

English File

Pre-intermediate

Teacher's Guide

with Digital Pack

Includes photocopiable Grammar,
Communicative, and Vocabulary activities

fifth
edition

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Student Book contents

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

READING & LISTENING

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

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

Listening tuning in using existing knowledge

Reading understanding details
Listening listening for key points

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

Listening using evidence to predict the ending of a story 🎧

Reading using context to complete information
Listening understanding context

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

Reading understanding the rules of a game
Listening understanding definitions

Listening understanding advice

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

Reading inferring from captions and visual clues
Listening understanding historical facts 🎧

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

Listening understanding the main points in a podcast

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

Reading understanding a definition and examples
Listening taking notes

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

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

SPEAKING & WRITING

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

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

Speaking describing a painting 🎨

Speaking showing interest

Speaking giving more information in a conversation
Writing describing a photo

Speaking retelling the ending of a story

Speaking assessing and comparing tips; proposing a tourist itinerary

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

Speaking paraphrasing; defining words

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

Speaking asking follow-up questions
Writing an opinion essay

Speaking talking about the weekend; answering promptly

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

Speaking asking for more information
Writing describing your town or city

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

Speaking responding to predictions

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

Speaking giving additional information (past, present, future)

Practical English p.14

Pictures of you 🎨

Episode 1: *A visit from the USA*

Practical English calling Reception
Social English

Revise and Check p.22

Revise and Check 1&2 🎧

Practical English p.30

Pictures of you 🎨

Episode 2: *A work dinner*

Practical English problems at a restaurant
Social English

Revise and Check p.38

Revise and Check 3&4 🎧

Practical English p.46

Pictures of you 🎨

Episode 3: *Working on a Saturday*

Practical English taking something back
Social English

Revise and Check p.54

Revise and Check 5&6 🎧

	GRAMMAR	VOCABULARY	PRONUNCIATION
7			
56 A I will survive	uses of the infinitive with <i>to</i>	verbs + infinitive: <i>try to</i> , <i>forget to</i> , etc.	weak form of <i>to</i> , linking
58 B Happy days	uses of the gerund (verb + <i>-ing</i>)	verbs + gerund	/tj/, /tj/ + /k/ ➡
60 C Could you pass the test?	<i>have to</i> , <i>don't have to</i> , <i>must</i> , <i>mustn't</i>	adjectives + prepositions: <i>afraid of</i> , etc.	stress on prepositions
8			
64 A Should I or shouldn't I?	<i>should</i>	<i>get</i> ➡	/ʊ/ and /u:/ ➡
66 B Absolutely typical!	<i>if</i> + present, <i>will</i> + infinitive (first conditional) ➡	confusing verbs	homophones
68 C Who is Vivienne?	possessive pronouns	adverbs of manner	reading aloud
9			
72 A Watch out!	<i>if</i> + past, <i>would</i> + infinitive (second conditional)	animals and insects ➡	word stress
74 B Don't panic!	present perfect + <i>for</i> and <i>since</i> ➡	words related to fear	sentence stress
76 C Born to be stars	present perfect or past simple? (2)	biographies	word stress, /b:/ ➡
10			
80 A Winners and losers	expressing movement ➡	sports, expressing movement ➡	word stress
82 B Larks and owls	word order of phrasal verbs	phrasal verbs	linking
84 C Inventions that changed the world	the passive	people from different countries	/tʃ/, /tʃ/, and /dʒ/ ➡
11			
88 A Live and learn	<i>used to</i>	school subjects	<i>used to</i> / <i>didn't use to</i>
90 B Make up your mind!	<i>might</i> ➡	word building: noun formation	diphthongs ➡
92 C Find your 'twin'	<i>so</i> , <i>neither</i> + auxiliaries	similarities and differences	/ð/ and /v/ ➡
12			
96 A Strange but true!	past perfect	time expressions	the letter <i>i</i>
98 B Don't tell anybody!	reported speech	<i>say</i> or <i>tell</i> ?	double consonants
100 C The English File quiz	questions without auxiliaries	revision of question words	/w/ and /h/ ➡
104 Communication	115 Writing Bank	127 Listening	134 Grammar Bank

READING & LISTENING

Reading reading on screen
Listening using visual clues and text to understand advice 🔄

Listening understanding official advice and supporting detail

Reading identifying topic sentences
Listening listening to check hypotheses

Reading assessing advice
Listening understanding a problem, assessing advice

Reading identifying examples of behaviour
Listening tuning in to a story using key words and phrases

Reading understanding a short story
Listening using visual clues to understand a story ➕

Reading understanding reasons
Listening using visual clues to rank information ▶

Reading understanding social media posts
Listening listening for key information

Reading understanding the order of life events
Listening using visual clues to understand biographical information ▶

Reading reading and retelling key events

Reading taking notes for retelling
Listening categorizing information; identifying reasons ➕

Listening using visual clues to understand specific information ➕

Reading understanding and comparing specific information in short texts
Listening understanding attitude

Listening identifying the main points in a talk

Listening using visual clues to understand a human-interest story 🔄

Reading understanding the order of events in a story

Reading identifying text type, understanding the moral of a story
Listening using visual clues to understand a conversation ➕

Listening understanding topic-based questions ➕

SPEAKING & WRITING

Speaking asking and answering fluently
Writing an article giving tips

Speaking responding to tips; talking about behaviours and preferences

Speaking asking follow-up questions

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

Speaking exchanging information and opinions (confusing verbs)

Writing a short story

Speaking relaying factual information

Speaking asking follow-up questions (present perfect)

Speaking talking about somebody's life
Writing a biography

Speaking talking about sport, giving extra information; retelling from memory
Writing an article

Speaking asking questions (phrasal verbs)

Speaking exchanging information (passives)

Speaking expressing an opinion, giving examples, returning questions
Writing a formal email

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

Speaking saying how you are similar and different

Speaking retelling a news story

Speaking reporting what somebody said; supporting opinions with examples
Writing a review

Speaking asking factual questions (past simple)

Practical English p.62

Pictures of you 🔄
 Episode 4: *Running into trouble*

Practical English at the pharmacy
Social English

Revise and Check p.70

Revise and Check 7&8 🔄

Practical English p.78

Pictures of you 🔄
 Episode 5: *What's going on with Max?*

Practical English following directions
Social English

Revise and Check p.86

Revise and Check 9&10 🔄

Practical English p.94

Pictures of you 🔄
 Episode 6: *Is this the end?*

Practical English phoning and leaving a message
Social English

Revise and Check p.102

Revise and Check 11&12 🔄



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, B, C 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 Pre-intermediate students need?

Pre-intermediate students are at a crucial stage in their learning. Students at this level need material that maintains their enthusiasm and confidence. They need to know how much they are learning and what they can now achieve. At the same time they need encouragement to push themselves to use the new language they are learning.

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 Pre-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

- Clear and memorable presentations of new structures
- Fun and engaging grammar videos to introduce and practise grammar
- Regular and varied practice in useful and natural contexts
- 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

- A focus on high-frequency words and phrases
- Opportunities to personalize new vocabulary
- Motivating and fun videos to present and practise vocabulary
- Tasks which encourage students to use new 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

- A solid foundation in the sounds of English
- Targeted pronunciation development
- Awareness of rules and patterns
- Pronunciation videos

Pre-intermediate learners are often frustrated by English pronunciation, particularly the sound–spelling relationships, silent letters, and weak forms. 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

- Topics that will inspire students' interest
- Achievable, motivating tasks
- Regular opportunities to use new language

English File motivates students to speak by providing varied and achievable tasks, and the language (G + V + P) that they need in order to communicate with confidence. In addition to the Speaking stage, students are encouraged to speak all through each lesson, responding to texts, videos, and listenings, and practising grammar and vocabulary orally.

Listening and viewing

- A reason to listen
- Confidence-building tasks
- Help with connected speech
- Video listening tasks

The listenings in *English File* are based on a variety of entertaining and realistic situations. The tasks focus on helping students to get the gist on the first listen and then being able to understand more the second time. 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
- Manageable tasks that help students to read

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 Pre-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
- The 'nuts and bolts' of writing at a word and sentence level

The growth of the internet and email means that people worldwide are writing in English more than ever before both for business and personal communication. *English File Pre-intermediate fifth edition* has an enhanced writing syllabus, with a separate Writing Bank for every File, which provides guided writing tasks covering a range of writing types from a formal email to a social media post.

Practical English

- Understanding high-frequency phrases
- Knowing what to say in typical situations

The Practical English lessons give students practice in key language for situations such as calling Reception or taking something back. 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 12 Files. Each File is organized like this:

A, B, and C lessons

Each File contains three two-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 2*. This lesson teaches functional 'survival English' (for example, following directions or calling Reception) and also 'Social English' (useful phrases like *It's nice to meet you*, *That sounds really nice*). The video is in the form of a drama, featuring the two main characters, Ben and Izzy. The lessons have a storyline which started in the Elementary level, runs through the Pre-intermediate level, and continues into Intermediate with *Pictures of you – Season 3*. There is a Season 1 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 80 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.181–219

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

Communicative

see pp.220–264

Extra speaking practice for every A, B, C lesson

Vocabulary

see pp.265–283

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

There is more information on page 174 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

Vocabulary Banks help present and practise vocabulary.

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

Reading tasks develop students' reading skills and provide the context for the language of the lesson.

Engaging texts and topics updated from the fourth edition

1B Looking good

What does she look like? She has grey hair and green eyes.

1 VOCABULARY describing people

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



b **Vocabulary Bank Describing people** p 158

c **Video** Watch and say which person in the photo is described, A, B, or C. What are they like?

2 READING & SPEAKING

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

generous gold grey short shy slim

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

A

- What did many older women do when their hair went grey?
- What are the two reasons why grey hair is more popular now?
- Why are young people dyeing their hair grey?
- What have *Vogue* journalists noticed?
- What are the advantages of stopping dyeing your hair?

B

- In which sport is it an advantage to be tall? Why?
- In which sports is it an advantage to be short? Why?
- What examples does the article give of a disadvantage of being tall?
- What are the health advantages of being short?
- What does the article say is what really matters?

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

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

G is great!

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

Sarah Harris, deputy editor of British Vogue

NBC news

S is super!

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

Bruno Mars, American singer

Adapted from the BBC website

Further practice
of the grammar in
the Grammar Bank

3 GRAMMAR present simple

a Complete the chart.

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

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

- a Short people often have quicker reactions.

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

b There are always exceptions.

c Grammar Bank 1B p.134

4 PRONUNCIATION final -s / -es

a Video Watch and repeat the sounds and sentences.

 snake	She look <u>s</u> quite serious. He like <u>s</u> all sport <u>s</u> .
 zebra	He ha <u>s</u> long arm <u>s</u> and leg <u>s</u> . She' <u>s</u> tall, with blue eye <u>s</u> .
 /z/	She use <u>s</u> reading glass <u>es</u> . He watch <u>es</u> a lot of football match <u>es</u> .

