and elicit the reported speech, and then show Sts how it appears on screen.

Then play the rest of the video. Press pause each time the video pauses, and elicit the reported speech from individual Sts.



LP = lost property officer, M = man, W = woman

LP Lost property, how can I help you?

M Hello? Oh, thank goodness, at last! I left my phone in a black cab about an hour ago.

LP Have you tried phoning it?

M Yes, yes I have.

W What did he say?

M He asked me... (pause) if I'd tried phoning it.

LP Did you write down the driver's number?

M No, no, I didn't.

W What did he say?

M He asked me... (pause) if I'd written down the driver's number.

LP Where did you pick up the taxi?

M I don't know exactly, somewhere near London Bridge?

W What did he say?

M He asked me... (pause) where I'd picked up the taxi... So what should I do?

LP You should report it on our website.

M OK, yes, OK...

W What did he say?

M He said... (pause) I should report it on their website... And when will I know if you've found it?

LP You'll need to wait until tomorrow.

M Oh no!

W What did he say?

M He said... (pause) I'd need to wait until tomorrow.

LP Yes, because the driver probably won't bring the phone to the office until tomorrow.

M So do I need to call you tomorrow, or will you call me?

LP We'll contact you as soon as we receive the phone.

M Oh, OK.

W What did he say?

M He said... (pause) ...they'd contact me as soon as they received the phone... And then what happens?

LP You need to come to the lost property office to pick it up.

M Right.

W What did he say?

M He said... (pause) ...I needed to come to the lost property office to pick it up... Can't someone courier it to me?

LP Well they can, but we charge extra for that.

W What did he say?

M Here, why don't you talk to him yourself?

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

3 LISTENING understanding the order of events

- a Do the questions as a whole-class activity. If you have ever had a problem with luggage when travelling, tell Sts about it.

- b**  **8.13** Tell Sts they are going to listen to a story about bad customer service, but first they must listen to six extracts from the programme. Focus on the verbs in the list and make sure Sts know their meaning.

Play the audio once the whole way through for Sts to listen and complete the gaps.

Check answers.

** 8.13**

- 1 They're **throwing** guitars out there!
- 2 They immediately **complained** to United Airlines.
- 3 For nine months, he tried to **claim** compensation.
- 4 Dave wrote a song about his experience and **produced** a music video to go with it.
- 5 United Airlines **contacted** Dave and **offered** him a payment.
- 6 The BBC **reported** that United Airlines' share price had **dropped** by ten per cent.

- c**  **8.14** Give Sts time to read questions 1 and 2.

Now play the audio of the story the whole way through.

Get Sts to compare with a partner, and then play the audio again if necessary.

Check answers.

ANSWERS

- 1 To complain about the experience he'd had with United Airlines
- 2 Because the video went viral on YouTube and was watched by millions of people, who found out about United Airlines' bad customer service

** 8.14**

(script in Student Book on p.136)

Hello and welcome to *How's Business?* Today, we're going to look at how social media can make a big difference for some businesses.

And I'd like to start with the story of Dave Carroll, a Canadian singer-songwriter, who had a very bad experience with United Airlines.

Dave and his band were flying with United Airlines from Halifax, in Nova Scotia, to Omaha, in Nebraska, with a stopover in Chicago.

As they were waiting to get off the plane in Chicago, they heard another passenger say, 'My God! They're throwing guitars out there!'

One of the band members looked out of the plane window, and saw that the baggage handlers, who were taking the luggage off the plane, weren't being careful with the band's guitars – they were throwing them. The band were very worried and they immediately complained to United Airlines, but nobody listened to them.

When they arrived in Omaha, Dave discovered that part of his very expensive Taylor guitar had been damaged. It cost him one thousand two hundred dollars to get it repaired. For nine months he tried to claim compensation from United Airlines. He phoned and emailed their offices in Halifax, Chicago, and New York without success. In the end, he even suggested that, instead of money, they could give him one thousand two hundred dollars of flight tickets. But after all his complaints and suggestions, United simply said, 'No'. So, what else could a singer-songwriter do? Dave wrote a song about his experience and produced a music video to go with it. The song was called 'United Breaks Guitars'. He posted the video on YouTube and it was a huge hit. The song reached number one on the iTunes music store within a week. Dave decided to produce two more videos, which he also posted on YouTube.

Four days later, after one million views of the first video, United Airlines contacted Dave and offered him a payment – they said he had one chance to accept, and he wouldn't get a better offer from them. He refused, and suggested they gave the money to charity. Of course, the impact of Dave's song went far beyond YouTube. Soon newspapers, websites, TV, and radio stations all over North America were doing stories about the song. Dave was interviewed on many radio and TV shows where, of course, he retold the story of how 'United Breaks Guitars'. He did over two hundred interviews in the first three months!

Dave Carroll's favourite guitar was damaged, but in the end United Airlines were the bigger losers. After the bad publicity, the BBC reported that United Airlines' share price had dropped by ten per

cent within four weeks, which means that the company lost an incredible one hundred and eighty million dollars. It would have been much cheaper to repair Dave's guitar. Since then, Dave's first music video has had over twenty-two million views.

- d** Tell Sts to read events 1–10 and then put them in the order in which they happened. Make sure they understand all the lexis, and point out that the first and last ones have been done for them.

Get Sts to compare with a partner.

Now play the audio again for Sts to listen and check.

Check answers.

ANSWERS

- 2 The baggage handlers were throwing their guitars, so they complained to airline staff.
- 3 They got their connecting flight to Omaha, Nebraska.
- 4 Dave discovered that his guitar was damaged.
- 5 He complained again to United Airlines by phone and email, but they didn't help him.
- 6 He wrote a song about his experience.
- 7 He put a video of the song on YouTube.
- 8 United Airlines contacted him and offered him money.
- 9 He did a lot of media interviews.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.136, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- e** Do this as a whole-class activity. If you have any experience of very good or bad customer services, tell Sts about it.

4 VOCABULARY making nouns from verbs

- a** Focus on the instructions and the three nouns from the listening. Elicit the verbs from the class.

ANSWERS

compensate complain pay

- b** Tell Sts to go to **Vocabulary Bank Word building** on p.172.

Vocabulary notes

Making nouns from verbs

Sts have come across word building in English many times before, e.g. *study* / *student* and *teach* / *teacher*, and *English File* Pre-intermediate has focuses on *-ed* / *-ing* adjectives and noun formation (e.g. *decide* → *decision*, *invite* → *invitation*). The examples in this **Vocabulary Bank** are more advanced, and show two common patterns of word building that are useful for Sts to know, as well as nouns that are related to verbs, but that are not made by word building.

Point out to Sts that whenever they learn a new word, they should also see if there are related parts of speech that they could learn at the same time – this is a very good way of expanding their vocabulary at Intermediate level and beyond. To demonstrate this, you could look back at the **1 Verb phrases** section of **Vocabulary Bank Work** on p.171, and point out that the verb *apply* becomes the noun *application*, that *promote* becomes *promotion*, *resign* becomes *resignation*, and *retire* becomes *retirement*. One important thing for Sts to notice is that word stress very often changes when making nouns from verbs, so it's important that they note pronunciation as well as meaning.

Focus on **1 Making nouns from verbs** and get Sts to do **a** individually or in pairs. Before Sts start, check they know the meaning of all the verbs.

8.15 Now do **b**. Play the audio for Sts to listen and check.

Check answers.

8.15

Word building, 1 Making nouns from verbs

+ **-ation** compensation, consideration, demonstration, explanation, temptation, valuation

+ **-ment** achievement, agreement, argument, attachment, improvement, management, payment, treatment

new word choice, complaint, delivery, failure, loss, response, sale, service, success

Now get Sts to underline the stressed syllable in the nouns.

EXTRA SUPPORT Play the audio again, pausing after each word, and get Sts to underline the stressed syllable. Then play it again and check answers.

Play the audio again for Sts to listen and check. Check answers.

ANSWERS

See underlining in script 8.15

Either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

For **Activation**, put Sts in pairs, **A** and **B**. Sts **A** (books open) tell Sts **B** (books closed) a verb. Sts **B** say the noun. Then they swap roles.

For **c**, tell Sts to complete each gap with a noun from **a**. Tell them to be careful with singular and plural nouns.

8.16 Now do **d**. Play the audio for Sts to listen and check.

Check answers.

8.16

- 1 Have you ever been on a **demonstration**? What were you protesting about?
- 2 Have you ever opened an email **attachment** that contained a virus?
- 3 Do you often have **arguments** with your family? What about?
- 4 Do you prefer reading grammar **explanations** in your own language, or do you think it's better to read them in English?
- 5 Have you ever made a **complaint** to a company and got **compensation**?
- 6 Do you think that there's too much **choice** when you're shopping, for example for a new phone?
- 7 In a restaurant, what's more important for you, the food or the **service**?

Put Sts in pairs for **Activation** and get them to interview each other using the questions in **c**.

Get some feedback.

Tell Sts they will be doing **Part 2** in a later lesson (**9A**) and tell them to go back to the main lesson **8B**.

! The **Vocabulary** photocopiable activity for this **Vocabulary Bank** includes **Part 2**, so should be done in **9A**.

c **!** In this video Sts will see ten clips of people doing something and they need to choose a verb from the list on the right of the screen that describes the scene, and change it to a noun.

Focus on the instructions, photo, and example. Then tell Sts that for each clip they need to write down a noun made from one of the verbs on the list on the right.

Play the video once the whole way through. Pause it at the end when all ten images are on the screen.

Put Sts in pairs and tell them to try to remember the noun for each clip. Then play the video again, pausing after each clip and eliciting the answers. Make sure Sts stress the words on the right syllable.

ANSWERS

- 2 choice 3 temptation 4 treatment 5 argument
6 agreement 7 delivery 8 attachment 9 success
10 demonstration

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

5 PRONUNCIATION the letters *ai* and *air*

Pronunciation notes

The letters *ai* between consonants are usually pronounced /eɪ/ if they are stressed, e.g. *main*, *complain*. Remind Sts that this sound is a diphthong, which consists of two short vowel sounds which are combined to make one longer sound.

Said has an irregular pronunciation /sed/.

The letters *ai* between consonants are unstressed and are pronounced /ə/, e.g. *bargain* /'bɑːɡən/.

! The word *again* is pronounced by some native speakers as /ə'ɡen/ and by others /ə'geɪn/.

The letters *air* are always pronounced /eə/.

a **8.17** Focus on the words in the list and tell Sts to listen to the audio and underline the stressed syllable.

Play the audio, pausing after each word to give Sts time to complete the task.

EXTRA CHALLENGE Get Sts to underline the stressed syllable in each word before you play the audio.

8.17

See words in Student Book on p.84

Now focus on the three sound pictures and elicit the words and sounds: *train* /eɪ/, *chair* /eə/, and *computer* /ə/. Give Sts time to put the words in the list in the correct column. Remind them that this kind of activity is easier if they say the words aloud to themselves.

b **8.18** Play the audio for Sts to listen and check.

Check answers, eliciting the words onto the board in columns and getting Sts to tell you the stressed syllable in each word.

8.18

train /eɪ/ **claim**, **complain**, **contain**, **email**, **explain**, **paid**, **waiter**
chair /eə/ **airline**, **repair**
computer /ə/ **bargain**, **certain**

Now either elicit the answers to questions 1–3 as a class, or put Sts in pairs to answer them.

If Sts worked in pairs, check answers.

ANSWERS

- 1 a *ai* when stressed is usually /eɪ/
b *ai* when unstressed is usually /ə/
Email is the exception.
- 2 *air* is pronounced /eə/
- 3 *said* is pronounced /sed/

EXTRA SUPPORT Play the audio again for Sts to listen and repeat after each group of words. Then get them to practise individually or in pairs.

6 READING predicting the end of a story

- a Focus on the instructions and give Sts time to read the introduction to the article and answer the question.

EXTRA CHALLENGE Elicit some ideas before Sts read the introduction.

Check the answer.

ANSWER

Because people can use social media to tell millions of other people about good or bad service.

- b Before Sts read the five stories, focus on the title of the article, *Going the extra mile*, and elicit / explain what it means (= making a special effort to help somebody).
Now tell Sts to read each story and try to complete the last sentence in each one. Tell Sts that the aim isn't to guess the exact words, but how the story ends.
Get Sts to compare with a partner, and then elicit some ideas from Sts, but don't tell them if they are right or not.
- c Tell Sts to go to **Communication Going the extra mile** on p.118 to check their answers to b.
When Sts have finished reading, find out with a show of hands how many Sts had guessed the endings correctly.
Tell Sts to go back to the main lesson 8B.
- d Focus on the instructions and give Sts time to answer questions 1–3.
Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 B, D, E 2 B, C, E 3 A, D

Deal with any new vocabulary. Model and drill the pronunciation of any tricky words.

- e Focus on the five questions and give Sts time to think of their choice for each one.
Now ask each question to the whole class and elicit some opinions and answers.

7 LISTENING & SPEAKING understanding how to do something better

- a Tell Sts that they are going to watch a video which gives tips on how to complain effectively, but first, they will hear the top five things people complain about in hotels.
Put Sts in pairs to discuss the question.
Elicit some ideas, but don't tell Sts if they are right or not.
- b ▶ Play **Part 1** of the video once the whole way through for Sts to watch and check their answers to a.
Check answers.

ANSWERS

- 1 Air conditioning (24% of complaints)
- 2 Wi-fi (14% of complaints)

- 3 Noise (11% of complaints)
- 4 Rooms not being clean (10% of complaints)
- 5 Slow or bad service (9% of complaints)



Hello, and welcome to *Ten-Minute Travel* for all your travel tips, news, and reviews. Many of us travel a lot, on holiday or for work, and that often means staying in a hotel. So today we're looking at hotel problems, and what we should do when things go wrong. The hotel industry is a competitive one, and hotels really do want you to enjoy your stay, especially in this digital age, where guests can leave good or bad reviews instantly. But sometimes things go wrong – let's start by looking at the top five complaints.

Air conditioning is top of the list, with nearly a quarter of all the complaints. At number two is wi-fi, with fourteen per cent of people complaining that the hotel wi-fi is too slow or that they can't connect. Eleven per cent of hotel guests have had problems with noise, either from the street outside or from neighbouring rooms. And a similar number have complained about their room not being clean enough. And finally, in fifth place – service. Nine per cent of guests have suffered from slow or bad service, especially with hotel breakfasts or room service. So, what should you do if you have one of these problems?

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see what they understood / didn't understand. Translate / Explain any new words or phrases.

- c ▶ Tell Sts that they are going to watch Phil, a hotel guest, complaining in three different situations. First, he complains in the wrong way, then he does it the right way.
Play **Part 2** of the video and pause after Situation 1, when the screen says 'What did Phil do wrong?'
Elicit ideas.

ANSWER

Situation 1: Phil complains to the wrong person, the chambermaid, but she can't fix it, and it isn't her job to ask somebody else to fix it.

Now play the rest of Situation 1, including the presenter's advice and Phil complaining the right way.
Pause again and elicit how he complains better.