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

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

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

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

5 LISTENING



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

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

Jemma about Pietro

clever extrovert funny hard-working
interesting kind polite talkative well-dressed

Pietro about Jemma

adventurous friendly generous interesting polite
serious shy talkative young

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

6 SPEAKING

- Think of somebody you know well who would like to meet new people. Look at the list and make notes about him / her.
name age job appearance
personality ☐ / ☐ likes / doesn't like
- Work in pairs. A describe your person to B. B listen and ask for more information. Do you know anybody who would be a good friend for A's person? Then change roles.

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

7 WRITING a personal profile

Writing Bank 1 p.115 Write your personal profile.

Tasks develop
listening skills.

Opportunities
for personalized
speaking
throughout the
lesson

Guided writing
tasks in the Writing
Bank cover a range
of writing types.

Pronunciation videos to
model and practise English
sounds

You hear/You say phrases focus on the key functional English phrases.

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

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

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

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

Offers with I'll

I'll = *I will*. We use **I'll** + verb to offer to do something.

A There's a problem with the air conditioning.

B **I'll send** somebody up to look at it.

d **ROLE-PLAY** Work in pairs. Have conversations. Then change roles.

- A** You are the receptionist. **B** is a guest at the hotel. **B** calls you.
Begin: Good morning, Reception. Can I help you?
- B** You are a guest (give your room number). Use your first name and surname. You have a problem in your room – explain your problem.
- A** Offer to do something about **B**'s problem.

3 IZZY AND EMMA MEET

a Look at the photo. Do you think the meeting between Emma and Izzy was a success? Why (not)?



b **Video** Watch *Izzy and Emma meet* and check. Was it a success? Why (not)?

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

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

4 SOCIAL ENGLISH

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

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

b **Video** Watch and check.

c In pairs, practise the phrases and responses. Then change roles.

WHAT DO YOU THINK?

In pairs, talk about Izzy, Ben, and Emma. Why is the meeting important for Ben? Do you think that Izzy was right to go to the work drink? Do you think that Emma and Izzy are going to get on well?

Focus on key Social English phrases from the episode

Opportunities for students to respond personally and critically to the video

Pairwork for students to practise the key language

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.

- any brothers or sisters?
a. Have you b. Do you c. Do you have
- Last night?
a. Where you went b. Where did you go c. Where you did go
- My husband football.
a. doesn't like b. don't like c. doesn't like
- her parents a small business.
a. has b. have c. doesn't like
- ... to music when I'm working.
a. never listen b. don't never listen c. listen never
- In the picture the woman a blue skirt.
a. wears b. wearing c. is wearing
- What? I'm looking for my keys.
a. are you doing b. do you do c. are you doing
- She's at university. She History.
a. 's studying b. 's studying c. studying
- We ... to Malta last August.
a. were b. went c. did go
- I saw the film, but I ... it.
a. didn't liked b. don't liked c. didn't like
- When I got home, my parents ... on the sofa.
a. were sitting b. was sitting c. were sitting
- What ... at 11 p.m.? You didn't answer my call.
a. you were doing b. you was doing c. were you doing
- She couldn't read the menu because she ... her glasses.
a. wasn't wearing b. didn't wear c. didn't wearing
- We had lunch in a restaurant. ... we decided to go for a walk.
a. After b. Then c. When
- We had a great time. ... the weather wasn't very good.
a. so b. because c. although

VOCABULARY

Complete the phrases with a verb from the list.

look do drive invite leave look play stay take wear

- What do you ... ? I'm a doctor.
- What does she ... like? She's tall and slim.
- She doesn't usually ... jewellery, only her wedding ring.
- Did you ... any photos? No, I didn't.
- Where did you ... ? In a small hotel.
- Did you ... your flight online?
- Let's ... your parents to dinner. Good idea.
- Are you going to ... there?
- No, we're going to get the train.
- Go on! Ask the DJ to ... our songs! OK.
- What time do we need to ... home tomorrow?
about 7:00. Our flight is at 8:00.

Pronunciation

Circle the word that is different.

- straight long curly beard
- warm lazy generous funny
- talkative mean unfriendly cold
- dress shirt earrings jacket
- socks gloves trainers sandals
- necklace bracelet ring scarf
- windy foggy rainy sunny
- basic dirty uncomfortable luxurious

Can you understand this text?

Read the article once. What countries can you see in the photos? Match the headings to the tips.

- Adjust the situation
- Get up early and set up
- Think about the background

Read the article again. Mark the sentences T (true) or F (false).

- One of the best times to take a photo is early evening.
- Your holiday photos will never be as good as the ones on travel websites.
- It's important to notice everything before you take a photo.
- Never take a nature photo when there are people in the background.
- There were a lot of people everywhere when the writer was in India.
- She took a photo of people taking photos.

Can you understand these people?

Watch and answer the questions.

- Lewis looks like ...
a. No father b. His mother c. His mother and his father
- In the Dal painting that Susie likes, there are some ...
a. clocks b. rocks c. socks
- Shoshana went to Guyana because she wanted to learn ...
a. about the animals and plants there b. about her family history c. the language
- Susan doesn't put photos of ... on Instagram.
a. gardens b. flowers c. people
- Sam only likes watching ...
a. films with a happy ending b. films with a sad ending c. good films

Can you say this in English?

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

Can you ...?

- sit and answer six questions about your home and family, work / studies, and free-time activities
- describe the appearance and personality of a person you know well
- describe a photo in this book and say what is happening, what the people are wearing, etc.
- ask and answer three questions about a holiday
- describe a favourite photo and say what was happening when you took it
- say three true sentences using the connectors so, because, and although

How to take better holiday photos

Holiday time is the one time we all take photos. You're in a strange new place, the sun is shining, and you want to record your friendships and happy memories. So how do you take the perfect holiday photos? Here are three useful tips.

- The best times for travel photography are around sunrise and sunset, known as the 'blue hour' and the 'golden hour'. They give you the prettiest light and the most interesting skies. But you also avoid the crowds and can get those gorgeous empty images of your destination that you see on all the travel websites. Look the image of our campsite in the Sahara Desert, Morocco, at the blue hour. Just after sunset, while the rest of my tour group were drinking round the campfire.
- Think about the whole shot. Is there a parked car blocking the view? Did a tourist just get into the back of the photo? Ask yourself: 'How would I like this photo?' or wait until the person has moved away in this image of the island Mahanaia (Holland Islands). I included the people, as I wanted to contrast the group with the birds, but if you wanted this to just be a photo of the birds, you could move or zoom in.
- When I was in India, I found everywhere was really crowded, so instead of trying to take photos of beautiful people touring anyway, I decided to photograph the other people, and came back with some much more interesting travel images as a result. Here the temple was full of tourists, so I photographed them taking selfies.

Adapted from a travel website.

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 158–171 of the Student Book to provide further development of lexical sets.

Photos and illustrations give context to vocabulary items.

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

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

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

Describing people

Vocabulary Bank

1 Appearance What does he / she look like?

Match the sentences and photos.

She has curly / curly dark hair.
She has long straight / long hair.
She has big brown eyes / eyes.
She has short blonde hair.
He has a beard / beard and a mustache / mustache.
He's bald / bald.
He's very tall and slim.
He's average height / tall and very thin.
He's quite short and a bit overweight / overweight.

2 Personality What's he / she like?

Match the adjectives to the definitions.

generous / generous, friendly / friendly, funny / funny, talkative / talkative, hard-working / hard-working, shy / shy, warm / warm

Adjective Opposite

- A person who behaves in a pleasant way and wants to help people is friendly.
- A person who talks a lot is talkative.
- A person who likes giving people things is generous.
- A person who is enthusiastic and loving to other people is warm.
- A person who puts a lot of effort into their work is hard-working.
- A person who makes people laugh is funny.
- A person who is confident and likes talking to other people is talkative.

Complete the Opposite column with adjectives from the list.

cold / cold, lazy / lazy, mean / mean, quiet / quiet, serious / serious, shy / shy, unfriendly / unfriendly, warm / warm

Negative adjectives.
We often use not very + a positive adjective instead of a negative adjective, e.g. not very friendly instead of unfriendly, or not very hard-working instead of lazy.

1.10 Listen and check.

2.10 Listen and check.

Cover the adjectives and look at the definitions. Say the adjective and its opposite.

What does she look like? What is she like?
What does she look like? = Tell me about her appearance. (Is she tall / short? What colour hair does she have?)
What is she like? = Tell me about her personality. (Is she friendly? Is she shy?)

ACTIVATION In pairs, ask and answer questions about a member of your family or a good friend.

What does your sister look like?
She's quite tall and she has short dark hair.
Who's she like?
Who's she like?

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

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

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

Example sentences with audio provide context and focus on pronunciation.

Common errors
are highlighted.

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

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:



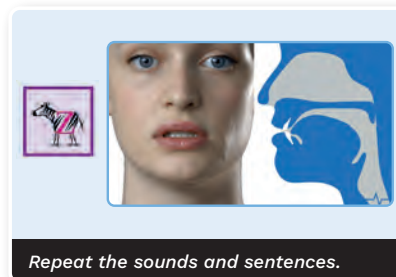
Grammar videos

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.



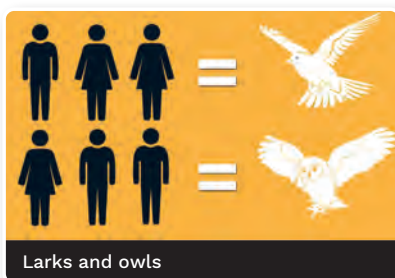
Pronunciation videos

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.



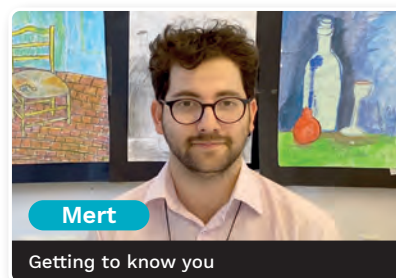
Dramas

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** word order in questions
V common verb phrases: *get up, have lunch, speak languages*, etc.
P the alphabet

Lesson plan

This first lesson has three main objectives: to help you and the Sts to get to know each other, to give you a clear idea of the level of your class, and to provide some quick, efficient revision of some Elementary language points.

The lesson begins with revision of common verb phrases in the context of a *Getting to know you* questionnaire. Sts then watch a video where five people from different countries answer some of the questions, as a model for them to then ask and answer them themselves. This is followed by the grammar focus which is on word order in questions. The pronunciation of the alphabet is revised, and the listening activity gives Sts the chance to revise spelling. Sts then bring all the language together by interviewing each other and completing a form. There is an Entry Test on *Oxford English Hub*, which you can give Sts before starting the course.

Video material

Vocabulary & Speaking – common verb phrases
 Pronunciation – the alphabet

More materials

For teachers

Photocopiables

Grammar word order in questions p.184
Communicative Student profile p.229 (instructions p.220)

Oxford English Hub

Entry Test

For students

Workbook 1A

OPTIONAL LEAD-IN (BOOKS CLOSED) Before the class, choose some party music.

Introduce yourself to the class. Say *Hello, I'm...*

Tell Sts to stand up. Divide the class into two groups, **A** and **B**. Ask both groups to make a circle, **A** inside **B**. Tell them to imagine that they're at a party. When you play the music, tell them to walk round in their circle, one clockwise and the other anticlockwise. Each time you stop the music, tell them to introduce themselves to the person standing opposite them. Elicit that they can say *Hello, I'm... or Hi, I'm..., or My name's...*, and should respond *Nice to meet you*.

1 VOCABULARY & SPEAKING common verb phrases

Vocabulary notes

Sts at this level should be familiar with all these verb phrases. You may want to highlight the two meanings of *have*, as in *have brothers and sisters* and *have lunch*.

- a** If you didn't do the **Optional lead-in**, and your Sts don't know each other, set a time limit of, for example, two minutes, and tell Sts to stand up and move round the room, introducing themselves to other Sts. Tell them to say *Hello / Hi, I'm...* and *Nice to meet you*, and to try to remember other Sts' names.

Books open. Focus on the questions in *Getting to know you*. Teach / Elicit the meaning of *occupation* (= a job or profession, i.e. what you do) and *routine* (= the normal order and way in which you regularly do things). Model and drill their pronunciation /ɒkju'peɪʃn/ and /ru:'tiːn/. Point out that the first two (*are, were*) have been done for them. Tell Sts to complete the other questions, individually or in pairs, with the correct verbs. Check answers, making sure that Sts understand the whole question, not just the missing verb.

ANSWERS

3 speak 4 live 5 have 6 have 7 do 8 get 9 have
 10 do 11 go 12 learn 13 listen 14 watch / like 15 do
 16 read / like 17 go 18 do

- b** In this video five non-native speakers from different countries answer some of the questions from the questionnaire.

Focus on the instructions and then on the five photos. Point out that the first one has been done for them. Play the video for Sts to watch, pausing after each person. Check answers, eliciting the question number and the whole question.

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

ANSWERS

Gastón: 1, 2, 3
Hellen: 13, 15
Kateřina: 5, 6
Mert: 17, 18
Ollie: 8, 11



1 I = interviewer, G = Gastón

I Where are you from?

G I'm from Costa Rica, in Central America, but I live in Italy.

I Where were you born?

G I was born in San José, the capital of Costa Rica.

I What languages do you speak?

G I speak five languages: Spanish, which is my mother tongue; English, because I studied in a(n) English high school; French, which I learned at high school; Italian, because I live in Italy; and German, because of my passion for German music.

2 I = interviewer, K = Kateřina

I Do you have any brothers and sisters?

K Yes, I have one sister that is two years younger than me and I have a brother that is fifteen years younger than me.

I Do you have any pets?

K No, unfortunately no. My kids are allergic, but I used to have a dog when I was a kid.

3 I = interviewer, O = Ollie

I What time do you get up during the week?

O I usually get up at about eight-thirty in the morning.

I What time do you usually go to bed?

O It depends. During the week, um, at about eleven thirty.

4 I = interviewer, H = Hellen

I What kind of music do you listen to?

H I like to listen to very different kinds of music. I like from new age to heavy metal, from K-pop to blues, so it varies.

I Do you do any sport or exercise? What?

H Yes, I do. I'm a black belt in aikido. It's a Japanese martial art, so I do it three times a week.

5 I = interviewer, M = Mert

I How often do you go to the cinema?

M I sometimes go to the cinema, but I prefer watching at home.

I What did you do last weekend?

M Last weekend, on Saturday I went to Istanbul and on Sunday I met my friends.

- c Now tell Sts to focus on the answers. Play the video again. Pause after Gastón, and elicit answers by asking *Where is he from?*, etc. Repeat with the other four speakers. You may want to tell them that Kateřina is from the Czech Republic, Ollie is from Vietnam, Hellen is from Brazil, and Mert is from Türkiye.

Get Sts to compare what they remember with a partner.

Check answers.

ANSWERS

Gastón

- 1 Costa Rica, in Central America
- 2 San José, the capital of Costa Rica
- 3 Spanish, English, French, Italian, and German

Kateřina

- 5 One sister and a brother
- 6 No (though she had a dog when she was a child)

Ollie

- 8 8.30
- 11 About 11.30

Hellen

- 13 Different kinds, new age, heavy metal, K-pop, blues
- 15 Yes, aikido

Mert

- 17 Sometimes, but he prefers watching films at home.
- 18 On Saturday, he went to Istanbul and on Sunday he met his friends.

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

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 Focus on the 'Returning' a question box and go through it with the class.

Now focus on the instructions and the example.

Demonstrate the activity by getting Sts to ask you questions first. Give full answers, with extra information.

EXTRA CHALLENGE Encourage Sts to ask a follow-up question if their partner hasn't 'returned' the question, e.g.:

A *Do you have any brothers and sisters?*

B *I have one brother.*

A *How old is he? / What's his name? / What does he do?*

! You may have Sts who are neither at school / university nor working, e.g. they are unemployed or at home with

children. If so, point out that question 7 (*What do you do?*) can be answered with, for example, *I'm unemployed / looking for a job / looking after my children*, etc.

Put Sts in pairs. Remind them of *It depends* as a possible answer. Give them time to ask and answer all the questions. Monitor their conversations to give you an idea of their oral level.

Get feedback from several pairs to see what they have in common. At this point, you could teach them the word *both* and its position (before all verbs except *be* and modal verbs like *can*), e.g. *We both live in the city centre. We're both doctors. We can both speak German.*

2 GRAMMAR word order in questions

- a Focus on the instructions and point out that the first one has been done for them.

Give Sts time to read questions 2–6 and tick or correct them.

Get Sts to compare with a partner.

Check answers.

ANSWERS

- 2 ✗ Where does your sister work?
- 3 ✓
- 4 ✓
- 5 ✗ Do you have coffee for breakfast?
- 6 ✓ Where did you go for your last holiday?

EXTRA IDEA Put Sts in pairs and get them to ask and answer the six questions.

- b Tell Sts to go to **Grammar Bank 1A** on p.134. Explain that all the grammar rules and exercises are in this part of the book.

Grammar notes

In questions with the auxiliaries *do*, *does*, and *did*, Sts might leave out the auxiliary or get the word order wrong, e.g. *Do you live with your parents?* *Why didn't she like the film?* NOT *You live with your parents? Why she didn't like the film?*

The memory aids **ASI** (Auxiliary, Subject, Infinitive) and **QuASI** (Question word, Auxiliary, Subject, Infinitive) may help Sts here.

In questions with *be* and *can*, Sts sometimes forget to invert the subject and verb, e.g. *Is Ana a student? Where can I sit?* NOT *Ana is a student? Where I can sit?*

If a verb is followed by a preposition (e.g. *talk about*, *listen to*), the preposition goes at the end of the question, e.g. *What did you talk about?*

Focus on the example sentences and play both audio 1.2 and 1.3 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 for **1A** on p.135. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full questions.

ANSWERS

- a 1 Where **are** you from?
- 2 Does **the class** finish at 8.00?
- 3 Where **can** we park?
- 4 Where do your friends **live**?
- 5 **Did** you answer my email?
- 6 Do you often **go** to the cinema?
- 7 What **does** this word mean?

- 8 What time did **your friends** arrive?
- 9 Who are you talking **to**?
- 10 Where were **you** last night?
- b 1** Do you have a car?
- 2 Where was your brother born?
- 3 How often does he phone you?
- 4 What time does their flight arrive?
- 5 Is your girlfriend from Brazil?
- 6 How many languages can you speak?
- 7 How was the party?
- 8 Where did you go last summer?
- 9 Is there a doctor here?
- 10 Did you come to school by bus?

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

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

- c** Focus on the instructions, the questions, and the example. Demonstrate the activity by asking the first question (*Do you drink a lot of tea or coffee?*) until someone answers *Yes, I do*. Then ask the follow-up question (*How many cups do you drink a day?*).
- Give Sts a few minutes to work out how to form the questions.
- Check answers.

EXTRA SUPPORT Put Sts in pairs to write the questions.

ANSWERS

PRESENT

What gym **do you go** to?

How many hours **do you sleep**?

What games **do you play**? / What games **do you like playing**?

What sports **do you like watching**? / What sports **do you watch**?

PAST

What time **did you go** to bed?

What **did you cook**?

Where **did you go**?

What film **did you see**?

What **did you buy**?

- d** Focus on the instructions and make sure Sts understand what they have to do.
- Ask Sts to stand up and move around the class, asking each other the questions. If it's difficult to move around the class, do this in small groups.
- Get some feedback from the class.

3 PRONUNCIATION the alphabet

Pronunciation notes

Emphasize the importance of being able to spell in English, particularly your name or email address. Point out that it is very useful to be able to recognize and write down letters correctly when people spell words to you.

If your Sts didn't use *English File Elementary*, this will be the first time that they have seen the sound pictures (*train, tree*, etc.). Explain that the pictures will give Sts a clear example of the target sound and that they will help Sts remember the pronunciation of the phonetic symbol. This is very important if Sts want to check the pronunciation of a word in the dictionary. Even if they have a dictionary app, the phonetic symbol will help to clarify which sound it is.

Tell Sts that the two dots in /i:/, /u:/, and /ɑ:/ mean that they are long sounds.

- a 1.4** Put Sts in pairs and get them to say the groups of letters to each other.

EXTRA CHALLENGE Elicit the alphabet from the class before playing the audio.

Now play the audio for Sts to listen and check.

1.4

See the alphabet in Student Book on p.9

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

- b** Focus on the sound pictures and instructions.

Point out that the first one (*train*) has been done for them.

EXTRA SUPPORT If your Sts didn't use *English File Elementary*, you may want to demonstrate the example or play the example on video. Get Sts to watch and repeat the picture word (*train*), then the sound (/eɪ/), and focus on the mouth position.

Give Sts time to write the words.

Get Sts to compare with a partner, then play the video for Sts to watch and check.

Check answers.



1 train /eɪ/

2 tree /i:/

3 egg /e/

4 bike /aɪ/

5 phone /əʊ/

6 boot /u:/

7 car /ɑ:/

Now play it again. Get Sts to watch and repeat the picture word, then the sound and focus on the mouth position. Pause after each one for Sts to repeat.

EXTRA IDEA Tell Sts to go to the **Sound Bank** on p.174–5. If your Sts didn't use *English File Elementary*, explain that this is a reference section of the book, where they can check the symbols and see common sound–spelling patterns. Look at the spelling rules for the seven sounds. Model and drill the example words for the vowels and elicit / explain their meaning.

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

- c** Tell Sts that the letters of the alphabet are pronounced with different vowel sounds, e.g. **s** = /es/, like **egg**, but **c** = /si:/, like **tree**.

Now focus on the letters in the list, but don't elicit their pronunciation yet. Tell Sts, in pairs, to write the letters in the correct place in the chart according to their sound. Tell Sts that this exercise is easier to do if they say the letters aloud. Point out that the first one (*J*) has been done for them.

- d 1.5** Play the audio for Sts to listen and check.
- Check answers.