ANSWER

The second time Phil complains to the right person, the receptionist, who can arrange for the air conditioning to be fixed.

Then repeat for Situations 2 and 3 (including the presenter's final comments).

ANSWERS

Situation 2: The waiter brings Phil the wrong things for breakfast – he wanted brown toast and a cappuccino. Phil complains to the right person, the waiter, but he then accepts the white toast and the espresso.

There's no point complaining if you don't want a solution to the problem.

The second time Phil asks the waiter to bring the right toast and coffee, as soon as possible, so his problem is solved.

Situation 3: Phil's room was noisy and the wi-fi was slow. Phil complains when he's checking out at the end of his stay, so it's too late to do anything about it. He's also rude and aggressive. The second time he complains politely and at the right time, so the receptionist can give him a new room and investigate the problem with the wi-fi.



J = Joanne, C = chambermaid, P = Phil, R = receptionist, W = waiter

J So, what should you do if you have one of these problems? What's the best way to complain? Let's look at three examples of how not to do it. Here's Phil, a hotel guest who's on a work trip.

[text on screen: *Situation 1*]

C Oh, sorry, sir! I'll come back later.

P No, it's fine, go ahead. It's so hot in here, I couldn't sleep. I can't get the air conditioning to work. Can you see if you can fix it?

C I'm sorry, sir, I don't really know about the air conditioning.

P Well, I'm afraid I don't know about it either.

C I'll tell reception later.

[text on screen: *What did Phil do wrong?*]

J So, what did Phil do wrong? The first rule of complaining is to complain to the right person. The chambermaid can't fix Phil's air conditioning and it isn't her job to get it fixed. Phil needs to go down and complain to reception – it's always better to complain in person, rather than just phoning. So, let's take a look at how Phil should have complained.

[text on screen: *Complain to the right person*]

R Good morning, sir.

P Good morning. I think there's a problem with the air conditioning in my room – room forty-two. It's very hot and I can't get it cooler. Could you ask someone to have a look at it before this evening?

R Of course, sir. I'll do it right away.

[text on screen: *Situation 2*]

W Here you are, sir. Bacon and eggs, toast, and an espresso.

P I think I asked for brown toast. And a cappuccino, not an espresso.

W Brown toast and a cappuccino? I'm very sorry, sir. The order must have got mixed up.

P Never mind. I'm in a hurry. I'll have the espresso.

W And the toast? I can bring you some brown toast in a few minutes.

P OK then. Oh, it doesn't matter. White toast will be OK.

W Thank you, sir.

[text on screen: *What did Phil do wrong?*]

J Here Phil complains to the right person, but there's no point complaining if you don't want somebody to do something about it. If you want to complain successfully, you need to know what your ideal solution is and make it clear. So, let's take a look at how Phil should have complained.

[text on screen: *Make it clear what you want*]

W Bacon and eggs, toast, and an espresso.

P I think I asked for brown toast. And a cappuccino, not an espresso.

W Brown toast and a cappuccino? I'm very sorry, sir. The kitchen must have made a mistake.

P If you could change them, that would be great. And as quickly as you can please. I don't have much time.

W Of course, sir. I'll be right back.

[text on screen: *Situation 3*]

R Good morning, sir. Can I help you?

P Yes, I'd like to check out, please.

R Of course, sir. I hope you enjoyed your stay.

P No, I didn't enjoy it at all. My room was noisy and the wi-fi was slow – it was impossible to get any work done. I certainly won't be recommending this hotel; you can be sure of that.

R I'm very sorry to hear that, sir.

[text on screen: *What did Phil do wrong?*]

J Why complain about your room and the wi-fi when you're checking out? You should always complain as soon as you notice a problem. If you wait till later, the hotel might not have the chance to put the problem right. Above all – and this is probably the most important tip – never be rude or aggressive. If you complain politely, you're far more likely to be successful. A smile will always make people want to help you. So, let's take a look at how Phil should have complained.

[text on screen: *Complain at the right time. Be polite.*]

R Hello again, sir. Can I help you?

P Yes, I've been trying to do some work in my room and there's a lot of traffic noise from the street. Would it be possible to move to a different room, maybe at the back of the hotel?

R I'll see what we have. Yes, we do have a room free...overlooking the garden.

P That sounds perfect. I also noticed the wi-fi seems to be very slow. It's like being at home.

R I'll get someone to look at that right away, sir. Here's your new room key. Just let me know if you're still having problems with the wi-fi in ten minutes.

P Thanks very much.

J Finally, remember that if you're staying in a good hotel, they'll always want the chance to put things right. But they can't help you if they don't know there's a problem, so you should always complain. And now you know how!

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

d Put Sts in pairs, **A** and **B**, preferably face to face. Tell them to go to **Communication I want to speak to the manager**, **A** on p.111, **B** on p.116.

Go through the instructions for the first role-play situation. Remind Sts that in the first role-play, Sts **A** are the customer and Sts **B** are the shop assistant. Tell Sts **A** to start first, saying, *Excuse me. I bought...*

When they have finished role-playing the first situation, tell Sts to read the instructions for the second situation. This time Sts **A** are the restaurant manager and Sts **B** are the customer. **B** starts, *Good evening. Are you the manager?* Get feedback to see whether different customers achieved their objectives or not.

Tell Sts to go back to the main lesson **8B**.

e Focus on the questions and ask Sts to share their experiences of complaining. You could also ask if they usually complain about problems, and if they think they are good or bad at complaining.

For instructions on how to use these pages, see p.49.

Video material

Can you understand these people? 7&8

More materials

For teachers

Oxford English Hub

Quick Test 8

File 8 Test

GRAMMAR

ANSWERS

1 a 2 a 3 b 4 b 5 c 6 b 7 a 8 b 9 a 10 a 11 b
12 c 13 b 14 c 15 c

VOCABULARY

ANSWERS

a 1 terms 2 nursery 3 secondary 4 behave 5 boarding
b 1 on 2 ceiling 3 gate 4 on 5 fireplace
c 1 overtime 2 shifts 3 temporary 4 set 5 self-employed
d 1 choice 2 agreement 3 success 4 complaint
5 demonstration 6 improvement 7 qualifications
8 translator 9 scientists 10 explanation

PRONUNCIATION

ANSWERS

c 1 ceiling /s/ 2 email /eɪ/ 3 repair /eə/ 4 roof /uː/
5 spacious /f/
d 1 secondary 2 unemployed 3 delivery 4 apply
5 achievement

CAN YOU understand this text?

ANSWERS

a 2
b 1 c 2 a 3 c 4 b 5 b 6 a 7 c 8 b

▶ CAN YOU understand these people?

ANSWERS

1 c 2 a 3 c 4 a 5 a



1 Philomena

I = interviewer, P = Philomena

I What was your favourite subject when you were at school?

P History, predominantly modern history. That's the main reason, my history teacher is the reason why I became a teacher. She was really inspiring and she made the subject come alive.

I Were there any subjects you hated?

P Maths, again due to bad teachers, and predominantly I just don't have a mathematical brain, so I found it very difficult.

2 Adina

I = interviewer, A = Adina

I What kind of things do you often buy online?

A I buy online clothes, food to get delivered to home, um, and also a lot of beauty products as well.

I Is there anything you would never buy online?

A I don't think there is any more, I don't think there is anything any more that I wouldn't buy online.

3 Daniel

I = interviewer, D = Daniel

I Have you ever had really bad customer service?

D Yes, I have had very bad customer service before.

I What happened?

D Um, I've had a waiter be very rude to me and sort of drop the plate on the table when they served the dish.

I What did you do?

D I did not tip that waiter.

4 Scott

I = interviewer, S = Scott

I If you could change one thing about your flat, what would it be?

S Um, a bit more green. Green space. We have a garden, a little patio, which is great, but eh, yeah, a garden with some green space would be amazing, obviously for, now summer's coming, hopefully, um, that would be amazing, yeah.

5 Coleen

I = interviewer, C = Coleen

I What's more important to you about a job, having a good salary or doing something you really enjoy?

C When I first started work, I thought it was the salary, um, but later on in my working life, I decided it was actually more important to have really, a job that you really enjoyed, but I've come to the conclusion that they're both important. You can do a job that you really enjoy, but you know, at the end of the day we all need to live, so you do need the salary as well.

- G** third conditional
V making adjectives and adverbs
P sentence rhythm, weak pronunciation of *have*

Lesson plan

This lesson presents the third conditional in the context of different aspects of luck. The first half of the lesson centres on people who got into difficulties when travelling on their own and were lucky enough to be helped by kind strangers. Sts read and listen to a journalist from a website called Solo Traveler talking about how she was helped, and then listen to three more people talking about their experiences. Sentences about the stories provide an introduction to the grammar, which is then further practised in pronunciation, focusing on the stress patterns in third conditionals.

The second half of the lesson opens with Sts talking about how lucky or unlucky they consider themselves to be. This leads to a reading activity on some research carried out by psychologist Richard Wiseman on how to improve your luck. There is then a vocabulary focus on adverb and adjective formation, and this is consolidated through a writing game.

Video material

Grammar – third conditional

More materials

For teachers

Photocopiables

Grammar third conditional p.177

Communicative Sentence race p.206 (instructions p.186)

Vocabulary Word building p.228 (instructions p.214)

For students

Workbook 9A

OPTIONAL LEAD-IN (BOOKS CLOSED) Draw a horseshoe on the board, with the open part at the top. Ask what it is, and tell Sts that in Britain and America, people believe that if you find a horseshoe, it will bring you good luck, and people often hang them up on the wall. Ask if horseshoes also mean good luck in your Sts' country.

Then put Sts in pairs and ask them to think of things in their country which are considered either good luck or bad luck. Get feedback and write the things in two columns, *good luck / bad luck*, on the board. Then ask Sts if they really believe in this.

1 LISTENING listening for retelling

- a** Books open. Focus on the questions and go through them, making sure Sts know the meaning of *run out of* and *foreign*. Tell Sts to imagine they are on their own in each scenario.
 Put Sts in pairs and get them to discuss the four situations. Get some feedback.
- b** Focus on the instructions and make sure Sts know what a *stranger* is. You might want to tell Sts that *traveller* is spelled with one *l* here as the website Solo Traveler is

American. In the text, *traveling* is also spelled with one *l* as Tracey Nesbitt is American.

Tell Sts to read the text and answer the two questions. Check answers.

ANSWERS

- 1 She was lost and was in a hurry to get to the train station.
- 2 The stranger took her to the station. It was especially kind because he wasn't going there himself.

Deal with any new vocabulary. Model and drill the pronunciation of any tricky words.

- c** **9.1** Tell Sts they are going to listen to Tracey telling three stories that were sent to her of people who were helped by strangers.

Play the audio for Sts to listen and match two photos to each story.

Check answers.

ANSWERS

Story 1: C, E

Story 2: B, F

Story 3: A, D

9.1

(script in Student Book on p.137)

Here are three of the best stories people sent to me at Solo Traveler. First, Katya. Katya was in Argentina to see the famous Iguazu Falls. She'd just arrived in Puerto Iguazu, the nearest town to the falls. It was ten p.m. at night. She'd booked a room in a hostel, but when she tried to find it, it just didn't seem to exist. She walked around town for a long time, but she had no luck, and in the end, she stopped at a bar and asked the owner and his wife for help. It turned out that the hostel had given her the wrong address. The kind bar owner ended up driving her around town at two o'clock in the morning to try to find the hostel. In the end, they found the place, but the front desk was closed for the night. So then the bar owner drove her to a small hotel that was still open, so she could get a room for the night – he even negotiated the price for her as he was worried it would be too expensive – so it only cost her the same as the hostel. Katya says she can't believe how incredibly kind he was.

What a great story. Now, this is Gerry's story.

Gerry was on a solo trip to France. While he was in Paris, one day he was in a hurry. He ran across the street and tripped on the kerb. He fell flat on his face on the sidewalk and cut his face badly – it was bleeding a lot. He was lying on the sidewalk, and a group of boys, about thirteen or fourteen years old, came over to him. They helped him to stand up and they took him to sit down on a bench – one of the boys gave him some tissues to stop the bleeding. Then another boy ran to a nearby school to ask the school nurse to have a look at Gerry, and all the other boys helped him to walk slowly along the road to the school. They couldn't go in with him, so they waved goodbye and ran off. Gerry says that the whole experience could have been much worse, but the kindness of those young men really cheered him up.

And finally, this is what happened to Jenn. Jenn was at the airport in Lisbon. She was on her way first to London and then back to the US. She thought she'd allowed plenty of time to check in, but when she got to the airport, there was a huge line, of several hundred people. She was absolutely convinced that she would miss her flight – she was panicking, and talking aloud to herself, saying, 'What am I going to do?' Then a man in the line asked her, in English, if he could help. She explained that she had a flight to London and the man told her she was actually in the line for a flight to Brazil. He wasn't sure where she needed to be, but he stepped out of his line, found the line she needed to be in, which was much shorter, and showed her where to go. The person behind him saved his place while he made sure Jenn

was OK. Jenn says if it wasn't for the kindness of this man, she would have had a complete panic attack!

I love these stories of the kindness of strangers. Keep sending your stories in – we love to hear from all those solo travelers out there.

- d** Focus on the instructions and then give Sts time to read items 1–5 for each story, making sure they understand all the lexis, e.g. *trip*, *kerb*, etc. Point out the **Glossary**.

Play the audio again the whole way through.

ANSWERS

See script 9.1

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.137, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- e** Now put Sts in groups of three and tell them to each choose a story to retell, using 1–5 to help them.

Finally, elicit each story from the class.

- f** Put Sts in pairs or small groups to tell each other their stories.

Elicit some of the stories. You could also tell Sts if you have a story of your own.

EXTRA SUPPORT Do **f** as a whole-class activity or write the following on the board to help Sts:

- *where it happened*
- *what the problem was*
- *what you did to help a stranger / what the stranger did to help you*

Now get Sts to tell their partner / group about their story using the prompts to help them.

2 GRAMMAR third conditional

- a** Focus on the instructions and get Sts to match sentence beginnings 1–4 to their endings A–D.

Check answers.

ANSWERS

1 D 2 B 3 A 4 C

- b** Focus on the questions. Then either get Sts to answer the question in pairs, or elicit the answer from the class.

If Sts worked in pairs, check the answer.

ANSWER

b

- c** Tell Sts to go to **Grammar Bank 9A** on p.156.

Grammar notes

If Sts have a similar structure in their own language, they may not have too many problems with the concept, but most Sts will have problems with the 'mechanics' of the structure, i.e. remembering which verb form goes in each part of the sentence, and also in understanding and producing contracted forms.

Some typical mistakes include:

- using *would have* in the *if*-clause, e.g. *If I would have known, I would have done something about it.*
- using the past perfect in both clauses, e.g. *If I had known, I had done something about it.*

Focus on the example sentences and play audio **9.2** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Check answers, getting Sts to read the full sentences.