1.5

1 train A H J K

2 tree B C D E G P T V

3 egg F L M N S X Z

4 bike I Y

5 phone O

6 boot Q U W

7 car R

Now play it again for Sts to listen and repeat.

Ask Sts which letters are difficult for them. Highlight the difference between pairs and groups of letters which are often confused, e.g. *a / e / i, g / j, k / q*, etc. You could tell Sts that *zed* is pronounced *zee* in American English and is the only letter of the alphabet that is different from British English.

In pairs, Sts practise saying the letters in each section of the chart.

- e Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Alphabet quiz, A** on p.104, **B** on p.110. Tell Sts to take turns asking and answering their questions. Point out that the answers are in italics after each question. When they have finished, find out if any Sts got all the answers correct. Tell Sts to go back to the main lesson **1A**.

4 LISTENING & SPEAKING recognizing names, places, and numbers; identifying situations from context

- a **1.6** Focus on the instructions. Make sure Sts understand that they aren't going to listen to six complete conversations. They must listen to six people giving some information and write down the letters and numbers. Go through the words in 1–6, making sure Sts know what they mean, e.g. *first name, postcode*, etc. Point out that the first one (*Wayne*) has been done for them. Play the audio for Sts to listen and write the letters and numbers. Play again if necessary. Get Sts to compare with a partner, and then check answers by eliciting the information onto the board.

EXTRA SUPPORT Before playing the audio, you might want to check that Sts know how to say an email address, e.g. that @ = *at* and . = *dot*. You might also want to check that Sts understand the term *double*, e.g. *My name's Anna – A-double N-A*.

ANSWERS

- 2 SE21 8GP
- 3 07700 900782
- 4 jvine64.kings.zyx@oup.com
- 5 Rathbone
- 6 16 Russell Street

1.6

- 1 A How do you spell your first name?
B W-A-Y-N-E.
- 2 A What's the postcode?
B It's S-E-twenty-one-eight-G-P.
- 3 B Oh-seven-seven-double oh-nine double oh seven-eight-two.
- 4 A It's J-V-I-N-E-six-four dot kings dot Z-Y-X at O-U-P dot com.
B Can you repeat that, please?
A Yes, J-V-I-N-E-six-four dot kings dot Z-Y-X at O-U-P dot com.
- 5 B Ann Rathbone. R-A-T-H-B-O-N-E.
- 6 A It's sixteen Russell Street. That's R-U-double S-E-double L. Let me show you on your phone.

- b **1.7** Focus on the instructions and make sure Sts understand what they have to do. Go through situations A–F and point out that the first one (*1B*) has been done for them. Play the audio, pausing after each conversation to give Sts time to number A–F. Play again if necessary.

Now play the audio again, pausing after each conversation, and check the answer.

ANSWERS

2 A 3 C 4 E 5 F 6 D

1.7

(script in Student Book on p.127)

- 1 A Good afternoon. How can I help you?
B I have a reservation for five nights.
A What's your name?
B Wayne Roberts.
A How do you spell your first name?
B W-A-Y-N-E.
A Just a moment.
- 2 A So, the sofa is eight hundred and ninety-nine pounds and ninety-nine pence in total. What's the address for delivery? Is it a London address?
B Yes, it's in south London.
A What's the postcode?
B It's S-E twenty-one eight G-P.
A And the address is...?
B Fourteen Dangerford Road, flat two. That's in Forest Hill, London.
- 3 A Welcome to our mobile phone helpline. Please say the number of the mobile phone you have a problem with.
B Oh seven seven double-oh, nine double-oh, seven eight two.
- 4 A Now, every Friday I'm going to give you some writing to do for homework at the weekend. You can either give it to me in class on the Monday, or you can send it to me by email. I'm going to give you my email address and I'd like you to write it down. OK? It's J-V-I-N-E-six-four dot kings dot Z-Y-X at O-U-P dot com.
B Can you repeat that, please?
A Yes, J-V-I-N-E-six-four dot kings dot Z-Y-X at O-U-P dot com. Now I'm going to write it on the board for you. Did you get it right? Well done. Remember, this symbol is called *at* in English, and this one is *dot*.
- 5 A Good evening.
B Hi. We have a table booked for seven thirty.
A Yes, madam. What name, please?
B Ann Rathbone. R-A-T-H-B-O-N-E.
A Ah, yes, here we are. Can you come this way, please?
- 6 A OK, Susannah, that's great. Here's your student card. Your classes start on Monday at nine a.m. Now, the classes are not here in the main school, but in a different building.
B Oh?
A But it's very near, just five minutes' walk from here, in Russell Street.
B Sorry, what's the address?
A It's sixteen Russell Street. That's R-U-double S-E-double L. Let me show you on your phone.
B Thank you.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.127, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- c Focus on the instructions and the form.

Put Sts in pairs and get them to interview each other. If Sts don't want to give their real address and phone number, tell them to invent one. Remind Sts that when we say phone numbers in English, we say the individual digits, and that *0* can be *oh* or *zero*. Elicit how to say an email address, e.g. that @ = *at* and . = *dot*.

When they have finished, get Sts to show each other their forms to check the information.

Get some feedback.

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

Lesson plan

In this lesson the context is describing people. Sts begin by listening to two people describing family members, and then go to the **Vocabulary Bank** where they learn basic language to describe people's appearance and personality. The language is then practised with a video activity. They then do a jigsaw reading activity, each reading an article about an aspect of appearance that has more advantages than they may previously have thought, which they then tell their partner about. This is followed by the grammar focus on the present simple. After practising the grammar, Sts have a pronunciation focus where they fine-tune their pronunciation of the final -s and -es endings in verbs and nouns. In Listening, Sts listen to two people, Jemma and Pietro, talking about the blind date they went on (adapted from a feature in *The Guardian* newspaper). The lesson ends with Sts describing a person – a member of their family, or a friend – in detail, and finally they go to the **Writing Bank** and write a personal profile.

Video material

Vocabulary – describing people
 Pronunciation – final -s / -es

More materials

For teachers

Photocopiables

Grammar present simple p.185
Vocabulary Describing people p.269 (instructions p.265)
Communicative Ask me some questions... p.230 (instructions p.220)

For students

Workbook 1B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board:

Direct family	mother
Other relatives	grandmother
Husband / wife's family	mother-in-law

Put Sts in pairs. Give them a minute to add more words to each category.
 Get feedback and write the words on the board. Remind Sts of the pronunciation of difficult words like *daughter*.
 Then ask a few Sts *Do you have any brothers or sisters?* Elicit a few adjectives of description, like *He's good-looking / tall*, etc. There should be no focus on personality as Sts have not learned any of these adjectives in *English File Elementary*.

1 VOCABULARY describing people

Vocabulary notes

Sts are often confused by the difference between the questions *What does he look like?* and *What's he like?* *What does he look like?* only refers to appearance, but *What's he like?* can refer to both appearance and personality.

You may want to highlight the following information:

- blonde* is used to describe women's / girls' hair and *blond* is used for men's / boys' hair.
- thin* and *slim* are both the opposite of *fat*, but *slim* is a positive way to describe someone who is thin.
- fat* is not very polite. It is more polite to say someone is *big*, *(a bit) overweight*, or *well-built*.

- a **1.8** Books open. Focus on the instructions and the two photos. Explain that the last question *What are Adam and Mel like?* refers not only to appearance, but also to personality.

Tell Sts that the first time they listen they should just try to identify which man (1, 2, or 3) is Adam and which woman (4, 5, or 6) is Mel. Get Sts to write down the words they hear that help identify each person.

Get Sts to compare with a partner. Then play the audio again for them to focus on anything they understood about Adam and Mel's personalities.

Check answers. Elicit words which identified Adam in the photo, and any adjectives of personality they heard. Write them on the board. Do the same for Mel.

Check the meaning and pronunciation of any new words, e.g. *bald*, *serious*, etc.

ANSWERS

Adam is 1. Mel is 5.

Adam: quite tall, well-built, bald, smile; He is warm and friendly.

Mel: not very tall, normal weight, long blonde hair, green eyes; She is quiet and serious, but can be very funny.

1.8

(script in Student Book on p.127)

A Do you have any brothers or sisters?

B I have one sister.

A I have one brother, Adam.

B Oh cool, tell me about him. Is he like you?

A No, he's very different. He's quite a bit older than me, he's thirty-one.

B What does he look like?

A So, he's quite tall. He's not overweight, but I'd say he's well-built – he goes to the gym a lot. He had dark curly hair when he was younger, but now he doesn't really have any hair, he's bald. I think he's good-looking – he has big dark eyes, and he's very warm and friendly, he always has a smile on his face. What about your sister? What's her name?

B She's called Melanie, but we all call her Mel.

A Does she look like you?

B A bit. She's not very tall, I suppose about one metre seventy, and she's normal weight, not thin, but slim. She has very long hair, blonde, and she has green eyes.

A What's she like? I mean, as a person?

B She's quite quiet and serious, but when you get to know her she's actually very funny.

A Do you think she and Adam would get on?

B Perhaps? Let's all have dinner together one day, you, me, and Adam and Mel.

A Good idea.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.127, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

b Tell Sts to go to **Vocabulary Bank Describing people** on p.158. Focus on **1 Appearance**. Focus on the question *What does he / she look like?* and elicit that it refers to a person's physical appearance.

Get Sts to do **a** individually or in pairs. Point out that the first one has been done for them.

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

Check answers. Make sure Sts understand the individual words in the descriptions.

1.9

Describing people

1 Appearance What does he look like? What does she look like?

2 She has curly dark hair.

3 She has long straight hair.

1 She has big brown eyes.

6 She has short blonde hair.

5 He has a beard and a moustache.

4 He's bald.

8 He's very tall and slim.

7 He's average height and very thin.

9 He's quite short and a bit overweight.

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, e.g. *curly, straight, beard*, etc. Highlight the different pronunciations of *height /haɪt/* and *weight /weɪt/*.

Focus on the **Using two or more adjectives together** box and go through it with the class. You might also want to elicit from Sts typical colours for hair, i.e. *fair / blond(e), red, grey, light / dark brown, black, white*.

Finally, focus on **c**. Get Sts to cover the sentences and use the photos to test themselves or their partner. If they are testing a partner, encourage them to use the question *What does he / she look like?*

Focus on **2 Personality** and get Sts to do **a** individually or in pairs. Point out that the first one (*friendly*) has been done for them.

Check answers to **a** before moving on to **b**.

ANSWERS

2 talkative 3 generous 4 warm 5 hard-working

6 funny 7 extrovert

Now Sts do **b** by putting the adjectives from the list into the **Opposite** column in **a**.

1.10 Now do **c**. Play the audio for Sts to listen and check.

Check answers and make sure Sts understand the individual words in the descriptions. Focus on the **Negative adjectives** box and go through it with the class.

1.10

2 Personality What is he like? What is she like?

1 friendly, unfriendly

5 hard-working, lazy

2 talkative, quiet

6 funny, serious

3 generous, mean

7 extrovert, shy

4 warm, cold

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.

You could tell Sts that *mean* in American English has a different meaning (= *unkind*) and it is sometimes used with this meaning in British English. You could also tell Sts that an alternative word for *talkative* is *chatty*.

Focus on the **What does she look like? What is she like?** box and go through it with the class to remind them of the difference between the two questions.

Focus on **d**. Get Sts to cover the adjectives and look at the definitions to test themselves or their partner.

Finally, for **Activation**, put Sts in pairs and get them to ask and answer questions about a member of their family or a good friend. Get some feedback from a few individual Sts.

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

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

EXTRA IDEA Focus again on the photos in **a**. Put Sts in pairs to describe the other two men and two women in the photos. Elicit some descriptions and get other Sts in the class to identify which man or woman it is.

c In this video Sts see a series of photos of three people and listen to one of them being described. They identify the correct person in each photo.

Focus on the instructions.

Play the video and when you see the pause symbol, pause and give Sts time to agree with a partner which person is being described, and what they are like.

Check answers, eliciting all the adjectives, and then continue with the next photo.

EXTRA SUPPORT You may want to play the video once the whole way through first, and then play it again, pausing after each photo.

ANSWERS

1 A She's quite shy.

2 C He's a really nice guy, very kind.

3 C She's very talkative and funny.

4 A He's a great colleague – he's really hard-working.

5 B She's very extrovert and friendly.

6 A He's really warm and open.

7 C She's a lovely person, very generous to her friends.

8 C He's OK. He's a bit mean.



1 She has medium-length brown hair and she's very tall and slim. She's quite shy.

2 He has quite short wavy hair, it's sort of red, and he has a small beard and a moustache. He's a really nice guy, very kind.

3 She's very talkative and funny. She has curly grey hair, and she wears glasses.

4 He has short blond hair and blue eyes. He's a big man, well-built, and he's very tall. He's a great colleague – he's really hard-working.

5 She's very extrovert and friendly. She has very curly hair, not short, but not very long, and she has a beautiful smile.

- 6 My grandad looks just like my dad. He's quite short, and he has short white hair and a bit of a beard – he doesn't shave very often. He's really warm and open, and has lots of friends.
- 7 She's really attractive, and she's a lovely person, very generous to her friends. She's medium height and she's quite big. She has fantastic hair, long and dark and braided.
- 8 He isn't very tall – in fact he's quite short – and he has a beard and a moustache and wavy brown hair. He's OK, but to be honest, I think he's a bit mean. He never pays when we go out!

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

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 READING & SPEAKING using visual clues to identify main topic

- a Focus on the instructions, and on the photos and the two headings. Point out that the photos illustrate the headings and that the first letter of each heading is given. Give Sts a minute to do the task. Get them to compare with a partner and then check answers.

ANSWERS

A Grey B Short

- b Elicit / Teach the meaning of *advantage* (= a quality of something that makes it better or more useful) and elicit the meaning of *disadvantage*. Model and drill the pronunciation /əd'vɑːntɪdʒ/ and /dɪsəd'vɑːntɪdʒ/. Put Sts in pairs **A** and **B**. Tell **A** to read text A and answer the questions, and **B** text B. They only need to read and answer the questions for that article.

EXTRA SUPPORT Before Sts read the article the first time, check whether you need to pre-teach any vocabulary.

ANSWERS

- A** 1 They felt bad and they dyed their hair.
2 Film, Covid-19
3 It's a way of saying they're independent and want to look different.
4 More and more young men and women are silver-grey.
5 You don't need to go to the hairdresser and you save money.
- B** 1 Basketball, because you can run faster and stretch further.
2 Martial arts and gymnastics, because short people have quicker reactions and are more agile.
3 Tall people often have more accidents and are more likely to get injured if they fall.
4 Short people live longer.
5 How you live your life

- c Make sure Sts have had time to answer their questions. Then tell the **As** to tell the **Bs** about their article. Encourage them to cover the articles so that they only use their answers to the questions to tell each other what they read. Monitor to make sure Sts are not simply repeating what is in the text.

When they have both finished, deal with any new vocabulary in the two texts, and model and drill the pronunciation of any tricky words.

- d Do the question as a whole-class activity. You may want to tell Sts that on the positive side, research suggests that tall people earn more money and enjoy life more! Then elicit descriptions from individual Sts of either someone they know or a celebrity who they think looks good.

3 GRAMMAR present simple

- a Focus on the instructions. Give Sts a few minutes to complete the chart. Check answers.

ANSWERS

	I / you / we / they	he / she / it
+		has
-		doesn't mind
?	Do	Does

- b Tell Sts to read the four sentences and tick the ones that are correct. Highlight that the correct answer depends on the position of the adverbs of frequency *often* and *always*. Check answers.

ANSWERS

1 a 2 b

EXTRA CHALLENGE Ask Sts why the other sentences are wrong and elicit the rules for word order.

ANSWER

Adverbs of frequency go before main verbs, but after the verb *be*.

- c Tell Sts to go to **Grammar Bank 1B** on p.134.

Grammar notes

Present simple

Remind Sts:

- of the difference in pronunciation between *do* /duː/, *don't* /dɒnt/, and *does* /dʌz/
- of the pronunciation of *goes* /gəʊz/ and *has* /hæz/
- that the contracted forms *don't* and *doesn't* are always used in conversation

adverbs and expressions of frequency

You may want to point out that *usually* / *normally* and *sometimes* can also be used at the beginning of a present simple sentence, e.g. *Sometimes I get up late on Saturday*, but they are much more common in mid-position, before the main verb or after *be*.

Other common expressions of frequency using *every* are *every week*, *every month*, and *every year*.

In expressions like *once a month*, *twice a day*, etc., remind Sts that *once* and *twice* are irregular (NOT ~~one time~~, ~~two times~~); *times* is used with all other numbers, e.g. *ten times*, *thirty times* (a year).

Focus on the example sentences and play both audio 1.11 and 1.12 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 for **1B** on p.135. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 Does Anna like music?
2 My sister has a lot of hobbies.
3 I don't get on very well with my parents.
4 My nephew studies English at university.
5 My neighbours don't have any children.
6 What time does the film start?
7 He goes out twice a week.
8 We don't often talk about politics.
9 How often do you see your brother?
10 Sally doesn't go on social media very much.

- b 1** I always go to bed before 11.00.
2 Kate hardly ever sees her family.
3 We never go shopping on Saturdays.
4 I go to the dentist's twice a year.
5 They sometimes have breakfast in bed. / Sometimes they have breakfast in bed.
6 I usually listen to the radio in the car.
7 Anton runs in the park every day.
8 Laila is often late for work.
9 Ivan doesn't often go to the theatre.
10 I visit my mum once a month.

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

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

4 PRONUNCIATION final -s / -es

Pronunciation notes

The pronunciation rules for adding an -s (or -es) to verbs (e.g. *likes*) and nouns (e.g. *books*) are the same.

The difference between the /s/ and /z/ sounds is very small and only occasionally causes communication problems. The most important thing is for Sts to learn when to pronounce -es as /ɪz/.

You may want to give Sts these rules:

The s is pronounced /s/ after these unvoiced* sounds: /k/, /p/, /f/, and /t/, e.g. *walks, stops, laughs, eats*.

In all other cases, the final s is voiced and pronounced /z/, e.g. *plays, parties*.

*Voiced and unvoiced consonants

Voiced consonant sounds are made by vibrating the vocal cords, e.g. /b/, /l/, /m/, /v/, etc. Unvoiced consonant sounds are made without vibration in the vocal cords, e.g. /k/, /p/, /t/, /s/, etc.

You can demonstrate this to Sts by getting them to hold their hands against their throats. For voiced sounds, they should feel a vibration in their throat, but not for unvoiced sounds.

- a** Explain that the final -s and -es in the third person of the present simple and in plurals can be pronounced in three different ways.

Focus on the sound pictures.

Play the video for Sts to watch and repeat the sounds: *snake* /s/, *zebra* /z/, and /ɪz/ and the full sentences. Tell them to focus on the mouth position for /s/ and /z/.

- !** Sts may have problems distinguishing between the /s/ and /z/ sounds. Tell them that the /s/ is like the sound made by a snake and the /z/ is a bee or fly.



See sounds and sentences in Student Book on p. 11

Play the video again getting Sts to repeat the words, sounds, and sentences. Encourage them to try to copy the mouth position when they make the sounds.

Now focus on the **Pronunciation of final -s / -es: verbs and nouns** box and go through it with the class.

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

- b** **1.13** Write the three phonetic symbols, /s/, /z/, and /ɪz/ on the board. Elicit the third person pronunciation of the first verb in the list (*chooses*) and ask Sts which group it belongs to (group 3). Write it on the board under the correct heading. Get Sts to continue with the other verbs. Then tell them to do the same thing with the plural form of the nouns.

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

Check answers.

ANSWERS

	/s/	/z/	/ɪz/
verbs	cooks stops	goes lives	chooses teaches
nouns	books shops	boys friends	classes languages

1.13

chooses, cooks, goes, lives, stops, teaches
books, boys, classes, friends, languages, shops

Highlight that the most important thing to get correct is that *lives* and *dates* are pronounced /lɪvz/ and /deɪtɪz/, NOT /lɪvɪz/ and /deɪtɪvɪz/, but that in *chooses, teaches, classes, and languages* the -es is pronounced /ɪz/.

Now play the audio, pausing after each group of words for Sts to repeat.

Then repeat the activity, eliciting responses from individual Sts.

5 LISTENING focusing on descriptive adjectives

- a** Focus on the photo. Elicit from individual Sts some sentences to describe Jemma and Pietro.
- b** Focus on the instruction and the questions. Elicit / Teach the meaning of *get on* (= have a friendly relationship with somebody).
 Elicit the meaning of any new lexis e.g. *a PhD student* (= someone who is studying for a doctorate). Give Sts time to read about Jemma and Pietro and answer the questions.
 Elicit answers to the questions. You could ask Sts if they think blind dates are a good idea and why (not).

ANSWER

A blind date is a date where two strangers who are looking for a relationship meet.

- c** **1.14** Focus on the instructions, and explain that for scores like this, you say *out of*, e.g. 6/10 = *six out of ten*.
 You may want to pre-teach the meaning of *on fire* (= burning) and *catch fire* (= start burning).
 Play the audio once the whole way through.
 Elicit some answers, but don't tell Sts if they are right or not.

1.14

(script in Student Book on p.127)

Jemma I arrive on time. I'm hoping to have an interesting fun time with someone new. I see Pietro. My first impressions are good. He's well-dressed and polite. We talk about all kinds of things: our travels, food, animals, places we've lived in, TV shows. He's really interesting

and funny, and I really enjoy talking to him. The only problem is, we are talking so much that I don't notice that my shirt is on fire – from the candle on the table! The waiters run to the table to put it out! I'm not sure what he thinks of me – probably that I'm very talkative! We don't have time to go anywhere after dinner, because I need to catch a train home, but I feel that we need more time together. We don't kiss goodbye, but when I'm waiting for my train, he runs up and gives me a cake from the restaurant to eat on the train! Perhaps we can meet again and continue our conversation.