ANSWERS

a 1 I 2 F 3 H 4 E 5 A 6 J 7 B 8 G 9 C

- b** 1 hadn't taken, would have missed
2 wouldn't have won, hadn't given
3 would have enjoyed, had come
4 hadn't bought, would have been
5 would have forgotten, hadn't reminded
6 had arrived, wouldn't have caught
7 hadn't lent, wouldn't have been able
8 would have fallen, hadn't caught
9 wouldn't have found, hadn't seen
10 had known, would have applied

Tell Sts to go back to the main lesson **9A**.

EXTRA PRACTICE OPTION Use the **9A Grammar photocopiable activity**.

- d** **▶** In this video Sts will see a series of five scenes which show a man having a bad day, each prompting a separate third conditional sentence. There is no script, just the man acting the events.

Play the video once the whole way through for Sts just to watch.

Now play the video again, pausing after each clip for Sts to write a third conditional sentence using the verbs on the screen.

EXTRA CHALLENGE Get Sts to say the sentences without writing them down.

Put Sts in pairs and get them to compare sentences.

Elicit a sentence for each video clip.

ANSWERS

- 1 If he hadn't got up late, he wouldn't have missed the bus.
- 2 If he hadn't forgotten his coat, he wouldn't have been cold.
- 3 If he had read the email, he wouldn't have been late for the meeting.
- 4 If he hadn't gone running, he wouldn't have hurt his leg.
- 5 If the player hadn't missed the penalty, his / Keith's team would have won.

Then tell Sts to close their books, and play the video again and elicit the sentences orally from different Sts.

Now ask Sts if they've ever had a day like Keith's when everything went wrong, and ask them to tell you what happened.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

3 PRONUNCIATION sentence rhythm, weak pronunciation of *have*

Pronunciation notes

The main focus here is on getting Sts to say third conditional sentences with good rhythm, by stressing the information words. You may also want to highlight the weak form of *would have* /wədəv/ and the contraction of *had* in these kinds of sentences. These forms are commonly used by native speakers but, at this level, it is more important for Sts to be able to understand them rather than produce them themselves.

- a **9.3** Focus on the instructions and the sound waves, and give Sts time to read the sentences. Tell them that the sound waves show the stress pattern of the first sentence. Play the audio, pausing first after the two clauses in 1 and then after the sentence for Sts to listen and repeat. Now do the same with 2–4. Ask Sts how *have* is pronounced after *would*.

ANSWER

Have is pronounced /əv/.

9.3

See clauses and sentences in Student Book on p.89

Now get Sts to practise in pairs, focusing on the rhythm.

- b **9.4** Focus on the task and tell Sts that they are going to hear five more third conditional sentences and they need to try to write them down. Play the audio, pausing after each sentence to give Sts time to write. Play the audio again for Sts to listen and check. Check answers by eliciting the sentences onto the board.

9.4

- 1 It would have been much quicker if we'd taken a taxi.
- 2 She wouldn't have found out if you hadn't told her.
- 3 The tickets would have been cheaper if we'd booked them earlier.
- 4 If you hadn't done your homework so quickly, you wouldn't have made so many mistakes.
- 5 I would have lent you some money if you'd asked me.

EXTRA IDEA Play the audio again, pausing for Sts to listen and repeat, copying the rhythm. Then put Sts in pairs and get them to practise saying the sentences.

- c Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** Guess the conditional, **A** on p.111, **B** on p.116.

Demonstrate the activity by writing in large letters on a piece of paper the following sentence: *If I'd known it was your birthday, I would have bought you a present.*

Don't show the sentence to your Sts.

Then write on the board: *If I'd known it was your birthday, I _____ you a present.* [⊕]

Tell Sts that you have this sentence completed on a piece of paper and they have to try to guess exactly what it is. Elicit possible completions with a [⊕] verb phrase (e.g. *would have got / would have given*). Say *Try again* if Sts say something different, until someone says the phrase *I would have bought you a present*. Then show them your piece of paper with the sentence on it and say *That's correct*. Now go through the instructions. Emphasize that Sts should only complete the gap when their partner says *That's correct*.

Sts continue in pairs. Monitor and help.

Tell Sts to go back to the main lesson **9A**.

4 READING & SPEAKING

identifying topic sentences

- a Do this in pairs or as a whole-class activity. Make sure Sts know what *lucky* means. With a show of hands, find out how many Sts think they are lucky. Get a few Sts to explain why (not).

- b Tell Sts that they are going to read an article about luck. First, focus on the **Topic sentences** box and go through it with the class. Then go through topic sentences A–E, making sure Sts understand them. Now get Sts to read the article and match the topic sentences to paragraphs 1–5. Get Sts to compare with a partner, and then check answers.

ANSWERS

1 B 2 E 3 C 4 D 5 A

- c Focus on the instructions and quickly go through 1–5, making sure Sts understand all the lexis. Give Sts time to read the article again and then choose the best option in the five multiple-choice questions. Get Sts to compare with a partner, and then check answers.

ANSWERS

1 a 2 b 3 a 4 b 5 c

Deal with any new vocabulary. Model and drill the pronunciation of any tricky words.

- d In pairs, Sts discuss the four questions. Get some feedback from various pairs.

EXTRA SUPPORT You could do question 1 with the whole class, and then elicit answers to the other questions from individual Sts.

5 VOCABULARY

making adjectives and adverbs

- a Focus on the sentences from the article, and elicit that *luck* is a noun and *lucky / unlucky* are adjectives.

! The phrase *be lucky* may be a problem for some Sts who express the same concept in their L1 as *have luck*.

Now focus on questions 1 and 2 and get Sts, either in pairs or individually, to answer them.

Check answers.

ANSWERS

1 luckily 2 unluckily

- b Tell Sts to go to **Vocabulary Bank Word building** on p.172.

Vocabulary notes

Making adjectives and adverbs

Point out that:

- -y and -able are both typical endings for adjectives.
- un- and im- are common prefixes to make an adjective negative, but adjectives formed with the suffix -ful, e.g. *careful*, sometimes (but not always) make the opposite adjective with -less, e.g. *useful* – *useless*.
- the suffix -ful means *full of*; with -less it means *without*.
- sometimes there are spelling changes, e.g. the final e is dropped before an -ly suffix in, for example, *comfortably*, *possibly*, etc., and with adjectives ending in consonant + y, the y changes to i before adding the suffix, e.g. *lucky* – *luckily*, *healthy* – *healthily*, etc.

Focus on **2 Making adjectives and adverbs** and go through the **Adjective prefixes and suffixes** box with the class. Get Sts to do **a** individually or in pairs.

9.5 Now do **b**. Play the audio for Sts to listen and check.
Check answers.

9.5

Word building, 2 Making adjectives and adverbs

luck lucky, unlucky, luckily, unluckily

fortune fortunate, unfortunate, fortunately, unfortunately

comfort comfortable, uncomfortable, comfortably, uncomfortably

patience patient, impatient, patiently, impatiently

care careful, careless, carefully, carelessly

Now either use the audio to drill the pronunciation of the adjectives and adverbs, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce.

EXTRA SUPPORT Get Sts to underline the stressed syllable in all the words in the chart.

ANSWERS

luck: lucky, unlucky, luckily, unluckily

fortune: fortunate, unfortunate, fortunately, unfortunately

comfort: comfortable, uncomfortable, comfortably, uncomfortably

patience: patient, impatient, patiently, impatiently

care: careful, careless, carefully, carelessly

Focus on **c** and get Sts to complete each gap with the adjective or adverb made from the noun in **bold**. Tell them to be careful, as some are positive and some are negative.

9.6 Now do **d**. Play the audio for Sts to listen and check.
Check answers.

9.6

- 1 The beach was beautiful, but **unfortunately** it rained almost every day.
- 2 My new shoes are very **comfortable**. I wore them all day yesterday and they didn't hurt at all.
- 3 He did the exam quickly and **carelessly**, and so he made lots of mistakes.
- 4 We were really **unlucky**. We missed the flight by just five minutes.
- 5 Jack is a very **impatient** driver! He can't stand being behind someone who is driving slowly.
- 6 It was a bad accident, but **luckily** nobody was seriously hurt.
- 7 It was raining, but fans waited **patiently** in the queue to buy tickets for tomorrow's concert.
- 8 The roads will be very icy tonight, so drive **carefully**.
- 9 The temperature dropped to minus ten degrees, but **fortunately**, we were all wearing warm coats.
- 10 The bed in the hotel was incredibly **uncomfortable**. I hardly slept at all.

Tell Sts to go back to the main lesson **9A**.

EXTRA PRACTICE OPTION Use the **9A Vocabulary photocopiable activity**.

- c** Tell Sts they are going to play *The sentence game*, and read the rules together as a class. Make sure everything is clear. You could demonstrate the activity by writing on the board: *friend* (7 words), and then *People in my country are very friendly*.
- d** Put Sts in teams of three or four and give them five minutes to write five sentences. If you can see that they need more time, extend the limit.

- e** When the time is up, get each team to read out their sentences. The teams with five correct sentences are the winners.

EXTRA SUPPORT You could write each team's sentences on the board and get the other teams to say if they are correct or not.

- G** quantifiers
V electronic devices
P linking, *ough* and *ough*

Lesson plan

This lesson revises and extends Sts' knowledge of quantifiers, e.g. *a lot of / plenty of, too much, not enough*, etc. through the topic of the use of electronic devices.

The first half of the lesson starts with a vocabulary focus on electronic devices and phrasal verbs associated with these devices, and this is followed with pronunciation practice on linking words. Then Sts listen to a journalist who tried the experiment of living for a day without electricity. The first half ends with Sts discussing power cuts and how well they could cope without electricity.

The second half starts with grammar, which is presented through sentences related to the internet and electronic devices. There is then a pronunciation focus on the frequently problematic combinations *ough* and *ough*. Sts then read and discuss an article about how to 'tidy up' their digital life, i.e. encouraging them to get rid of old software and apps, etc. The lesson ends with a writing focus where Sts write an article analysing the advantages and disadvantages of smartphones.

Video material

Vocabulary – electronic devices

Pronunciation – *ough* and *ough*

More materials

For teachers

Photocopiables

Grammar quantifiers p.178

Communicative True or not? p.207 (instructions p.187)

For students

Workbook 9B

OPTIONAL LEAD-IN (BOOKS CLOSED) Bring into class as many of the items in **1b** as you can and put them on the table, e.g. an adaptor, a charger, a plug, a mouse, a speaker, a USB-C cable.

Ask Sts to come up and look at what's on the table for a minute.

Then tell them to go back to their places and, in pairs, try to write down the objects that were on the table (meanwhile, put the objects in a bag or cover them).

Then take the objects out one by one and see if Sts had remembered them, and if any Sts knew how to say them in English.

1 VOCABULARY electronic devices

- a** Books open. Focus on the questions and elicit the meaning of *devices*. Model and drill the pronunciation of *device* /dɪ'vaɪs/ and the plural *devices* /dɪ'vaɪsɪz/. Do the questions as a whole-class activity. You could tell the class which device you use the most.

- b** Focus on the instructions and the words. Point out that the first one (*a voice assistant*) has been done for them. Give Sts time, individually or in pairs, to match the words and photos.
- c** **9.7** Play the audio for Sts to listen and check. Check answers.

9.7

8 an adaptor	6 a remote control
7 a charger	4 a router
11 a keyboard	3 a socket
2 a memory stick	12 a speaker
5 a mouse	13 a switch
10 a plug	14 a USB-C cable
9 a printer	1 a voice assistant

Then play it again, pausing after each word for Sts to listen and repeat.

Now put Sts in pairs and tell them to test each other by covering the words and looking at the photos.

EXTRA CHALLENGE Ask the class if they know any other technology words, e.g. *a VR headset, a screen, hardware, software, etc.*

Vocabulary notes

Sts may ask about the difference between *switch on / off* and *turn on / off*. Explain that they both mean the same thing, but they originated because of the way in which power was connected or disconnected. *Turn on* came into use because of things which had knobs that were turned right or left to connect or disconnect, and *switch on* for things which had switches. Today they are synonymous and can be used for anything, no matter whether it has a switch, a knob, or a button. However, we use *turn + up / down*, as many devices still use a knob which must be turned to increase power, volume, etc.

- d** **9.7** In this video Sts will see ten clips of people using an electronic device. Sts need to watch the clips and match each one to a sentence.
- Focus on the instructions and sentences A–J. Tell Sts that they refer to electronic devices and the phrasal verbs and normal verbs we commonly use to describe things we do with them. Now give Sts time to read the sentences.
- Focus on the photo and elicit the sentence, but don't confirm the answer yet.
- Then play the video once the whole way through. Play it again and pause briefly after each clip for Sts to number the sentences.

EXTRA SUPPORT Pause the video after each clip to give Sts time to write.

Get Sts to compare with a partner.

Check answers.

ANSWERS

A 2 B 3 C 5 D 4 E 1 F 8 G 6 H 10 I 7 J 9

Now tell Sts to close their books. Play the video again and get Sts to say the sentences for each clip.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

2 PRONUNCIATION linking

Pronunciation notes

Linking

These phrasal verbs related to technology are often used with the pronoun *it* followed by the particle, and the three words are linked. When the verbs are in the past tense (they are all regular), the linking also enables Sts to hear clearly how the *-ed* is pronounced.

As many of these are common phrases (e.g. *switch it off*, *turn it down*), Sts will benefit from learning to say them as one linked phrase.

You may want to point out that in *A it* and *down* are linked, because *it* ends and *down* begins with very similar consonant sounds.

- a **9.8** Focus on the **Separable phrasal verbs** box and go through it with the class.
Play the audio for Sts to listen and notice how the words are linked. Elicit after each phrase whether the *-ed* ending is pronounced /t/, /d/, or /ɪd/.

9.8

See sentences A–E in Student Book on p.93

Then play it again, pausing after each sentence for Sts to listen and repeat.

Finally, play the audio again, getting responses from individual Sts.

- b Quickly go through questions 1–5, making sure Sts understand them.

Put Sts in pairs and get them to ask and answer the questions. Encourage them to give reasons for their answers.

Get some feedback from various pairs.

3 LISTENING & SPEAKING listening for note-taking

- a Focus on the task and make sure Sts understand a *power cut* (= a situation in which the supply of electricity is interrupted) and *frustrating* (= causing you to feel annoyed and impatient because you cannot do what you want).

Get Sts to answer the question in pairs, or do it as a whole-class activity.

If Sts worked in pairs, get some feedback.

- b **9.9** Focus on the task and elicit some ideas to the first question. Don't tell Sts if they are right or not.
Play the audio once the whole way through for Sts to listen and answer the questions.
Get Sts to compare with a partner, and then check answers.

EXTRA IDEA Elicit which gadgets Chris used (laptop, phone, tablet) and ask *Did any of the gadgets run out of battery completely?* (Yes, his laptop battery.)

ANSWERS

He found the evening the most difficult.

On the whole it was a negative experience.

9.9

(script in Student Book on p.137)

We're more dependent on power than ever before, thanks to our phone addiction, and because many people work from home more often, using laptops. So how difficult would life be for twenty-four hours without power? I decided to find out.

Seven a.m. – nine a.m.