Pietro I arrive hoping to meet someone interesting. My first impressions are that she's friendly and talkative, perhaps a bit nervous. But it's very easy to chat. We talk about climate change, travel, TV shows, future plans. She has good manners, and she politely asks the waiter if we can move to a quieter table. I think she loves life, and is very adventurous, and has had a lot of experiences. I'm not sure what she thinks of me, maybe that I'm a bit young, but I hope she thinks I'm interesting. I'm sad that we can't go somewhere for a drink after dinner, but she needs to get her train home. It's an unforgettable evening. In fact, truly unforgettable, because during the dinner her shirt catches fire! I'd really like to meet again.

d Focus on the instructions and the lists of adjectives.

EXTRA SUPPORT Go through the list, checking Sts know the meanings. Get them to teach each other where possible.

Play the audio again for Sts to listen and circle the adjectives. Get Sts to compare with a partner, and then check answers.

ANSWERS

Jemma about Pietro: funny, interesting, polite, well-dressed
Pietro about Jemma: adventurous, friendly, polite, talkative

e  **1.15** Remind Sts of the scores they wrote in **c**. Play the audio for Sts to listen and check their answers in **c**.
 Check answers. Find out if any Sts got the correct scores.

ANSWERS

Jemma: 8/10 **Pietro:** 9/10

1.15

(script in Student Book on p.127)

Jemma ... We don't kiss goodbye, but when I'm waiting for my train, he runs up and gives me a cake from the restaurant to eat on the train! Perhaps we can meet again and continue our conversation. I give the date eight out of ten.

Pietro ... It's an unforgettable evening. In fact, truly unforgettable, because during the dinner her shirt catches fire! I'd really like to meet again. I give the date nine out of ten.

Put Sts in pairs to ask and answer the questions.
 Then do whole-class feedback.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on p.127, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

6 SPEAKING

a Give Sts five minutes to read the list and make notes about a person they know well who would like to meet new people. Monitor and help with vocabulary.

EXTRA CHALLENGE Tell Sts to make a note of other important information about their person which is not included in the list.

b Put Sts in pairs, **A** and **B**. **A** describes his / her person and **B** listens and asks for more information.

Sts swap roles and **B** describes his / her person to **A**.
 Do they know someone who would be a good friend for this person?

Get feedback from various pairs.

7 WRITING a personal profile

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.115.

- a** Get Sts to read Dani's profile and answer the question.
 Get Sts to compare with a partner, then elicit any ways Sts think they are similar to Dani.
- b** Tell Sts to read the profile again and answer the questions.
 Get Sts to compare with a partner.
 Check answers.

ANSWERS

- 1** Dani's real name is Daniela. She's 21. She's from Mérida in Mexico.
- 2** She studies engineering. / She's a university student. She lives with her parents and her sister.
- 3** She has black hair and brown eyes.
- 4** She's positive and funny, but she can be serious when she needs to be.
- 5** She likes going hiking and sometimes plays tennis. She likes watching TV series, especially crime dramas and comedies.

- c** Now get Sts to look at the highlighted phrases. Go through them with the class.
 You could answer the sentences about yourself to model the activity.
 Give Sts time to complete the sentences about themselves.
 Elicit some sentences from the class.
- d** Focus on the **and, but, because, so** box and go through it with the class.
 Give Sts time to use these four linking words to complete sentences 1–8.
 Get Sts to check answers in pairs.
 Check answers.

ANSWERS

- 1** but **2** because **3** and **4** because **5** so **6** and **7** but
8 and / so

- e** Tell Sts they are going to plan their own personal profile. They should plan to write five paragraphs.
 Give Sts time to plan what to write. Monitor and deal with any difficulties.
- f** When Sts are ready, set the writing task for homework.
- g** Sts check their work for mistakes before giving it in.

G present continuous

V clothes: *boots, skirt*, etc.; prepositions of place: *under, next to*, etc.

P /ə/ and /ɜː/

Lesson plan

The context for this lesson is the Remake Project, in which modern photographers recreate famous paintings. The images from one example, a painting by Vermeer called *The Milkmaid* and its corresponding photo, are used to present clothes vocabulary, and this is followed by a pronunciation focus on two common vowel sounds, /ə/ and /ɜː/. Sts then focus again on the images and answer questions, and this leads them to the Grammar section, which is on using the present continuous for things that are happening now, or around now, and for describing what is happening in a picture. The present continuous is also contrasted with the present simple for habitual actions or permanent situations. When Sts come back from the **Grammar Bank**, they have a listening activity where they hear an art expert talking about Vermeer and the painting. They then revise prepositions of place. In Speaking they first watch a video where someone describes a remake of another famous painting. This provides a model for Sts to describe two more examples of paintings and their remakes to each other in order to find the similarities and differences.

Video material

Vocabulary – things you wear

Pronunciation – /ə/ and /ɜː/

Speaking – *American Gothic remake*

More materials

For teachers

Photocopiables

Grammar present simple or present continuous? p.186

Vocabulary Things you wear p.270 (instructions p.265)

Communicative What are they doing? p.231 (instructions p.220)

For students

Workbook 1C

OPTIONAL LEAD-IN (BOOKS CLOSED) Play *Ten Chances* with the word *clothes*:

- Write a dash on the board for each letter of the word 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 — — —

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 word before they have used up all ten chances.
- Students can guess the word at any time, but each wrong guess is punished with 'wrong guess' written to the next available number.

Then ask Sts how to pronounce the word (/kləʊðz/) and if it is singular or plural (plural). Explain that there is no singular form, and that if they want to talk about an item of clothing, they should refer to it by name, e.g. *a sweater*. Now draw a line before *clothes* on the board, i.e. _____ *clothes*, and ask Sts what verbs they can use before it. They should be able to produce *wear, buy, try on*, and possibly *put on* and *take off*.

NB You can continue the game with other words; the student who correctly guesses the word comes to the board and chooses a new word. Sts can also play in pairs / groups, writing on a piece of paper.

1 VOCABULARY clothes

- a** Books open. Focus on the instructions and then give Sts time to look at the painting and photo. You may want to tell Sts about the Remake Project, which inspired this lesson. It was the idea of Canadian artist Jeff Hamada. He asked readers of his website to remake a famous work of art as a photo. Hundreds of people sent photos to the project and the photos appeared in blogs, in newspapers, and in a book. Since then, many people have created their own remakes of famous paintings and have posted them online. This was a very popular activity during the Covid-19 pandemic.
- Do the questions as a whole-class activity. You could also tell Sts what you think.

- b** Tell Sts to look at both the painting and the photo and look for the items of clothing. Elicit 1 from the class and explain the meaning of *apron*. Sts then continue to say who is wearing the other items.

Check answers.

ANSWERS

1 W 2 M 3 W 4 W 5 M 6 W

- c** Tell Sts to go to **Vocabulary Bank Things you wear** on p.159. Focus on the four sections (*Clothes, Footwear, Accessories, and Jewellery*) and make sure Sts know what they mean and how to pronounce them (/kləʊðz/, /'fʊtweɪ/, /æk'sesəriːz/, /'dʒuːəlri/).

Vocabulary notes

Some clothes words only exist in the plural, e.g. *jeans, leggings, pyjamas, shorts, trousers, tights*. These words cannot be used with *a*, e.g. NOT *a trousers*. If Sts want to use an indefinite article, they should use *some*, e.g. *I bought some trousers / some shoes*.

You could also teach *a pair of*, which is often used with plural clothes words, e.g. *a pair of trousers*. Other words for clothes, e.g. *footwear* (e.g. *shoes, boots, and socks*) and *gloves*, are usually plural, but can be used in the singular.

Now get Sts to do **a** individually or in pairs.

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

1.16

Things you wear

Clothes

11 blouse	7 suit	22 trainers
14 cardigan	17 sweater	Accessories
3 coat	20 tights	27 belt
2 dress	4 top	31 cap
12 hoodie	10 tracksuit	29 gloves
9 jacket	13 trousers	32 hat
5 jeans	16 T-shirt	30 scarf
15 leggings	18 underwear	28 tie
19 pyjamas	Footwear	Jewellery
8 shirt	25 boots	34 bracelet
1 shorts	26 flip-flops	33 earrings
6 skirt	23 sandals	36 necklace
21 socks	24 shoes	35 ring

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 **c**. Give Sts a minute to cover the words and look at the photos to test themselves or each other.

Focus on the **wear, carry, or dress?** and **a pair** box and go through it with the class.

Finally, focus on **Activation** and put Sts in pairs, **A** and **B**.

A starts by telling his / her partner what someone is wearing and **B** has to guess who it is. They then swap roles.

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

EXTRA PRACTICE OPTION Use the 1C Vocabulary photocopyable activity.

d In this video Sts see clips of different people and have to remember three things (clothes or jewellery) that each person is wearing.

Focus on the instructions. Play the video the whole way through and pause when the symbol appears at 01:10. The grid shows a bit of each person to help Sts remember. Put Sts in pairs and tell them to try to remember three things that each person was wearing. Set a time limit.

Elicit answers for clip 1. Then continue playing the video. Pause when the man in clip 1 appears and see if Sts were right and if they can add any more items. Elicit full sentences so Sts practise using the present continuous. Now elicit answers for the woman in clip 2 and repeat the process, and for the other four people.

ANSWERS

- 1 He's wearing a suit, tie, shirt, coat, and shoes.
- 2 She's wearing a skirt, boots, and a top / sweater.
- 3 He's wearing a hat, gloves, a scarf, and a coat.
- 4 She's wearing a dress, a necklace, a bracelet, a ring, and earrings.
- 5 She's wearing leggings, socks, trainers, and a T-shirt.
- 6 He's wearing shorts, a top, a cap, and (running) sandals.

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

2 PRONUNCIATION /ə/ and /ɜ:/

Pronunciation notes

The schwa /ə/ is the most common sound in English. It is a short sound, and always occurs in an unstressed syllable, e.g. *doctor* /'dɒktə/. It can be spelt with an *a*, *e*, *o*, or *u*, e.g. *address* /ə'dres/, *quiet* /'kwaɪət/, *police* /pə'li:s/, *medium* /'mi:diəm/, etc.

Point out to Sts that unstressed *-er* or *-or* at the end of a word are always pronounced /ə/, e.g. *teacher*, *better*, etc., and that *-tion* is always pronounced /ʃən/ – note that some dictionaries may write this as /ʃn/.

/ɜ:/ is a similar sound, but it is long and is always in a stressed syllable. Remind Sts that the two dots after the symbol indicates a long vowel sound. It can be spelt with *er*, *ir*, or *ur*, e.g. *her* /hɜ:/, *first* /fɜ:st/, or *nurse* /nɜ:s/, and also *or* when it comes after a *w*, e.g. *work* /wɜ:k/.

You could also tell Sts that another spelling for /ɜ:/ = 'ear' (e.g. *heard*), but this is unusual.

a Focus on the instructions and the question. Point out the underlined syllables in the words in the list.