Laptop battery: ninety-five per cent Phone battery: one hundred per cent Tablet battery: sixty-five per cent

It's ten minutes since my alarm went off. I set it on my phone, which I charged overnight – my last blast of electricity for the next twenty-four hours. Already I'm realizing quite how dependent we are on power. My usual morning shower isn't possible. Neither is breakfast. I look sadly at the electric kettle. I can't even boil some water in a saucepan. My hob needs power. My toaster needs power. Everything in my modern home seems to need power. I read the news on my tablet and the battery life drops from sixty-five per cent to fifty-five per cent in a few minutes. Uh-oh.

Nine a.m. – midday

Laptop battery: seventy-two per cent Phone battery: ninety-one per cent Tablet battery: fifty-five per cent

I sit down to work at my laptop. By ten a.m., it's down to seventy-two per cent battery. Someone gets in touch to ask me to Skype, but Skype calls really drain the power. I close down unnecessary programs and turn the brightness of my screen down to its lowest level. I can't use the wi-fi because my internet router is turned off. I can only use my mobile data, but I decide not to use it because I'm worried that it will use up my phone battery very quickly.

A researcher at Queensland University of Technology, who has studied 'battery anxiety', says that when our battery life drops to twenty per cent, we start thinking about what we actually need to do compared to what we want to do. Do we need to scroll through TikTok? I think we all know the answer to that.

Midday – two p.m.

Laptop battery: thirty-nine per cent Phone battery: eighty-six per cent Tablet battery: fifty-four per cent

Normally for lunch, I'd reheat yesterday's pizza in the oven. But that's not possible, so I eat cold meats, and drink a warm Diet Coke, because the fridge is also off! I'm trying to avoid opening the fridge as much as possible; if the door is shut, food should be OK for four to six hours in the fridge, and fifteen to twenty-four hours in the freezer before you need to throw it away.

Two p.m. – six p.m.

Laptop battery: zero per cent Phone battery: sixty-nine per cent Tablet battery: thirty-six per cent

Finally, my laptop battery dies just after lunch. Thankfully, I can continue to work in the cloud on my phone. I do this for a while, but the small screen makes typing very difficult and I want to shout at the screen! I go for a walk – only I can't listen to music or the radio on my phone, as I usually would. I think nostalgically of the battery-operated Walkman of the nineteen eighties...

Six p.m. onwards

Laptop battery: zero per cent Phone battery: forty-four per cent Tablet battery: twenty-six per cent

There's not much power left and it's getting dark. How on earth did people keep themselves busy in the evenings before electricity? I call a friend named Joel. Two and a half years ago, he decided to live off-grid and now he lives in a tent in a field. I ask Joel what to do with my long Friday evening. He thinks for a minute. 'Cook yourself a really nice meal,' he says, sounding very chilled. 'But I have an electric cooker,' I say. Joel's surprised – he cooks his food outside over a fire. Then I have a flash of inspiration. My car has enough petrol in it to get to a takeaway. As my phone charge drops to twenty per cent, I drive out to pick up dinner. For the next hour, my girlfriend and I sit in the dark eating fried chicken. Then we decide to have an early night. And with hardly any phone battery left, I won't be able to rely on my alarm to wake me up tomorrow.

- c Tell Sts they are going to listen to the experiment again and this time they must make notes about what Chris couldn't do at certain times of the day.
Play the audio again, pausing if necessary after each time of day to give Sts time to write.

Get Sts to compare with a partner, and play the audio again if necessary.

Check answers.

ANSWERS

- 1 He couldn't have a shower and he couldn't have breakfast (he couldn't make coffee, or tea or toast).
- 2 He couldn't use Skype and he couldn't use the wi-fi.
- 3 He couldn't have any hot food (because he couldn't use the oven) and he couldn't have any cold drinks (because the fridge was off).
- 4 He couldn't use his laptop (no battery), he couldn't listen to music or the radio on his phone.
- 5 He couldn't cook dinner or have the light on to eat, he couldn't set his alarm to wake up the next morning.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.137, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- d** Tell Sts to focus on the bold expressions in 1–6 and decide what they mean. They could do this individually or in pairs.

If Sts worked individually, get them to compare with a partner.

Check answers. You might want to tell Sts that in British English the American spelling for *program* is used when talking about computer programs.

ANSWERS

- 1 goes down
 - 2 use up the electricity
 - 3 stop (a computer program) from running
 - 4 stops working
 - 5 work online using a server
 - 6 live without using electricity from a public supply
- e** Focus on the task and make sure Sts understand 'battery anxiety'.
Put Sts in pairs and get them to discuss questions 1–4.
Get some feedback from various pairs.

4 GRAMMAR quantifiers

- a** Put Sts in pairs and tell them to try to guess what the missing words in sentences 1–6 are. Tell them not to write anything yet.
- b** **9.10** Tell Sts to listen and complete the gaps in **a**.
Get Sts to compare with a partner, and then check answers. Drill the pronunciation where necessary, e.g. *enough* /ɪˈnʌf/. Find out if any Sts guessed all the answers correctly.

ANSWERS

- 1 a lot
- 2 enough money
- 3 too much
- 4 a few
- 5 big enough
- 6 too expensive

9.10

See sentences in Student Book on p.94 and answer key

- c** Tell Sts to go to **Grammar Bank 9B** on p.157.

Grammar notes

Quantifiers

Sts should have seen most or all of these forms previously, but here they are brought together.

Large quantities

Lots of is a colloquial equivalent of *a lot of*. Be careful Sts don't say ~~a lots of~~. You may also want to teach *loads of* – another colloquial equivalent.

Some nationalities confuse *plenty of* and *full of* because of L1 interference.

Small quantities

A little and *very little* are quite different in meaning (the second is more negative). The same applies to *a few* and *very few*.

You may (or may not!) want to point out to Sts that native speakers increasingly use *less* where they should use *fewer*.

More or less than you need or want

Some typical mistakes include:

- using *too much* + an adjective, e.g. ~~I'm too much busy~~.
- the position of *enough*, e.g. ~~I'm not enough tall to open the cupboard~~.
- mispronouncing *enough*

Zero quantity

Point out that *no* must be used with a noun, e.g. *I have no time, no brothers and sisters*, etc. *None* is a pronoun, so it is used on its own, e.g. *'Is there any milk?' 'No, I'm afraid there's none left.'*

Focus on the example sentences and play audio **9.11**, **9.12**, **9.13**, and **9.14** for Sts to listen and repeat.

Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Check answers, getting Sts to read the full sentences.

ANSWERS

- a** 1 a few 2 much 3 ✓ 4 very few 5 ✓ 6 a lot 7 too 8 ✓ 9 old enough 10 ✓
b 1 ✗ A lot! 2 ✓ 3 ✗ There isn't enough time / There's no time 4 ✗ much too loud 5 ✓ 6 ✗ isn't fast enough 7 ✗ too many emails 8 ✗ None 9 ✗ only a few people 10 ✓

Tell Sts to go back to the main lesson **9B**.

EXTRA PRACTICE OPTION Use the **9B Grammar photocopyable activity**.

- d** Put Sts in pairs and get them to discuss whether 1–6 in **a** are true for them. Tell them to give as much information as possible.

Get some feedback from various pairs.

5 PRONUNCIATION *ough* and *ough*

Pronunciation notes

The aim of these exercises is to help Sts remember the pronunciation of a group of high-frequency words which all contain *ough* / *ough* – a combination of letters which has rather an anarchic spelling–pronunciation relationship.

- a Focus on the **ough and augh** box and go through it with the class.

Then focus on the six columns and elicit the picture word and sound for each, e.g. *horse* /ɔ:/, *up* /ʌ/, etc.

Now get Sts to put the words in the list in the correct column. They could do this in pairs. Encourage them to say the words out loud and to use their instinct to help them decide.

- b  Play the video for Sts to watch and check.

Check answers.



horse /ɔ:/ **bought, brought, caught, daughter, thought**

up /ʌ/ + /ɛ/ **enough, tough**

phone /əʊ/ **although**

car /ɑ:/ + /ɛ/ **laugh**

boot /u:/ **through**

clock /ɒ/ + /ɛ/ **cough**

Then play the video and get Sts to watch and repeat the sounds and words.

Now ask *Which is the most common sound?*

ANSWER

The most common sound is /ɔ:/.

Point out that this is true especially when there is a *t* after *ough* or *augh*. This includes the past tense / participle forms (*bought, brought, caught, taught, and thought*).

Emphasize that the group of words which finish in /ɛ/ (*enough, tough, laugh, and cough*) is very small, but they are very common words and it is worthwhile for Sts to memorize their pronunciation. Two other fairly common words like this are *rough* /rʌf/ and *draught* /dra:ft/.

- c  **9.15** Focus on the sentences, which all contain the target sounds, and play the audio once the whole way through for Sts just to listen.



9.15

See sentences in Student Book on p.94

Give Sts time to practise saying them in pairs.

Finally, elicit the sentences from individual Sts.

EXTRA SUPPORT Play the audio again, pausing for Sts to listen and repeat. Then get Sts to practise saying them.

6 READING & SPEAKING understanding technical language

- a Focus on the questions. Elicit the meaning of *unsubscribe* in the penultimate question (= to remove your / somebody's email address from an internet mailing list). Put Sts in pairs and get them to discuss the questions.

EXTRA SUPPORT Demonstrate the activity by answering the first few questions.

When Sts have finished, they should decide who has a more organized digital life.

Get some feedback from various pairs.

- b Focus on the task and make sure Sts understand the title, *8 ways to tidy up your digital life*. Then set a time limit for them to read the eight headings and tick the ones they need to tidy up.

Get Sts to compare with a partner, and then get some feedback.

- c Tell Sts to now read the article and complete the gaps with the verbs in the list.

Check answers.

ANSWERS

1 answer 2 free up 3 find 4 keep 5 Update 6 forget
7 click 8 recycle

- d Focus on the four tips from the article and tell Sts they need to look for adjectives in the article with the prefix *un-* to complete the gaps.

Get Sts to compare with a partner, and then check answers. Model and drill pronunciation.

ANSWERS

Tip 1: unopened, unanswered

Tip 2: Uninstall

Tip 4: unfollow

Tip 7: unwanted, unsubscribe

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- e Tell Sts that this time they need to complete eight sentences with the prefix *un-* and a word from the list.

Get Sts to compare with a partner, and then check answers. Model and drill pronunciation. You could tell Sts that *Ctrl* stands for *Control*.

ANSWERS

1 unread 2 undo 3 unfollow 4 unlock 5 unhelpful
6 unknown 7 unclear 8 uncomfortable

You may want to point out that *un-* is the most common negative prefix in English, and is often used to make the negative of new 'technology' verbs, e.g. *unfriend, unfollow*.

- f Focus on the instructions and give Sts time to read the tips in the article again. They choose three that they think would be the most useful for them.

When Sts are ready, put them in small groups of three or four to discuss their choices.

Get some feedback from various groups.

7 WRITING a 'for and against' essay

Tell Sts to go to **Writing Bank 9** on p.129.

- a Focus on the instructions and give Sts time to read the essay and answer the question.

Check the answer.

ANSWER

The writer is generally 'for' Wikipedia.

EXTRA CHALLENGE Before Sts read the essay, write on the board *Advantages and disadvantages of Wikipedia*. Put Sts in pairs or small groups and tell them to think of two advantages and two disadvantages. Then get them to read the essay to see if their ideas are there.

- b Tell Sts to cover the text and see if they can remember three good things and three bad things about Wikipedia. You could do this as a whole-class activity or Sts could do it in pairs. If Sts worked in pairs, check answers.

ANSWERS

1 It has information about more or less everything. The information is easy to find. It usually gives a good basic introduction to a topic. It gives links and references to other sources, so it is easy to find out more.

2 The information is sometimes inaccurate. You don't know who has written the articles. Sometimes there is a personal or political bias.

c Tell Sts to read the essay again and match paragraphs 1–4 to the sections in the list.

Check answers.

ANSWERS

2 advantages

4 the writer's opinion

1 introduction: what Wikipedia is

3 disadvantages

d Focus on the **Adding and contrasting information** box and go through it with the class.

Now give Sts time to read sentences 1–7 and choose the correct options.

Check answers.

ANSWERS

1 although 2 also 3 but 4 too 5 In addition

6 On the other hand 7 However

e Now tell Sts they are going to write a similar essay about smartphones. As an alternative, they could write about an app or website they know well instead – depending on your Sts, they might find this more motivating. If they do, you'll need to modify the title, e.g. (*app / website*) – *for and against*.

Read the beginning of the essay as a class.

Now put Sts in pairs and give them time to write notes for three advantages and three disadvantages of smartphones.

Elicit some ideas from the class. You could ask Sts, individually, to now number their advantages and disadvantages 1–3, with 1 being the most important advantage and disadvantage.

f Tell Sts to plan their essay with four paragraphs as in the model, and to use the **Adding and contrasting information** box to help them. They should start by completing the introduction and deciding on their opinion.

g You may like to get Sts to do the writing in class, or you could set it as homework. If you do it in class, set a time limit for Sts to write their article, e.g. 15–20 minutes. Remind them to use some of the highlighted phrases.

h Sts should check their work for mistakes before giving it in.



Ben's big show

Practical English indirect questions

Lesson plan

In this lesson Sts learn how to form indirect questions.

In this final episode of *Pictures of you*, Izzy talks to Pamela about seeing Ben again and how she feels. Pamela tells her to be careful and make sure they both want the same thing. Izzy meets Ben for a drink and they talk about the past and then move on to the future. They realize that they want different things, and Ben admits to liking Carla. At Ben's show, his sister Emma encourages him to tell Carla, which he does. We then see the end of Izzy's presentation. Dominic really likes the photos and implies that he will be asking her to do more projects, whereas Max receives a put-down. The series ends with a snapshot of where they are four years later: Izzy, looking glamorous and successful, is in the park taking photos when she sees Carla and Ben playing with their child.

Video material

Pictures of you – Episode 5

More materials

For teachers

Oxford English Hub

Quick Test 9

File 9 Test

THE STORY SO FAR (books closed)

▶ Play the first part of the video – the recap of episode 4 (*Previously*) to remind Sts what happened in the previous episode of *Pictures of you*, and ask them some questions about it. You could elicit some of the language Sts learned for making suggestions.

1 PAMELA'S ADVICE

a ▶ Books open. In this section, *Pamela's advice*, Izzy thinks about her relationship with Ben and talks to Pamela about it.

Focus on the photos and either put Sts in pairs to answer the questions or do it as a whole-class activity.

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

Now play the video for Sts to watch and check their ideas.

EXTRA IDEA You might want to pause the video at 1.30 when Ben looks into the café and sees Carla, and elicit what he might be thinking, e.g. whether to go in and explain to her about the hug.

Check answers.

ANSWERS

- 1 She's thinking about happy times she and Ben have had, and possibly wondering if they should get back together.
- 2 Pamela advises Izzy to make sure that if they get back together, it is what they both want. She also tells Izzy to talk to Ben.



I = Izzy, P = Pamela

I So I went to see Ben's exhibition.

P Did you? What did you think of his photos?

I They're great. And you were right.

P I am very wise.

I You really are! His photos are amazing. They're perfect for the London feature.

P And does he want to help you?

I Yes, he's really excited about the idea. He said we can use his photos in the magazine. I know Dominic will love them!

P That's fantastic.

I Yeah...erm...Ben and I also went for something to eat...

P Hmm...

I It was nice. We talked about old times.

P Well, that's good.

I And then, at the end...

P Izzy?

I Well, we had a hug. A very long hug.

P A very long hug?

I Maybe too long.

P And how do you feel?

I Well...it was great to see him again. It reminded me why I liked him so much.

P But...you broke up for a reason, Izzy.

I I know. I know!

P Just make sure this is something that you both want.

I Yes.

P Talk to him.

b Give Sts time to read the questions. Play the video again.

Give Sts time to answer all the questions, and then get them to compare with a partner.

Check answers. You could then ask Sts if they think Izzy wants to get back with Ben.

ANSWERS

- 1 a They are great; they are perfect for the London feature.
b It was nice, they talked about old times.
c It was a long hug, maybe too long.
- 2 a That it's fantastic.
b She says they broke up for a reason.

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

2 ASKING INDIRECT QUESTIONS

a ▶ In this scene, Izzy and Ben talk about their relationship – why they broke up and if they should get back together again. They 'role-play' a more polite formal interview to help them to clarify their ideas. In the end, Ben admits that he likes someone else.

Play the video for Sts to watch.

Now give Sts time to discuss question 1–3 with a partner, and then check answers.

ANSWERS

- 1 Yes
- 2 No. Izzy would like to run a magazine one day, but Ben would like to travel, and have a family.
- 3 No. Ben is interested in someone else.



I = Izzy, B = Ben

I So...about yesterday. I don't know if you felt what I felt?

B I...suppose I did. Yeah.

I I'm glad it's not just me.

B So?

I Look. We're adults. Let's just be honest with each other. Mr Fischer. Thank you for joining me today.

B You're very welcome.

I So, could you tell me what you think of Izzy?

B I think she's an awesome person. She's smart. She's funny.

I She's stylish.

B Very.

I But you broke up, didn't you? I'd like to know if you think you should get back together?

B Well, I think it's complicated. We've both moved on. What about you, Ms Silva?

I I think we broke up because we wanted different things. I'd like to run my own magazine one day.

B And I'd like to travel. I'd like to see the world. I suppose I'd like to do that with someone. I'd like a family, too. Do you know if you want kids?

I I don't know. It's not really something I think about. But I still feel something for you.

B I wonder if we'll always feel something for each other.

I I think we will.

B But is that enough if we want different things?

I I don't know. It was just really nice to see you again. I miss having you in my life.

B Yeah...me too, I...seeing you yesterday confused me a little. The truth is I'm interested in someone else.

I Can you tell me who it is?

B It's Carla.

I Carla? I think you two would be good together.

- b Focus on the extracts from the conversation and give Sts time to read through it and complete the gaps with the phrases in the list.
- Play the video again, and get Sts to check their answers.
- Check answers.

ANSWERS

- 1 could you tell me
- 2 I'd like to know
- 3 Do you know
- 4 I wonder
- 5 Can you tell me

Go through the extracts line by line with Sts, helping them with any words or expressions they don't understand.

Focus on the **American and British English box**. Point out that as well as a difference in meaning, there is a difference in pronunciation between the British and American versions of *smart*. Note that the IPA style is different in American English. The symbol /a/ doesn't exist in British English and the *r* is not pronounced.

- c Play the video and tell Sts to watch and repeat the highlighted phrases and sentences in **b** when the video pauses. Encourage them to copy the rhythm and polite intonation.



Same as previous video with repeat pauses

- d Put Sts in pairs, **A** and **B**. **A** is Izzy and **B** is Ben. Get Sts to read the extracts in **b** aloud, paying attention to rhythm and intonation.

When they have finished, they should swap roles.

You could get a few pairs to perform in front of the class.

- e Focus on the **Indirect questions** box and go through it with the class.

Give Sts time to make questions 1–5 indirect.

Get Sts to compare with a partner, and then check answers, getting Sts to read the questions in full.

EXTRA SUPPORT Highlight the difference between the direct and the indirect question, i.e. the word order is (question word / *if* / *whether*) + subject + verb, and we don't use *do* / *did* in the present and the past.

ANSWERS

- 1 where the station is
- 2 what you think
- 3 if / whether Jack is coming tonight
- 4 what the time is
- 5 what time the show starts

- f Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Asking politely for information**, **A** on p.112, **B** on p.117.

Go through the instructions with them carefully. Tell them to focus on instruction **a** and give them time to write the indirect questions.

When they are ready, tell Sts **A** they are tourists and they should turn to Sts **B** and start by saying *Excuse me*.

Monitor and help.

Make sure Sts swap roles.

When they have finished, get feedback.

Tell Sts to go back to the main lesson.

3 A HAPPY ENDING?

- a This final scene begins with Ben's show. Emma, Ben's twin sister, has come over from the USA. They chat about the show and he tells her that he is interested in Carla. Emma encourages him to go and talk to her. He does and admits his feelings. At *Images of London*, Izzy and Max present Ben's photos to Dominic, who loves them. Finally, we see some images showing where Izzy and Ben are four years later, and Sts will see Izzy walking through the park, taking photos, when she sees Ben and Carla in the park with their child.

Play the video for Sts to watch.

Now give Sts time to number the photos in the order that they happened.

Check answers.

ANSWERS

- 1 C 2 B 3 A 4 E 5 D



E = Emma, B = Ben, C = Carla, D = Dominic, I = Izzy, M = Max

E Hey, bro!

B Emma! It's great to see you. I'm so glad you were able to make it! I can't believe you came all the way from California for this.

E Well, I couldn't miss my brother's first big show!
 B How are Mom and Dad?
 E They're good. And they're so proud of you, Ben. It's all Mom can talk about. It's getting a little annoying, actually.
 B Well, I'm glad to hear it. If I can still annoy you when I'm on a different continent, then I'm doing something right!
 E You look exhausted.
 B Yeah...there's just been a lot going on this week.
 E With the show?
 B Yeah...and some other things, too.
 E Really?!

B Shush.
 E Carla?
 B Yeah. No. Maybe?
 E I've always liked Carla. She's great.
 B Yeah, she is.
 E I'm going to take a look around.
 C You know, I think this one is my favourite.
 B You know that's you. It was outside the café after a really long shift. And there was this amazing sunset.
 C Oh yeah, I remember that. You had only just started working at the café.
 B Yeah, I think I annoyed you with all my questions.
 C You still annoy me with all your questions!
 B You know...nothing happened with Izzy and me.
 C No?
 B No. The truth is...I'm interested in someone else.
 C Yeah?
 B Yeah...You know...I think this one might be my favourite, too.
 D Do you think this is good enough?
 I I, um...Yes, actually, I do. I think this month's magazine will be one of our best.
 D So do I. This is fantastic. This is exactly what I wanted. Let's talk next week about a project I think you'd be perfect for. And Max...
 M Yes, sir.
 D Could you open the door?
 M Yes, sir.
 D And by the way.
 M Yes, sir?
 D Who was the photographer? These photos are exceptional.
 I Oh. Just...an old friend.

b Play the video again for Sts to watch.

Now put Sts in pairs, and get them to look at the photos in **a** and tell each other what happened in each scene in the correct order. You may want to tell Sts that Emma refers to their mother as *Mom* which is American English (British English is *Mum*).

Finally, elicit the story from the class.

SUGGESTED ANSWERS

- 1 Emma, Ben's twin sister, has come especially from the USA to see his show. Ben tells Emma that he is interested in Carla. Emma is pleased because she says that she has always liked Carla.
- 2 Ben and Carla look at a photo which Carla says is her favourite. They talk about when and where the photo was taken.
- 3 Izzy presents the new 'Images of London' design to Dominic. She is confident that they are right.
- 4 Dominic agrees with Izzy and says that he has a new project that she will be perfect for. He asks Izzy who took the photos and she replies 'An old friend'.
- 5 Four years later, Ben and Carla are in the park playing with their young child. Izzy is in the same park taking photos. She sees Ben and Carla, and takes a photo of them all. Ben and Izzy smile at one another.

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

4 SOCIAL ENGLISH

- a** Focus on the phrases in the chart and go through them with the class.
 Now give Sts time to match a phrase in **A** to a response in **B**. They can do this individually or in pairs.
- b**  Play the video for Sts to watch and check.
 Check answers. Tell Sts that *bro* /brəʊ/ is informal for *brother*, and elicit that we use *by the way* when we want to introduce a completely different subject.

ANSWERS

- 1 Did you? What did you think of his photos?
- 2 Emma! It's great to see you!
- 3 Yeah. There's just been a lot going on this week.
- 4 I, um...Yes, actually, I do.
- 5 Oh, just an old friend.

Now play the video again for Sts to watch and repeat.

- c** Focus on the instructions and put Sts in pairs, making sure they understand what they have to do.
 Monitor and help. Make sure they swap roles. If there's time, you could get Sts to close their books and respond from memory.

WHAT DO YOU THINK?

Put Sts in pairs and get them to talk about the questions. Elicit some feedback from the class. You could find out with a show of hands who the favourite character was.

G relative clauses: defining and non-defining

V compound nouns

P word stress

Lesson plan

The theme of this lesson is icons, both people and objects. The first half of the lesson focuses on five famous people who died in 2016. After reading about one of them, Sts then watch a video about the other four. This context is used to revise and extend Sts' knowledge of relative clauses, and leads to a quiz with relative clauses. Finally, the new grammar (non-defining clauses) is consolidated in a writing activity about Umberto Eco, the Italian author of *The Name of the Rose*.

The second half of the lesson focuses on four British design icons, such as the miniskirt. Sts listen to information about these icons and how they were designed. They then talk about iconic people and objects they admire. The lexical and pronunciation focus is on compound nouns, and the lesson finishes with a vocabulary race revising compound nouns that have been learned earlier in the book.

Video material

Listening – *The year our heroes died*

More materials

For teachers

Photocopiables

Grammar relative clauses: defining and non-defining p.179

Communicative Relative clauses quiz p.208 (instructions p.187)

For students

Workbook 10A

OPTIONAL LEAD-IN (BOOKS CLOSED) Elicit from Sts the names of famous national or international figures who have died in the last year. Get Sts to say as much as they can about their lives and achievements.

Then tell Sts that they are going to look at the lives of five iconic people who died in 2016, a year that had an unusual number of celebrity deaths.

1 READING & LISTENING understanding biographical facts

- a** Books open. Focus on the title, *Idols and icons*, and elicit what *an idol* /'aɪdl/ is (= a person or thing that is loved and admired very much) and *an icon* /'aɪkɒn/ (= a famous person or thing that people admire and see as a symbol of a particular idea, way of life, etc.). Model and drill the pronunciation of both words.

Now focus on the photos and read the introduction as a class, making sure Sts understand all the lexis, especially the meaning of *iconic* here (= being a famous person or thing that people admire and see as a symbol of a particular idea, way of life, etc.).

Put Sts in pairs and get them to tell each other if they recognize any of the people in the photo.

EXTRA SUPPORT Do this as a whole-class activity.

Elicit from the class who they recognize. If they don't recognize all the celebrities, tell them who they are, but don't give them any more information as they will find out about some of them later in the lesson.

ANSWERS



- | | |
|-----------------|------------------|
| 1 Carrie Fisher | 6 George Michael |
| 2 Leonard Cohen | 7 Johann Cruyff |
| 3 David Bowie | 8 Harper Lee |
| 4 Prince | 9 Zaha Hadid |
| 5 Alan Rickman | 10 Muhammad Ali |

- b** Tell Sts to read the text about one of the people in the photo. Get Sts to compare ideas with a partner, and then check the answer.

ANSWER

David Bowie

- c** Focus on the instructions and make sure Sts can remember what a *decade* is (they saw it in Lesson 7A). Elicit / Explain how we say decades in English, e.g. the 1960s = *the (nineteen) sixties*. Also make sure Sts understand all the lexis in 1–9.

Give Sts time to read the text again and answer the questions with the decade.

Check answers.

ANSWERS

- | | | | | | |
|---------|---------|---------|---------|---------|---------|
| 1 1970s | 2 1980s | 3 1970s | 4 2000s | 5 1960s | 6 2010s |
| 7 1990s | 8 2000s | 9 1960s | | | |

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- d** In this video, *The year our heroes died*, Sts will see a documentary about four more of the famous people, who died in 2016 – Alan Rickman, Zaha Hadid, Muhammad Ali, and Carrie Fisher. Sts need to watch the video, complete the four names and write the people's occupations.

Play the video once the whole way through.

Give Sts time to complete the gaps.

Check answers.

ANSWERS

- | | | |
|------------------|--------------------|--------------|
| 1 Rickman, actor | 2 Hadid, architect | 3 Ali, boxer |
| 4 Fisher, actor | | |



[text on screen: Alan Rickman died 14 January 2016, aged 69]

From Shakespeare to Severus Snape in the *Harry Potter* films, Alan Rickman's voice was memorable in every role he played.

Success came to him quite late. He was forty-one when he made his first big hit as the villain in the film *Die Hard*, with Bruce Willis. Rickman played some romantic roles, but in his later films, he was more often cast as the baddy.

Daniel Radcliffe, who played Harry in all the Potter films, said, 'Alan Rickman is undoubtedly one of the greatest actors I will ever work

with. He was one of the first of the adults on Potter to treat me like an equal rather than a child.

When he died, his fans brought flowers and messages, and left them at London's Kings Cross station, where Harry Potter catches the train to Hogwarts school.

[text on screen: Zaha Hadid died 31 March 2016, aged 65]

Zaha Hadid was one of the world's most famous architects, and in twenty ten *Time* magazine included her in the 'one hundred most influential people in the world'.

Born in Iraq, Hadid studied Mathematics as an undergraduate in Beirut, and then moved to London to study Architecture.

Hadid was frequently described in the press as the world's top female architect. Her buildings were modern and futuristic, with sensuous lines – she was sometimes called the 'Queen of the curve'. Her best-known buildings include the London Aquatic Centre for the twenty twelve Olympics and the Guangzhou Opera House in China. Hadid was the first woman to receive the Royal Institute of British Architects Gold Medal.

She once said, 'As a woman architect, you're always an outsider. It's OK, I like being on the edge.'

[text on screen: Muhammad Ali died 3 June 2016, aged 74]

Muhammad Ali is widely considered to be the best heavyweight boxer of all time. During his professional career, which lasted twenty-one years, he won fifty-six fights and only lost five.

Ali's extraordinary boxing talent was matched only by his amazing self-confidence, and he frequently told the world that he was 'the greatest'. In the boxing ring, he danced around his opponents – he famously described his technique as 'Float like a butterfly, sting like a bee'.

In nineteen sixty, he was selected for the US team for the Rome Olympics. At first, he refused to go because of his fear of flying. Eventually, he bought a second-hand parachute and wore it on the flight. It was worth it, and he became the Olympic light-heavyweight champion.