Play the video once for Sts just to watch. Tell them to focus on the different mouth positions (the mouth is open wider for the /ɜ:/ sound).



See sounds and words in Student Book on p.12

Then play the video again, pausing for Sts to repeat the words and sounds.

Ask Sts which sound is only in unstressed syllables.

ANSWER

The schwa sound /ə/ is only in unstressed syllables.

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

b Focus on the instructions and make sure Sts understand that they have to underline the stressed syllable in the words in the list and then decide if the highlighted sounds in pink belong to 1 or 2 in **a**. Point out that the first one (*painter*) has been done for them.

Put Sts in pairs and give them time to complete the task.

c **1.17** Play the audio for Sts to listen and check.

Check answers by writing the words on the board in the two groups and underlining the stressed syllable.

1.17

<u>painter</u> 1	picture 1	occasion 1
her 2	prefer 2	work 2
first 2	curly 2	university 2
photograph 1	attractive 1	

Play the audio again, stopping after each word for Sts to repeat.

EXTRA IDEA Get Sts to think of more words with the /ɜ:/ sound. Refer them back to the spelling suggestions in the box. Do whole-class feedback and get them to underline the stressed syllables in the words (which will be the syllables containing the /ɜ:/ sound). Examples:

er: person, German, nervous

ir: circle, girlfriend, thirty

ur: return, Thursday, purple

d Put Sts in pairs and get them to ask and answer the questions. You could get Sts to ask you a couple of questions first.

Get some feedback from the class.

3 GRAMMAR present continuous

a Focus on the instructions and sentences 1–6. Make sure Sts know the meaning of *pour* /pɔ:/ – use the painting to explain if necessary. Model and drill pronunciation.

Now tell Sts to look at both the Vermeer painting and the photo, and complete gaps 1–6.

Check answers.

ANSWERS

1 They're 2 She's 3 He's 4 She's 5 They're 6 They're

- b Focus on the sentences and give Sts time to choose the correct form. Point out that the first one (*isn't wearing*) has been done for them.

Check answers.

ANSWERS

2 wear 3 are you doing, I'm doing 4 does your sister do

- c Tell Sts to go to **Grammar Bank 1C** on p.134.

Grammar notes

Some languages do not have an equivalent to the present continuous and may always use the present simple: *The man in the picture is wearing a hat. We're living with friends at the moment because builders are working on our house.* NOT *The man in the picture wears a hat.*

The present continuous is used to describe what is happening in a painting because it is as if we were looking at a scene through a window.

The future use of the present continuous (*I'm leaving tomorrow*) is presented in **3B**.

Focus on the example sentences and play both audio

🔊 **1.18** and 🔊 **1.19** 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 for **1C** on p.135. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 Oliver is wearing a suit today!
2 It's hot. Why are you wearing a coat?
3 Aisha isn't sitting in her usual place today.
4 Hey! You're standing on my foot!
5 What book are you reading?
6 We're renting a small flat at the moment.
7 Is she wearing make-up?
8 I'm planning a trip to the USA.
9 Is your boyfriend working in London this week?
10 They aren't getting on very well at the moment.
b 1 doesn't bite 2 are...wearing, 's raining 3 'm not listening
4 need 5 's putting 6 Do...cook, eat 7 are...doing, 'm waiting
8 drink, want 9 works 10 lives, 's working

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

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

4 LISTENING tuning in using existing knowledge

- a Tell Sts that they are going to find out more about the painter Vermeer and *The Milkmaid*. Go through questions 1–6, making sure Sts understand all the lexis, e.g. *a pudding* (= a sweet dish eaten at the end of a meal). Put Sts in pairs and get them to discuss the questions. Elicit some answers, but don't tell them if they are right or not.
- b 🔊 **1.20** Now tell Sts to listen and check their answers to a. Play the audio once the whole way through. Get Sts to compare with a partner.

Check answers.

ANSWERS

1 b 2 a 3 a 4 c 5 b 6 b

🔊 1.20

(script in Student Book on p.127)

Johannes Vermeer was a seventeenth-century painter from the city of Delft in Holland. He mainly painted the people and things he saw around him: the rooms in his house, the people who lived or worked there (usually women), and the things they did every day. For example, in his work you will see women who are playing music, reading or writing letters, or working in the kitchen. Vermeer was especially good at painting light coming into a room through windows. Partly for this reason, people often describe his work as being like photography or film – his paintings can seem very 'real'. This painting, *The Milkmaid*, is one of these very 'photographic' images. The woman, a maid or a servant, is pouring milk into a bowl. Perhaps she's making a bread and milk pudding, because there are pieces of broken bread on the table. Nobody knows if the woman he painted was a real servant or a model. However, most people think Vermeer usually painted his wife, his daughter, and his servant, not models. A famous book and film, called *Girl with a Pearl Earring*, inspired by one of his best-known paintings, is an imaginary story about Vermeer and his relationship with his young servant. People admired Vermeer's paintings a lot in his lifetime, but he was never rich. There are two reasons for this. First, because he painted very slowly. Today there are only about thirty-four paintings which we can be sure are by him. Second, because he used very expensive paints. The blue paint he used for the milkmaid's apron was made of lapis lazuli, which was a very expensive stone. People loved this painting from the very beginning, and although it is very small, only forty-six by forty-one centimetres, twenty years after Vermeer died, somebody bought the painting for a hundred and seventy-five Dutch guilders. That was an enormous amount of money for the time.

- c Tell Sts to look at 1–6 and focus on the example for 1. Play the audio again for Sts to make notes.

EXTRA SUPPORT Pause the audio after each paragraph to give Sts time to take in the information.

Then play it again, pausing if necessary.

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

ANSWERS

- 2 He was especially good at painting this.
3 Most people think they are the women in his paintings.
4 It's a book and a film about his relationship with a young servant, inspired by one of his paintings.
5 The blue paint he used for this was very expensive (made from lapis lazuli, a very expensive stone).
6 What someone paid for the painting 20 years after his death. It was a lot of money then.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.127, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

5 VOCABULARY prepositions of place

- a Tell Sts that when you are describing a picture, it's important to use the correct prepositions to say where things are. Focus on the prepositions and phrases in the list.

Tell Sts to complete each gap with a word or phrase from the list. Point out that the first one (*in*) has been done for them.

Get Sts to compare with a partner.

EXTRA SUPPORT If Sts don't remember the prepositions very well, you could spend a bit more time recycling them, using things in the classroom, e.g. *Where's the TV? It's on a shelf behind the table, etc.*

- b** **1.21** Play the audio for Sts to listen and check.
Check answers.

1.21

- 1 The young man is **in** the kitchen.
- 2 There's a table **in front of** him.
- 3 **On** the table there are some eggs, some bread, and some strawberries.
- 4 The bread is **in the middle of** the table. It's **between** the eggs and the strawberries.
- 5 There's a board **under** the bread.
- 6 **Behind** the man, there's an old washing machine.
- 7 There's a window **on the left of** the photo.
- 8 **In the corner** of the room there's a sink and some cleaning products.
- 9 There's a flower **on** the wall **above** the sink.
- 10 The sink is **next to** the window.

Now put Sts in pairs. Get them to look at the painting and ask each other where the things are.

Get some feedback from the class.

6 SPEAKING

- a** In this video Sts see a remake of another painting and listen to someone describing it. At the end, they can see the remake and the painting side by side.

Tell Sts they are going to see another remake, like *The Milkmaid*, but of a different painting. Focus on the photo and tell Sts that it is a remake of a painting called *American Gothic*. Ask Sts if anyone has seen the original painting.

Focus on the instructions and make sure Sts know what they have to do.

Play the video for Sts to watch. Pause at the end, where the painting and the remake appear together, and give Sts a few minutes to notice similarities and differences. Then switch off the video and put Sts in pairs to try to remember three similarities and three differences between the painting and the remake.

Elicit ideas. Then play the video again and pause in the same place, and check answers.

ANSWERS

Things that are the same

There is one man and one woman.
They are standing together outside.
The man is holding a garden fork.
It is daytime.

Things that are different

In the remake the man and woman are much younger than in the painting.
They are wearing different clothes.
In the remake, they are smiling and holding hands. In the painting, they are serious and not touching each other.
In the remake, they are probably boyfriend and girlfriend or husband and wife. The painting is of a farmer and his daughter.
In the remake, they are standing in a garden on the roof of a tall building, with a city behind them. In the painting, they are just standing in front of a house.



This photo is a remake of a popular painting by Grant Wood called *American Gothic*. In the photo, two people are standing on the balcony of a flat, or perhaps on the roof of a building.

On the right of the photo, there's a man. He's probably about thirty. He's wearing jeans, an orange top, and black boots. He's holding a garden fork in his hand.

Next to him, there's a woman. She's a bit younger, about twenty-five. She's probably his girlfriend, or maybe his wife, because they're holding hands. She has wavy brown hair. It's medium length, not long, but not really short. She's wearing a light blue hoodie, jeans, and boots. She's also wearing a bag round her waist. In her hand, she's holding a watering can.

The couple look happy. They're both smiling.

In the front of the photo, there are some pink flowers and some other green plants. In the background, you can see the city, with many big modern buildings. Perhaps they're offices, or flats.

This is the original painting. It was painted in nineteen thirty, and it shows an old farmer and his daughter in front of their house.

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

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.

- b** Focus on the sentences and explain they are from the video script and are about the *American Gothic* remake. Elicit the meaning of the word *background* (= the part of a picture behind the main objects, people, etc.) and teach the word *foreground* (= the part of a picture that is nearest to you when you look at it).

Give Sts time to complete the sentences and check answers. Remind Sts that when we describe a picture (a painting or photo) we normally use:

- *there is / there are* to say what is in the picture
- the present continuous to say what the people are doing

Sometimes we combine *There is* and the present continuous, e.g. *There is a woman standing next to the table.*

We also use phrases with prepositions to describe where things are in the picture: *In the background; On the right / left, you can see...*

ANSWERS

1 there's 2 is wearing 3 is holding 4 can see

- c** Put Sts in pairs, **A** and **B**, and get them to sit face-to-face if possible. Then tell them to go to **Communication Remakes, A** on p.104, **B** on p.110.

Go through the instructions with them carefully and make sure Sts are clear what they have to do. Stress that they have to find the similarities and differences between the original painting and the modern photo.

Give Sts a few minutes to look at their pictures and think about how they are going to describe them. Remind them to use the present continuous to say what the people are doing.

A starts by describing their painting. When they have finished, they should swap roles.

When Sts have finished, they must look at the paintings and photos together.

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

- d** Go through the questions and make sure Sts know the meaning of *posters* (= large pictures put on the wall as decoration). Put Sts in small groups to discuss the questions. Get some feedback from the class for each question. Tell them what you think for the first question, too.



A visit from the USA

Practical English calling Reception

Lesson plan

This is the first in a series of six Practical English lessons (one episode after 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 with Season 1 in *English File Elementary*. This has a storyline based on two characters, Ben Fischer, an American who goes to London to study a Masters in Photography, and Izzy Silva, who works as a bike courier in London. Both Ben and Izzy have a passion for photography.