Ali became a prominent civil rights figure, who campaigned for Black equality. He also refused to fight in the Vietnam War.

He retired in nineteen eighty-one, and in nineteen eighty-four he was diagnosed with Parkinson's disease. His condition was obvious when, with courage and dignity, he lit the nineteen ninety-six Olympic cauldron in Atlanta.

His friend, actor Billy Crystal, said after his death, 'He was so much more than a fighter – he made all of our lives a little bit better than they were.'

[text on screen: Carrie Fisher died 27 December 2016, aged 60]

Carrie Fisher's parents were both successful Hollywood actors. Fisher became an actor herself, but it was the role of Princess Leia in the first *Star Wars* film which made her famous. The fame came at a price. She struggled with her mental health and with drug and alcohol abuse, and her relationships never lasted.

She married singer Paul Simon in nineteen eighty-three. The pair had been in a relationship for five years, but they divorced just a year later.

Carrie died aged sixty on the twenty-seventh of December twenty sixteen. Her mother, Debbie Reynolds, died the very next day, aged eighty-four.

After her death, George Lucas, the creator of *Star Wars*, described her as 'our great and powerful princess – feisty, wise and full of hope in a role that was more difficult than most people might think'.

- e Put Sts in small groups of three or four, and focus on the instructions. Give Sts a few minutes in their groups to see what they can remember between them from the first viewing.

Play the video again, and get each group to make notes with everything they can remember about each person.

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- f Ask a group to present one of the famous people to the rest of the class.

When they have finished, ask the class if the group forgot any of the facts from the video.

Then do the same for the other three famous people.

Now tell Sts to look at the photo in **1a** again and elicit more about the other celebrities (singers: George Michael, Prince, Leonard Cohen; writer: Harper Lee; football player and manager: Johan Cruyff).

- g Do this as a whole-class activity. If there are any famous people you admire, you could tell the class.

EXTRA IDEA Set Sts a project to create a mini biography of one of the other celebrities, either a video or a written piece which they could use to present to the class in a subsequent lesson.

2 GRAMMAR relative clauses: defining and non-defining

- a Tell Sts to look at extracts 1–5. They should complete the gaps with a relative pronoun from the list in the rubric. Check answers and ask Sts who each extract is about.

ANSWERS

- 1 where; Alan Rickman
- 2 who; David Bowie
- 3 whose; Muhammad Ali
- 4 who; Carrie Fisher
- 5 which, Zaha Hadid

- b Tell Sts to go to **Grammar Bank 10A** on p.158.

Grammar notes

Sts who used *English File* Pre-intermediate have already had an introduction to defining relative clauses, but not to non-defining ones. Highlight that while defining clauses give important information which can't be left out (e.g. *Alan Rickman is the actor who played Snape in the Harry Potter films*), non-defining clauses give extra information which can be left out and the sentence will still make grammatical sense (e.g. *Alan Rickman, who died in 2016, is the actor who played Snape in the Harry Potter films*). Non-defining clauses appear between commas in written English.

Although *that* is a common alternative to *who* / *which* in defining relative clauses, it cannot be used in non-defining relative clauses.

Whom is also sometimes used as a relative pronoun instead of *who* to refer to the object of the verb in the relative clause, or after prepositions, e.g. *She's the woman whom I met yesterday. He's the man to whom I spoke yesterday*. It is much less common and more formal than *who*. You may wish to point out its use to Sts.

Some typical mistakes include:

- confusing *who* and *which*, e.g. *She's a friend which lives near her.*
- using a personal pronoun, e.g. *He is the man who he works with my father.*
- using *that* in non-defining relative clauses, e.g. *The film, that won an Oscar in 2018, will be shown on TV tonight for the first time.*

Focus on the example sentences and play audio **10.1** and **10.2** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Check answers, getting Sts to read the full sentences.

ANSWERS

- a** 1 who 2 where 3 which 4 who 5 whose 6 which 7 which 8 whose 9 where 10 who 11 who 12 where
- b** The following sentences should be ticked: 3, 4, 6, and 11.
Sts should circle the following pronouns: 3 *which*, 6 *which*, 11 *who*.
- c** 3 Beijing, which is one of the world's biggest cities, has a population of over 25 million.
4 Adele's 25, which was released in 2015, is one of the best-selling albums of the last ten years.
6 Danielle and Bruce, who got married last year, are expecting their first baby.

Tell Sts to go back to the main lesson **10A**.

Focus on the sentences in **a** again and now ask Sts which one is a defining relative clause (sentence 2).

EXTRA PRACTICE OPTION Use the **10A Grammar** photocopiable activity.

- c** Put Sts in pairs, **A** and **B**, and get them to cover exercise **d** in **1** and **a** in **2**, and look only at the photos. Focus on the instructions. Sts **A** say one sentence about a person, using a relative clause, and Sts **B** should identify the person being referred to and add any information that they can. Monitor and help if necessary.
Make sure Sts swap roles.
Elicit information about each celebrity from the class.

3 SPEAKING

- a** Tell Sts to answer the questions individually. You could point out that the answers are all vocabulary that Sts have studied earlier in the course.
Get Sts to compare with a partner, and then check answers. Model and drill pronunciation.

ANSWERS

- 1 an extra 2 a zebra crossing 3 your tongue 4 the roof
5 her fiancé

Find out with a show of hands if any Sts got all five correct.
Now tell Sts that they are going to write similar quiz questions of their own.

- b** Put Sts in pairs, **A** and **B**, preferably face to face, and tell them to go to **Communication Relative clauses quiz**, **A** on p.112, **B** on p.117.
Go through the instructions and make sure Sts understand what they have to do. You could demonstrate the activity by doing number 1 (for **A** and **B**) with the whole class, before getting Sts to write their questions. Monitor to help Sts with the questions.
Sts then take turns to ask their questions to their partner.
Tell Sts to go back to the main lesson **10A**.

4 WRITING a biography

Tell Sts to go to **Writing Bank 10** on p.130.

- a** Focus on the instructions and find out if Sts know who Umberto Eco is and what book he is most famous for.
- b** Give Sts time to quickly read the biography to check the answer to **a**.
Check the answer.

ANSWER

He is most famous for *The Name of the Rose*.

Now tell Sts to read the biography carefully and complete the gaps with the non-defining relative clauses A–E.

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

ANSWERS

- 1 C 2 A 3 D 4 B 5 E

- c** Focus on the instructions and the words and phrases in the list, making sure Sts understand all the lexis.
Now tell Sts to read the biography again and match all the words and phrases in the list to each paragraph.
Check answers.

ANSWERS

Paragraph 1: childhood, studies

Paragraph 2: first job, first book

Paragraph 3: family, later life

Paragraph 4: greatest achievement, fame

Paragraph 5: illness, death

- d** Focus on the **Using the correct preposition** box and go through it with the class.
Now focus on the photo and ask Sts if they recognize the artwork and if they know who it is by (Louise Bourgeois).
Tell them to complete sentences 1–5 about Louise Bourgeois with the correct prepositions.
Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 in, in, on 2 at, at 3 In, in, in 4 during, during / in, during / in
5 in

- e** Tell Sts they are going to write a biography of an interesting or successful person that they know enough information about. They should plan five paragraphs, and make notes about the topics in **c**.
- f** Tell Sts to use their notes, and try to include relative clauses and the highlighted phrases if possible when they write their biography.
You may like to get Sts to do the writing in class, or you could set it as homework. If you do it in class, set a time limit for Sts to write their biography, e.g. 15–20 minutes.
- g** Sts should check their work for mistakes before giving it in.
Tell Sts to go back to the main lesson **10A**.

5 LISTENING listening for note-taking

- a**  **10.3** Focus on the task and elicit some answers and ideas.
Play the audio for Sts to listen and check.
Check answers. Model and drill pronunciation.

ANSWERS

The red phone box: the 1920s

The Anglepoise™ lamp: the 1930s

The Penguin book covers: the 1940s

The miniskirt: the 1960s

10.3

- 1 In nineteen twenty-four, the Post Office organized a competition to design a new phone box. The winner was the architect Giles Gilbert Scott.
- 2 George Carwardine licensed his design for the Anglepoise desk lamp to a company, who brought it out in nineteen thirty-five.

- 3 The classic Penguin book cover was designed by Edward Young in nineteen forty-six.
- 4 In nineteen sixty-six, Mary Quant saw a group of tap dancers at a nearby school, which inspired her to create the miniskirt.

10.4 Focus on the task and explain that Sts are going to listen to an exhibition audio guide and they must make notes about the items under each of the four British designs. Point out the **Glossary**. You could elicit the meaning of *icon*, which Sts saw in **1**, and tell Sts that it can also be used for objects.

Give Sts time to look at the exercise.

Play the audio, pausing after each design to give Sts time to make notes.

10.4

(script in Student Book on p.137)

1 The red phone box

In nineteen twenty-four, the Post Office organized a competition to design a new phone box. The winner was the architect Giles Gilbert Scott, who also designed Liverpool Cathedral and the building that is now Tate Modern. The first phone box was built in London in nineteen twenty-six. It was painted red to make it easy to see at a distance, although Scott had originally suggested silver with a blue interior. With the arrival of mobile phones in the twenty-first century, people didn't need phone boxes any more, and most of them have now been removed. However, today they are considered design icons of historic importance, and several are now tourist attractions, including one of the original ones next to the Royal Academy of Arts in Piccadilly. Others have found new lives in local communities, as mini-libraries or art galleries, and a very few still survive as working phones.

2 The Anglepoise lamp

George Carwardine was an engineer, who specialized in suspension systems for cars. He worked for car manufacturers for several years, but when the company he was working for went bankrupt, he decided to set up a small company on his own. He had a little workshop in his garden, and there he designed a lamp which could be moved in different directions, inspired by the human arm. He licensed his design to a company which made the springs for his lamps, and in nineteen thirty-five they brought out the three-spring Anglepoise desk lamp. It was an instant success, and the exact same model, the Anglepoise twelve twenty-seven, is still made today. Carwardine later developed many variations on the original design, including lamps for hospital operating theatres and for military aeroplanes. But it is the classic, ever-popular Anglepoise twelve twenty-seven which is today considered an iconic British design.

3 The Penguin book covers

Penguin books was started in nineteen thirty-five, although the classic cover was not designed until eleven years later. In nineteen thirty-five, publisher Allen Lane was at a bookstall on a railway platform, looking for something to read, but he could only find magazines. He decided that people needed to be able to buy books that were good-quality fiction, but cheap, and not just in traditional bookshops, but also on railway stations and in chain stores. Lane wanted a dignified but amusing symbol for the new books, and his secretary suggested a penguin, so graphic designer Edward Young was sent to London Zoo to make drawings of penguins. The first Penguin paperbacks appeared in the summer of nineteen thirty-five. They included the works of Agatha Christie and the American writer Ernest Hemingway. The classic book cover was designed by Young in nineteen forty-six. The books were colour-coded – orange for fiction, blue for biography, and green for crime. The way people thought about books had changed forever – the paperback revolution had begun. The cover designs of Penguin books have changed a lot over the years, but the original nineteen forty-six cover, which is considered a design icon, was recently brought back, and is also used on mugs, notebooks, and other items.

4 The miniskirt

The nineteen sixties was famous for many things, from The Beatles to the first man on the moon, but the miniskirt remains one of the decade's most long-lasting icons. Mary Quant was a British fashion designer who had a boutique called Bazaar in the King's

Road, the most fashionable shopping street of the time. As a girl, she had always tried to make her school uniform skirt shorter, 'to be more exciting-looking'. In nineteen sixty-six, she saw a group of tap dancers at a nearby school in very short skirts, with socks and dance shoes. This inspired her to create the miniskirt, which she named after her favourite car, the Mini. However, the miniskirt was not popular with everyone. Coco Chanel described it as 'just awful'. But Quant's customers loved it. Before the nineteen sixties, young women had been expected to dress like their mothers, but this was about young people looking young. Although nineteen sixties fashion soon changed to the long, hippie clothes of the nineteen seventies, the miniskirt has never disappeared, and is still worn today by women of all ages all over the world.

c Get Sts to compare notes with a partner.

Now play the audio again the whole way through for Sts to add more information.

Get Sts to compare again with their partner.

d In pairs, Sts cover their notes, look at the four design icons, and see how much they can remember about each one. Elicit as much information as possible from the class for each design.

ANSWERS

See script 10.4

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.137, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e Do this as a whole-class activity. You could tell the class which design you find the most attractive, and why.

6 SPEAKING

a This is a free-speaking activity which gives Sts a chance to talk about their own icons.

Give Sts time to write a name or item in as many of the seven categories as possible, and give them a few minutes to prepare to talk about them (who they are, what they have done, and why they admire them, why they like the landmark / object, etc.). Monitor and help Sts with any vocabulary they may need.

b Put Sts in small groups of, ideally, three Sts (or if this is impractical, in pairs).

Sts share information about each category.

Get some feedback.

EXTRA IDEA Begin by telling Sts about two or three of your own answers and explain why.

7 VOCABULARY & PRONUNCIATION

compound nouns; word stress

Pronunciation notes

Compound nouns, e.g. *bus stop*, have more stress on the first word, e.g. *bus stop*. Depending on their L1, some Sts may tend to stress the second word, i.e. *bus stop*. This rule applies whether the compound noun is one word, e.g. *sunglasses*, or two, e.g. *traffic jam*.

a Focus on the instructions and elicit what a compound noun is (Sts have seen them in **Lesson 2A** on p.19, and in the **Vocabulary Bank Transport** on p.163).

Now focus on the two columns and tell Sts to match a noun from **A** to one from **B** to form a compound noun.

Tell Sts that all the compound nouns are in **Lesson 10A**.
Get Sts to compare with a partner.

b **10.5** Play the audio for Sts to listen and check.

Check answers, getting Sts to tell you if the compound nouns are one word or two.

ANSWERS

See script 10.5

Paperback is written as one word.

 10.5

paperback, book cover, fashion designer, car manufacturer,
desk lamp, tourist attraction, phone box, shopping street

Now ask Sts which noun is usually stressed more in compound nouns.

ANSWER

The stress is normally on the first noun.

Put Sts in pairs and get them to practise saying the words, paying particular attention to stress.

c Tell Sts that the answers to questions 1–12 are all compound nouns from Files 1–10. They have three minutes, in pairs, to answer as many as possible.

When time is up, check answers. The pair with the most correct answers is the winner.

ANSWERS

1 a cycle lane **2** the rush hour **3** a sports hall **4** a tennis court **5** a traffic jam **6** a seat belt **7** the head teacher
8 the soundtrack **9** science fiction **10** a voice assistant
11 the ground floor **12** a state school

EXTRA IDEA If there is a tie, ask a couple of 'tie break' questions with more compound nouns that have come up, e.g. *What do you call a shop which is one of a series of similar shops owned by the same company?* (a chain store), *What do you call a kind of museum where you can look at paintings?* (an art gallery), *What is the full name for the place where you can catch a train?* (a railway station).

- G** question tags
V crime
P intonation in question tags

Lesson plan

The topic of this lesson is murder mysteries: first, the true story of Jack the Ripper and three theories as to who he was, and then a well-known short story by Arthur Conan Doyle.

The lesson begins with a vocabulary focus on words and phrases related to crime. Then Sts activate the new vocabulary by completing an article about Jack the Ripper. In Listening, Sts listen to an expert on Jack the Ripper giving his opinion about three people's theories on who Jack the Ripper was. The grammar focuses on question tags, which are further practised in Pronunciation and Speaking.

In the second half of the lesson, Sts read and listen to a famous Sherlock Holmes story by Arthur Conan Doyle called *The Red-Headed League*. The lesson ends with a documentary about Ruth Rendell and Agatha Christie.

If you would like to end the last lesson without the book, there is a Communicative revision photocopiable activity on p.210 (instructions p.187).

Video material

Listening – *Queens of crime*

More materials

For teachers

Photocopiables

Grammar question tags p.180

Communicative Four little mysteries p.209 (instructions p.187) Revision p.210 (instructions p.187)

Vocabulary Revision: Phrasal verbs p.229 (instructions p.214)

For students

Workbook 10B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the word *murder* on the board and elicit what it means and how it's pronounced /'mɜːdər/.

Then give Sts, in pairs, three minutes to brainstorm as many words connected with murder as they can. Elicit their suggestions onto the board.

POSSIBLE WORDS INCLUDE:

murderer, kill, victim, detective, knife, gun, police, police station, body, blood, suspect, crime, witness, etc.

Finally, ask Sts if they can think of a famous British murderer from the past. Tell Sts they are going to learn about one in the lesson.

1 VOCABULARY & READING crime; reading for detail

- a** Books open. Elicit answers to the questions. You could write down anything Sts know about Jack the Ripper on the board, but *don't* say whether any of the information is correct. Tell Sts that they will find out later.

- b** Tell Sts to read definitions 1–9 and then match them to the words in the list.

Get Sts to compare with a partner.

- c** **10.6** Play the audio for Sts to listen and check.

Check answers. Model and drill any tricky words for your Sts. You can use the audio to do this. You could also tell Sts that *suspect* can be a verb, but is then stressed on the second syllable /sə'spekt/.

10.6

1 detectives	4 murderer	7 suspects
2 witnesses	5 murder	8 solve
3 victims	6 evidence	9 prove

In pairs, Sts practise saying the words.

- d** Tell Sts they are now going to read about Jack the Ripper. They need to complete each gap with a word from the list in **b**. Point out that the first one (*murder*) has been done for them.

Give Sts time to do the task, and then get them to compare with a partner.

Check answers.

ANSWERS

2 murderer 3 victims 4 witnesses 5 detectives
 6 evidence 7 prove 8 suspects 9 solve

- e** Focus on the instructions and the questions, making sure Sts understand all the lexis.

Now set a time limit for Sts to read the article again and answer the questions.

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

ANSWER

- 1 In Whitechapel, east London, in the autumn of 1888
- 2 Five
- 3 Three months
- 4 A doctor, a businessman, a painter, a sailor, a singer, and a member of the royal family

2 LISTENING understanding evidence and opinion

- a** **10.7** Focus on the six photos and tell Sts that the photos at the top are of people who have investigated Jack the Ripper.

Tell Sts they are going to listen to **Part 1** of an interview with a retired police inspector. They must write *1* in the box next to the person Jan Bondeson suspects, and complete the man's occupation.

Now play the audio once the whole way through.

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

ANSWER

- 1 Hendrik de Jong, a sailor

10.7

(script in Student Book on p.138)

I = interviewer, M = Inspector Morton

Part 1

I Good morning, and thank you for coming, Mr Morton – or should it be Inspector Morton? You were a detective with Scotland Yard, weren't you?

M Yes, that's right. For twenty-five years. I retired last year.

I People today are still fascinated by the identity of Jack the Ripper, over one hundred and thirty years after the crimes were committed. It's incredible, isn't it?

M Well, it's not really that surprising. People are always interested in unsolved murders – and Jack the Ripper has become a sort of cult horror figure.

I So what can you tell us about some of the new theories about his identity?

M Well, a recent new theory was put forward by a crime historian called Jan Bondeson. He thinks that Jack the Ripper was a Dutch sailor called Hendrik de Jong.

I What evidence does he have?

M Well, de Jong was definitely a murderer. He killed four women in Holland and Belgium, including two of his ex-wives. He also travelled to London a lot, and he was there when the Jack the Ripper murders took place. He also matches the descriptions we have of Jack the Ripper.

I How credible is his theory?

M Well, even Dr Bondeson says that it's impossible to know for certain if de Jong was Jack the Ripper. I would say it's possible, but there isn't really enough conclusive evidence.

b Now focus on the chart and tell Sts they are going to listen to the interview again, and this time they need to complete the first column.

Then play the audio again the whole way through.

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

ANSWERS

what evidence there is: He had a history of violence against women, was in London when the murders took place, and he matches the descriptions of Jack the Ripper.

what Inspector Morton thinks: He thinks de Jong could be the murderer, but there isn't enough evidence.

c 10.8, 10.9 Now tell Sts they are going to listen to Bruce Robinson's theory (Part 2). The first time they listen, they must focus on the photos in a and write 2 in the box next to the person Bruce Robinson suspects, and complete his occupation.

Play the audio once the whole way through.

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

ANSWER

2 Michael Maybrick, a musician (a singer and a composer)

10.8

(script in Student Book on p.138)

Part 2

I The next recent theory I'm interested in comes from the film director Bruce Robinson, who wrote a book in twenty sixteen called *They All Love Jack*. What can you tell us about it?

M Bruce Robinson is convinced that Jack the Ripper was in fact Michael Maybrick, the brother of one of the original suspects, James Maybrick. He thinks that the style of the murders indicates that there was a connection with the Freemasons – which both brothers were.

I What did Michael do?

M He was a popular singer and composer of songs at the time, and Robinson thinks that the Ripper's letters are similar in style to some of his songs, and the fact that they were posted from so many different parts of the UK makes sense because Michael was on tour at the time. Robinson thinks he was a psychopath and was responsible for at least sixteen more murders that took place in England later. He even thinks that Michael went on to murder his brother, James.

I But he was never arrested, was he?

M No, he wasn't. However, Bruce thinks that by eighteen ninety-three the police had begun to suspect him, but because many of the police themselves were Freemasons, they allowed him to escape to the Isle of Wight, where he lived for the rest of his life.

I And what do you think?

M I think the book is well researched, but I don't really believe his conspiracy theory that the police knew it was Michael and let him get away. I think the reason the Ripper was never caught was because the police were incompetent, not corrupt.

Now tell Sts they are going to listen again, and this time they need to complete the second column in the chart in b.

Before playing the audio, read the definition of *the Freemasons* and the *Isle of Wight* in the **Glossary**.

Then play the audio again the whole way through.

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

ANSWERS

what evidence there is: The Ripper's letters are similar in style to some of his songs. The letters were posted from different parts of the UK, and Maybrick was on tour at the time.

what Inspector Morton thinks: He doesn't believe this theory.

Finally, tell Sts they are going to listen to **Part 3** – Patricia Cornwell's theory. The only name remaining in a is Walter Sickert, so this time Sts only need to complete his occupation.

Now play the audio (10.9) once the whole way through. Get Sts to compare with a partner, and then check the answer.

ANSWERS

3 Walter Sickert, a painter

10.9

(script in Student Book on p.138)

Part 3

I Finally, let's talk about Patricia Cornwell's research. In her two thousand and two book *Jack the Ripper – Case Closed*, she said that she had identified the murderer and that she was convinced that Jack the Ripper was in fact Walter Sickert, the painter. What evidence did she put forward to support this claim?

M Well, she mainly used DNA analysis. She actually spent over two million pounds buying thirty-two paintings by Sickert. She cut up one of them to get the DNA from it – people in the art world were furious.

I I can imagine.

M And then she compared the DNA from the painting with DNA taken from the letters that Jack the Ripper sent to the police. Patricia Cornwell said that she was ninety-nine per cent certain that Walter Sickert was Jack the Ripper.

I And now she's written a new book with more evidence.

M Yes, it's called *Ripper: The Secret Life of Walter Sickert*. She says she's found new evidence, including letters which were written by Jack the Ripper and by Walter Sickert on the same very unusual type of paper. She also points out that some of his paintings are very violent and frightening.

I But you don't think she's right, do you?

M Well, I think she might be right. She has a lot of evidence, although I don't think it's completely reliable. And a lot of people think she's wrong!

I So, who do you think the murderer was?

M I can't tell you, because I don't know.

I Do you think we'll ever solve the mystery?

M Yes, I think one day the mystery will be solved. Some new evidence will appear that proves one hundred per cent who Jack the Ripper was, and we'll be able to say that the case is finally closed. But at the moment, it's still a mystery, and people like a good mystery.

Now tell Sts they are going to listen again, and this time they need to complete the third column in the chart in **b**. Before playing the audio, read the definition of *DNA* in the **Glossary**.

Then play the audio again the whole way through. Get Sts to compare with a partner, and then check answers.

ANSWERS

what evidence there is: An analysis suggests that DNA from his paintings matches DNA from Jack the Ripper's letters. Letters written by both men are on the same unusual paper. Sickert's paintings are violent and frightening.

what Inspector Morton thinks: He thinks this theory might be correct, but he doesn't know for sure.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on p.138, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

d Do this as an open-class activity, making sure Sts know the meaning of *credible* /'kredəbəl/ (= that can be believed).

3 GRAMMAR question tags

- a** Focus on the instructions and questions 1–4. Give Sts time to complete them.
- b** **10.10** Play the audio for Sts to listen and check. Check answers.

ANSWERS

1 weren't you 2 isn't it 3 was he 4 do you

EXTRA CHALLENGE You could elicit ideas first for what the two missing words are.

10.10

See sentences in Student Book on p.103 and answer key

Now tell Sts to change them to direct questions. Check answers.

ANSWERS

- 1 Were you a detective with Scotland Yard?
2 Is it incredible?
3 Was he ever arrested?
4 Do you think she's right?

Finally, ask Sts what the difference is between direct questions and questions with question tags.

ANSWER

Question tags are used to check that a statement is correct.

c Tell Sts to go to **Grammar Bank 10B** on p.159.

Grammar notes

Question tags are difficult for Sts to use because they need to use the correct auxiliary each time, depending on the tense or modal verb they are using. Getting the correct intonation can also be tricky. This lesson provides Sts with a gentle introduction and focuses on the most common use of question tags, which is to check information.

This lesson doesn't cover the question tag *aren't I?* used with statements beginning *I'm*, e.g. *I'm late, aren't I?* This form is irregular, and isn't very common for checking information.

Focus on the example sentences and play audio

10.11 for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

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

Check answers, getting Sts to read the full sentences.

ANSWERS

a 1 I 2 E 3 A 4 F 5 C 6 H 7 K 8 D 9 B 10 J

- b** 1 doesn't he
2 do they
3 is he
4 weren't you
5 haven't they
6 was she
7 didn't she
8 will he
9 have you
10 could they

Tell Sts to go back to the main lesson **10B**.

EXTRA PRACTICE OPTION Use the **10B Grammar** photocopiable activity.

4 PRONUNCIATION & SPEAKING intonation in question tags

Pronunciation notes

The normal intonation for a question tag when we say something that we think is correct or true, and that we expect the other person to agree with, is a falling tone. Examples would include *It's hot today, isn't it?* *You're French, aren't you?* (= I'm almost sure you're French). This is what is modelled on the audio in these exercises.

Question tags can sometimes be used as real questions with rising intonation, normally to express surprise, or to check information that we are not very sure about. This use is not focused on here.

a **10.12** Focus on the task and the conversation, and elicit that the policeman probably already has the information and is just checking what he knows.

Now play the conversation once the whole way through for Sts just to listen.

10.12

See conversation in Student Book on p.103 and answer key below

Give Sts a few minutes to complete the question tags, and then play the audio again for them to listen and check. Check answers.

ANSWERS

1 isn't it 2 aren't you 3 were you 4 do you 5 was she

- b 10.13 Ask Sts if they think the intonation of the question tags goes up or down (demonstrate both ways), and elicit that it goes down. Point out that this is the normal intonation when you are checking information, not asking a new question.

Play the audio, pausing for Sts to listen and repeat the policeman's questions.

10.13

- 1 Your surname's Jones, isn't it?
- 2 And you're twenty-seven, aren't you?
- 3 You weren't at home last night at eight o'clock, were you?
- 4 But you don't have any witnesses, do you?
- 5 Your wife wasn't with you, was she?

Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT Give Sts extra practice by getting them to read the conversation in **a** in pairs.

- c Put Sts in pairs, **A** and **B**, preferably face to face. Tell them to go to **Communication Just checking, A** on p.112, **B** on p.117. If there is an odd number of Sts, you should take part in the activity yourself.

Go through the instructions. Make sure Sts are clear that first Sts **A** (as police inspector) will ask Sts **B** some questions and try to remember the answers, and then they will check them with question tags. Then Sts swap roles. Demonstrate the activity by taking **A**'s role and asking one student the questions, and then checking.

Monitor and help Sts to form the question tags correctly. When both Sts have done their interviews, get feedback to find which 'police inspectors' had the best memory.

Tell Sts to go back to the main lesson **10B**.

EXTRA IDEA Write the following gapped sentences on the board:

- 1 You have _____ brothers and sisters, _____?
- 2 You're from _____, _____?
- 3 You don't like _____, _____?
- 4 You'd like to go to _____, _____?
- 5 You can't _____, _____?
- 6 You went to _____ last weekend, _____?

Put Sts in pairs and get them to try to complete the sentences for each other with the correct question tag. They then read their sentences to each other, checking if the information is true.

- d Put Sts in pairs and get them to ask and answer the questions, giving as much information as possible. Get some feedback.

5 READING & LISTENING

understanding characters, places, and events in a short story

- a Get Sts to do this in pairs or as a whole-class activity. If Sts worked in pairs, get some feedback. If you have a favourite crime author, tell Sts who it is and why you like them.
- b 10.14 Tell Sts they are going to read and listen to a short story by Arthur Conan Doyle (1859–1930). Ask Sts who Conan Doyle's detective is (*Sherlock Holmes*), and elicit as much information as you can about him.

Focus on the title and explain that one meaning of a *league* is a group of people who join together for a particular reason, e.g. The League of Nations was the predecessor of the United Nations. Point out the **Glossary** at the bottom of the text.

Now focus on the task and then play the audio for Sts to listen and read at the same time.

Put Sts in pairs and give them time to match the names in the list to the characters and places in 1–6.

Check answers.

ANSWERS

- 1 Dr Watson 2 Sherlock Holmes 3 Jabez Wilson 4 Vincent
- 5 Coburg Square 6 Fleet Street

10.14

See **Part 1** in Student Book on p.104

- c Focus on the task and give Sts time to read **Part 1** again, and then answer the questions in pairs.

Check answers to questions 1 and 2.

ANSWERS

- 1 All red-headed men above the age of 21
- 2 It is very well paid, the hours are short, and you mustn't leave the office.

Now elicit Sts' ideas for the *Why do you think...?* questions, but don't tell them if they are right or not.

Finally, deal with any new vocabulary. Model and drill the pronunciation of any tricky words.

- d 10.15 Tell Sts they are going to listen to **Part 2** of the story.

Give Sts time to read the events.

Now play the audio once the whole way through.

In pairs, Sts number the events in the order they happened. If necessary, play the audio again.

Check answers.

ANSWERS

- 1 Holmes closed his eyes and thought about the problem.
- 2 Holmes and Watson travelled to Coburg Square.
- 3 Holmes examined Jabez Wilson's house.
- 4 Holmes looked at the other houses in the square.
- 5 Holmes spoke to Vincent.
- 6 Holmes and Watson explored what was in the street behind the square.

10.15

(script in Student Book on p.139)

Part 2

H = Holmes, W = Watson, V = Vincent

H What do you think, Watson?

W said Holmes, when our visitor left. 'It's a mystery to me,' I answered. 'What are you going to do?'

H Think. Don't speak to me for fifty minutes!

W Holmes settled himself in his chair and closed his eyes. Just when I thought he had fallen asleep, he suddenly jumped up out of his chair.

H Come on, Watson, let's visit Coburg Square.

W We took the Underground and walked a short way to Coburg Square. It was a poor little place with small brick houses. On one house there was a sign with 'Jabez Wilson' in white letters. It was the shop of our red-haired client. Holmes looked it all over. He hit the pavement in front of the shop with his stick two or three times. He walked slowly up and down the street, looking carefully at the other

houses. Finally, he went to the front door of the shop and rang the bell. It was opened by a young man with a pale face.

H Can you tell me how to get to the Strand?

W asked Holmes.

V Third right, fourth left.

W answered the man, closing the door. 'That was Mr Wilson's assistant, Vincent,' I said. 'Did you ask the way so that you could see him?'

H Not him.

W said Holmes. 'What then?' I asked.

H I wanted to see the knees of his trousers. Now let's explore what's in the next street.

W We turned the corner out of Coburg Square into one of the main streets in the City. It was difficult to believe that these expensive shops and businesses were immediately behind the buildings in the poor square.

H Let me see.

W said Holmes.

H Here we have a tobacconist, a newspaper shop, a vegetarian restaurant, and the City Bank...

W He looked thoughtful. Then he said,

H I have some business to do. This case is serious. Be ready tonight at ten o'clock. I hope we will be in time to prevent a serious crime. There may be some danger, so bring your gun.

W He waved goodbye and disappeared into the crowd.

Now give Sts time, in pairs, to answer the *Why do you think Holmes...?* and *What do you think...?* questions.

Elicit some ideas, but don't tell Sts if they are right or not.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.139, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e **10.16** Tell Sts they are going to read and listen to **Part 3** of the story.

Give Sts time to read the questions.

Now play the audio once the whole way through.

Get Sts to answer questions 1–3, and then check answers.

ANSWERS

- 1 He's the Director of the City Bank.
- 2 In the cellar of the City Bank
- 3 Some robbers

10.16

See **Part 3** in Student Book on p.105

Now elicit from the class how they think the story is going to end.

Finally, deal with any new vocabulary. Model and drill the pronunciation of any tricky words.

f **10.17** Tell Sts they are going to listen to **Part 4** of the story.

Play the audio once the whole way through for Sts to check their ideas in **e**.

Check the answer.

ANSWER

Holmes caught Vincent as he appeared in the cellar. The red-headed man ran back through the tunnel, but the police were waiting for him.

g Put Sts in pairs or small groups, to answer questions 1–7. Check answers.

ANSWERS

- 1 leave the shop each day for a few hours.
- 2 persuade him to apply for the job.
- 3 that the cellar was behind the shop, not in front.
- 4 Vincent had been digging.
- 5 what buildings were behind the shop.
- 6 the robbers had completed the tunnel.
- 7 he doesn't like being bored.

10.17

(script in Student Book on p.139)

Part 4

W We waited and waited. From my position behind the box, I could see across the stone floor of the cellar. Suddenly I saw a thin line of light. A small hole opened in the floor and a hand appeared. Then one of the stones was pushed up, and we could see the light from a lantern. A pale face appeared, and then a young man climbed out of the hole and pulled up after him another man with bright red hair. It was Vincent and the manager from the office of The Red-Headed League! Sherlock Holmes jumped out from his hiding place and he caught Vincent. He had a gun, but Holmes hit his hand and the gun fell to the floor. The second man quickly went back down the hole.

H He won't escape.

W cried Holmes.

H The police are waiting for him.

V Oh really?

W said Vincent.

V Congratulations. You have been very clever.

H You too.

W said Holmes.

H Your red-headed idea was very new and effective.

W Vincent was taken to the police station, and Mr Merryweather thanked Holmes for catching the bank robbers. Back at Baker Street, Holmes explained everything.

H You see, Watson, the only possible reason for The Red-Headed League was to get Mr Wilson out of his shop for a few hours every day. They put in the advertisement, they set up the office of The Red-Headed League and then Vincent went to work for Mr Wilson. He needed to persuade him to apply for the job. When I heard that Vincent was working for half pay and spent a lot of time in the cellar, I realized that he was doing something there which took many hours a day for several months. It had to be a tunnel to another building. When I hit the pavement with my stick, I discovered that the shop's cellar was behind the shop, not in front. When I looked at Vincent's knees, I saw that they were dirty from hours of digging. I walked round the corner and saw that the City Bank was directly behind Mr Wilson's shop. Then I felt I had solved the problem. So I called the police and the bank director.

W 'But how did you know that they were planning to do the robbery tonight?' I asked.

H Well, when they closed the office of The Red-Headed League, it was a sign that they didn't care about Mr Wilson any more, so I was sure that they had completed the tunnel. But they needed to act quickly before the tunnel was discovered.

W 'You solved it beautifully!' I exclaimed.

H Thank you, Watson. It saved me from being bored.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.139, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

6 LISTENING making biographical notes

- a  Tell Sts that they are going to watch a documentary about two crime writers, Ruth Rendell and Agatha Christie. Focus on the photos and ask if they know who is who, and approximately when they lived.

! Don't ask Sts if they have read any books by Rendell or Christie as they will do this at the end of the lesson.

Now focus on the questions. Play the video once the whole way through for Sts to watch and answer the questions.

Get Sts to discuss the questions with a partner, and then elicit opinions from the class.

POSSIBLE ANSWERS

Ruth Rendell may have had a more interesting life because she worked as a journalist before becoming a writer – but Agatha Christie's life had some interesting events, like her mysterious disappearance.

Ruth Rendell's life may have been happier, as Agatha Christie had an unhappy first marriage.



Crime fiction is loved all over the world: from British writers – like Arthur Conan Doyle and Val McDermid; to Americans – like Raymond Chandler and Patricia Highsmith; to Scandinavian and European writers – like Henning Mankell and Georges Simenon. But two British novelists are called 'Queens of Crime': Agatha Christie and Ruth Rendell.

Ruth Grasemann was born in London in nineteen thirty. Her father was English and her mother was Danish. After she left school, she became a journalist. She married Don Rendell, who was also a journalist. In nineteen sixty-four, Rendell published the first Inspector Wexford novel *From Doon with Death*. Wexford, a British policeman, who appeared in twenty-four novels and some short stories, is still Rendell's best-known character, over fifty years after his first appearance.

In nineteen seventy-five, Ruth and Don Rendell got divorced, but they remarried in nineteen seventy-seven. Ruth Rendell continued to write and she also started to write under the pseudonym, Barbara Vine. The Barbara Vine novels are also crime novels, but they are much darker and more psychological. Some of her novels have been made into films, not only in English, but in other languages, too. The French film, *La Cérémonie*, was adapted from the novel, *Judgement in Stone*, and Pedro Almodovar's film, *Carne Trémula*, is also based on a Rendell novel, *Live Flesh*. Ruth Rendell died in twenty fifteen. Today she is considered a Queen of Crime, but most people would probably agree that the original Queen of Crime is Agatha Christie.

Agatha Miller was born in Torquay in the south-west of England in eighteen ninety. Her father was American and her mother British. In nineteen fourteen, she married Archie Christie, who was an army pilot.

Christie started to write and published her first novel in nineteen twenty, *The Mysterious Affair at Styles*, in which she created a Belgian private detective, Hercule Poirot.

In December nineteen twenty-six, Christie became the centre of her very own mystery, when she suddenly disappeared from the family home in Sunningdale near London. Her disappearance was big news in the UK and in the US. For eleven days, the police and the press searched for her. The police also asked Arthur Conan Doyle – the creator of Sherlock Holmes – for help, but even he couldn't solve the mystery. The police eventually found Christie in Harrogate in the north of England. She apparently couldn't remember anything and the mystery of her disappearance was never solved. Soon afterwards, she and Archie divorced.

Agatha Christie continued to write. She also married again – to Max Mallowan, who was an archaeologist. This marriage was happy. She created another detective, Jane Marple. Miss Marple is a little old, English lady. She lives in a small village and solves crimes quietly and often without leaving her armchair. She is totally different from Hercule Poirot, who Christie described as 'a complete egoist'. She also wrote more personal novels under the pseudonym of Mary Westmacott.

Agatha Christie died in nineteen seventy-six, but her books are still read all over the world and watched in films – like *Murder on the Orient Express*; plays – like *The Mousetrap*; and television series – like the Miss Marple series.

Ruth Rendell and Agatha Christie had many things in common.

They were both very successful crime writers, and they both wrote different novels under pseudonyms. They both divorced and remarried. And they're also both strongly associated with the detectives they created.

But their approaches were very different. Rendell was always more interested in characters, while Christie loved plots. And, while Agatha Christie's readers will read to the end to find out who committed the murder, Ruth Rendell's readers will also want to find out why.

- b Focus on the chart. Give Sts time to make some notes in it based on what they remember from watching the video once. Remind Sts that they should just be writing notes, not full sentences.

- c Put Sts in pairs and get them to compare their notes, and add to them.

Then play the video again for Sts to complete their notes. Check answers.

ANSWERS

Ruth Rendell her life

- born: in London in 1930
- parents: father was English, mother was Danish
- marriages: married twice to Don Rendell in 1950 and 1977
- other things: worked as a journalist, died 2015

her books

- first novel: published 1964, *From Doon with Death*
- detectives: Inspector Wexford
- pseudonyms: Barbara Vine
- approach to crime writing: interested in characters, and why murder is committed

Agatha Christie her life

- born: in Torquay, south-west of England, in 1890
- parents: father was American, mother was English
- marriages: married Archie Christie 1914, married Max Mallowan 1930
- other things: disappeared for 11 days in 1926

her books

- first novel: published 1920, *The Mysterious Affair at Styles*
- two detectives: Hercule Poirot and Miss Marple
- pseudonyms: Mary Westmacott
- approach to crime writing: interested in plots, and who committed a murder

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- d Ask Sts if they've read any books by Rendell or Christie, or if they've seen any TV series or films based on them. Open the discussion to other crime writers – you could tell Sts about any writers whose books you enjoy.

EXTRA SUPPORT If you would like to end the last lesson without the book, there is a Communicative revision photocopiable activity on p.210 (instructions p.187).

For instructions on how to use these pages, see p.49.

Video material

Can you understand these people? 9&10

More materials

For teachers

Oxford English Hub

Quick Test 10

File 10 Test

Progress Test Files 6–10

End-of-course Test

GRAMMAR

ANSWERS

1 b 2 c 3 c 4 b 5 a 6 a 7 b 8 b 9 a 10 c 11 a
12 a 13 b 14 c 15 a

VOCABULARY

ANSWERS

a 1 luckily 2 careless 3 uncomfortable 4 unfortunately
5 impatient
b 1 turned 2 set 3 unplug 4 turn 5 switch / turn
c 1 remote control 2 keyboard 3 adaptor 4 socket
5 mouse
d 1 book 2 designer 3 lamp 4 tourist 5 box
e 1 detective 2 prove 3 victims 4 solve 5 suspect

PRONUNCIATION

ANSWERS

c 1 caught /ɔ:/ 2 cough /ɒ/ 3 enough /f/ 4 solve /v/
5 tough /ʌ/
d 1 comfortable 2 adaptor 3 cable 4 witness 5 evidence

CAN YOU understand this text?

ANSWERS

a 1 What 2 How 3 Who 4 Book
b 1 T 2 F 3 DS 4 F 5 T 6 F 7 DS 8 T

CAN YOU understand these people?

ANSWERS

1 b 2 b 3 c 4 a 5 b



1 Sean

I = interviewer, S = Sean

I Have you ever helped a stranger or been helped by a stranger?
S Yes, a few months ago, I was, um, I was catching a train home from work and I went past, um, a little girl with her two grandparents, and she was crying and she was really unhappy and I thought 'Oh dear!' but there's nothing I can do, um, so I went into the station and I went up the stairs, over the bridge, um, down the other side, and then on the floor I saw, um, a little toy panda, and immediately I knew that that was the little girl's panda and that's why she was crying. Um,

so I ran back up the stairs, over the bridge, um, out of the station and I saw the family in the car park. I could still hear the, the little girl crying, and I ran up and said, 'Is this yours?', um, and the little girl took it and the grandparents just said 'Oh thank you, thank you, thank you', so that was nice.

2 Adrian

I = interviewer, A = Adrian

I Do you think we rely too much on technology?
A Ah, absolutely. I think we really, especially our mobile phones. Once upon a, I've travelled a lot, so I used to rely on maps and I would, you know, the night before, when I'm travelling, I'd map out where I was going to go and have it all in my head ready to go. Now I just pull out my phone and use Google Maps.
I Are there any devices you just couldn't live without?
A Er, yes, probably my mobile phone.

3 Nick

I = interviewer, N = Nick

I Do you like detective or mystery novels or TV series?
N Yeah, I have done, so I, um, I really like the Nordic noirs that were very popular a few years ago, so like *The Killing* and *The Bridge*, especially I found really fascinating.
I Do you have a favourite author or detective?
N Er, yes, but can I remember her name? It's actually the one in *The Bridge*.
I Do you usually guess who the murderer is?
N Er, I'll always try. Sometimes I get it, sometimes it's too difficult, yeah.

4 Emma

I = interviewer, E = Emma

I Do you have a favourite designer?
E I've recently started wedding dress shopping and I really like the dresses by Maggie Sottero.
I Why do you like her clothes?
E Er, the dresses are quite a vintage style, um, which is really flattering, and when I've tried them on, um, I think they're probably the ones I'm going to go for.

5 Coleen

I = interviewer, C = Coleen

I Do you think you are generally a lucky person?
C Yes, I do actually. I do think I'm lucky.
I Can you think of a time when you've been really lucky?
C Um, I can think of an awful lot of times when I've been really, really lucky. Um, I had a car accident many, many years ago, and even the police didn't know how I'd got out of it alive, so I think that really says it all.