If your Sts did *English File Elementary*, they will already be familiar with the characters. Sts who didn't do *English File Elementary* will get an idea of what happened in Season 1 when they watch the recap at the beginning of Episode 1. Sts are then updated on what has happened in the main characters' lives in the last six months. The second part of the lesson introduces the functional language, and the final video moves the story on again.

Apart from teaching Sts functional language, the skills focus throughout these lessons is on training Sts to follow and enjoy video in English. Each part of the video has two watch tasks. The first is usually a simple heads-up task so that Sts focus on watching and understanding the story. The second task is generally a longer comprehension task, usually done after Sts have seen the video and not while they are watching. The lesson ends with a focus on useful Social English phrases which have come up during the episode.

Pictures of you continues with Season 3 in *Intermediate*.

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

▶ This first part of the video is a recap of what happened in Season 1 of *Pictures of you*, with brief information about each of the main characters.

Focus on the photos and the question. If your Sts did *English File Elementary*, elicit what they remember about the people. If they didn't, tell them that they will find out who they are.

Play the video once the whole way through.

Get Sts to compare what they found out about the people with a partner, and then check answers.

ANSWERS

Ben is American. He's a photography student. He's Izzy's boyfriend. Izzy is British. She works as a bike courier in London. She was a student at Ben's photography school, but she left the course. She had an interview for a job as a photo editor. She's Ben's girlfriend. Andre is Ben's photography teacher. He was Izzy's teacher when she studied at the school.

Carla is a barista in the coffee shop that Ben and Izzy go to. She's Izzy's friend.

Pamela is Izzy's friend (and her landlady).

1 SIX MONTHS LATER

- a Focus on the heading and elicit that six months have passed since Season 1.

Focus on the instruction and question. Give Sts time to read and discuss the answer in pairs. Elicit some ideas, but don't tell Sts if they are right or not.

- b ▶ In this first scene, we catch up with Ben, who is working part-time in the café, and Izzy, who is in her new job. We find out that Ben's twin sister Emma is visiting from America.

Focus on the questions. Play the video all the way through, pausing if necessary from 00:42 to 00:52 to give Sts time to read about Ben and Izzy.

Check answers.

EXTRA IDEA Pause the video at 00:40 after the introductory sequence, and ask *What do we see Ben and Izzy doing?* (taking photos of London, taking selfies, cycling, buying ice creams).

ANSWERS

Ben is working in the coffee shop where Carla works. Izzy is working as a photo editor for *Light on London*, an online magazine. Emma is Ben's sister. She's going to meet Izzy this evening.



C = Carla, B = Ben, M = Max, I = Izzy, O = Ola

C So, your sister is visiting from the US?

B Yeah, she arrived late last night.

C Is she staying with you?

B No, she's in a hotel. My apartment's too small.

C Oh, OK. She's your twin, right? That's so cool.

B Yeah...she's going to meet Izzy this evening.

C Cool! Are you nervous?

B Nervous? Why?

C I don't know. Your girlfriend is going to meet your family for the first time.

B Well, it's not all my family, just my sister.

C Oh, well, fine.

B Yeah, I mean...they're very different, but I'm sure they're going to get on well.

C Where are you going to meet?

B Here, after Izzy finishes work. Emma's at the hotel now.

C Oh, well, I look forward to meeting her!

M Hey Izzy, come and look at the new design.

I Sure!

M Listen, Izzy, Are you free to go for a drink this evening?

- I Oh, I...um...I'm sorry, I can't.
M Oh no, it's not just me – it's everybody. It's a good chance to get to know the team.
O Yeah, come on, Izzy. We always have a great time.
I Thank you, Ola, but I can't. I'm meeting Ben and his sister this evening.
O I think the Managing Director is going to be there.
I Really?
O Yeah, have you met him?
I No, I haven't...Maybe I can come later.
M Great. We're meeting at the Red Lion. Come when you can.

- c Focus on the task. Go through the questions with the Sts. Play the video again.

EXTRA CHALLENGE Get Sts to try to mark the sentences T or F before playing the video again. Then play the video for Sts to check.

Get Sts to compare answers with a partner.

Check answers.

Ask Sts to correct the false sentences. Ask Sts if they think Emma and Izzy are going to get on.

ANSWERS

- 1 F (She's staying in a hotel.)
- 2 T
- 3 T
- 4 F (He thinks they're very different.)
- 5 T
- 6 T

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 CALLING RECEPTION

- a In this functional language scene Emma phones the hotel reception twice with different problems.
Focus on the photos and the title and elicit who they think the two people are.
Focus on the task. Go through the list of problems and make sure Sts understand them.
Play the video once the whole way through for Sts to tick Emma's problems. You might want to remind them to expect an American accent as Emma is from the USA.
Check answers.

ANSWERS

The air conditioning isn't working,
She can't connect to the wi-fi.



R = receptionist, E = Emma

- R Hello, Reception.
E Hello, this is room thirteen.
R How can I help you?
E There's a problem with the air conditioning. It isn't working and it's very hot in my room.
R I'm sorry. I'll send somebody up to look at it right now.
R Good morning, Reception.
E Hello. I'm sorry to bother you again. This is room thirteen.
R How can I help?
E I have another problem. I can't connect to the wi-fi.
R I'm sorry. I'll put you through to my colleague. She can help you.
E Thank you very much.

- b Now focus on the conversation in the chart. Ask *Who says the **You hear** sentences?* and elicit that it is the receptionist. Then ask *Who says the **You say** sentences?* and elicit that here it is Emma. These phrases will be useful for Sts if they have a problem in a hotel.
Give Sts a minute to read through the conversation and think what the missing words might be. Then play the video again, and get Sts to complete the gaps.
Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 help 2 send 3 look 4 morning 5 put

You might want to model and drill the pronunciation of *wi-fi* /'waɪ faɪ/. Elicit / Explain what *put someone through* means.

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

- c Now focus on the **You say** phrases and tell Sts they're going to watch the conversation again. They should repeat the phrases when the video pauses. Encourage them to copy the rhythm and intonation.
Play the video for Sts to watch and repeat the phrases.
Now focus on the **Offers with I'll** box and go through it with the class.
Put Sts in pairs, **A** and **B**. **A** is the receptionist. Get Sts to read the conversation aloud, and then swap roles.



Same as previous video with repeat pauses

- d Focus on the role-play. Put Sts in pairs, **A** and **B**. Tell them to read their instructions carefully, and help them to understand exactly what they have to do.
Sts **A** are receptionists. They read the **You hear** part with the new information.
Sts **B** are the guests. They should read the **You say** phrases again and think about what they are going to say. Remind Sts **B** that they should use their own first name and surname.

EXTRA SUPPORT Demonstrate the activity by taking the role of the hotel guest yourself and getting a confident student to be the receptionist.

A starts the role-play: *Good morning, Reception. Can I help you?* Monitor and help.

Now tell Sts to swap roles in their pairs and have a new conversation.

When they have finished, you could get a few pairs to perform in front of the class.

EXTRA IDEA Before Sts start the role-play, elicit some other problems they could have in a hotel room, e.g. the TV doesn't work, there aren't any towels, the room is dirty, etc.

3 IZZY AND EMMA MEET

- a In this last scene, Izzy comes to the café and meets Emma for the first time.
Focus on the photo and the question, and ask Sts how they think each person is feeling.
Elicit answers from the class, but don't confirm anything yet.

- b ▶ Play the video for Sts to check their answers.

POSSIBLE ANSWER

It wasn't a success. (Because Ben wants Izzy to spend the evening with him and Emma, but Izzy says she can't because she has to go to a work event. She leaves the café very quickly.)



E = Emma, B = Ben, C = Carla, I = Izzy

E Hello, stranger!

B Emma!

E Sorry I'm late.

B Don't worry, it's fine. How are you?

E Great! It's so nice to see you... You look a bit thin. Are you eating enough?

B Yes, I am. You sound like Mom. Anyway, this is Carla.

C Hi. It's nice to meet you.

E It's nice to meet you, too.

E How's the photography course going?

B It's great. Right now, I'm working on a really big project. It's going well, but it's hard work.

B Hi, Izzy. This is Emma. Emma, Izzy.

I Hi, Emma. It's really nice to meet you.

E It's so good to meet you, too.

I I've heard a lot about you.

E Me too. Wow, that's a really cool jacket!

I Oh, thanks.

B Coffee?

I Yeah. A flat white, please.

I So, have you seen much of London yet?

E Just the hotel room. I only arrived last night. But we're going to go out for dinner later. Are you going to come with us?

I Um...no, sorry, I can't. I'm going out for drinks with the people from my office...Um, team building...

E Oh...team building...

I ...So yeah, I work long hours, but I love it.

E That's great. Ben, Izzy can't come with us. She needs to meet some people from work, or something?

B Really, Izzy? Emma just got here. I booked a table for three. We could see some sights on the way.

I I'd love to...I'd really love to. But it's a work thing. Everyone is going. It's really important that I'm there.

B Well...if it's important.

E It's fine, Ben. You can't expect Izzy to change her plans just because I'm here. It's just you and me, then.

B Do you really need to go to this work thing?

I Yes. I'm sorry...Actually, I need to go now.

B But you just got here.

I I know...I just...I'm sorry. Nice to meet you, Emma. Let's do something really soon – maybe tomorrow – the three of us?

E Sure.

- c Focus on the instructions and on sentences 1–8.

Give Sts time to read them, and tell Sts to listen out for them when they watch the video again. Now play the video again.

EXTRA CHALLENGE Get Sts to try to mark the sentences with the people's initials before playing the video again. Then play the video for Sts to check.

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

ANSWERS

- 1 E to B 2 B to E 3 E to I 4 E to I 5 B to I 6 I to B
7 E to B 8 B to I

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 highlight that they are all from the video.

Now give Sts time to match a phrase in **A** with 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 Oh, I'm sorry. I can't.
- 2 It's nice to meet you, too.
- 3 It's great.
- 4 Me too.
- 5 But you just got here.

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 **B** to close their books and respond from memory, and then swap roles.

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*. You can decide if Sts should answer the questions briefly or have a more elaborate class discussion about them. Sts may want to use their L1 here and say more here than they have the language for, which is positive as it means they are engaging with the video.

Focus on the **What do you think?** box and go through it with the class.

Put Sts in pairs and get them to discuss their answers to the questions.

Elicit some feedback from the class.

- G** past simple: regular and irregular verbs
V holidays
P regular verbs: -ed endings

Lesson plan

The past simple (regular and irregular verbs) is revised in detail in this lesson, through the context of holidays, with two stories about people who lost something important when they were travelling. Sts begin by reading about Ryan, who went on holiday with a group of friends and misplaced his phone. Sts then thoroughly revise the past simple of both regular and irregular verbs. They then listen to another story about Marta and her lost ID card, which is followed by a pronunciation focus which revises -ed endings in regular verbs. Sts then watch a video which revises holiday vocabulary they already know, and then go to the **Vocabulary Bank** to learn new expressions. In the final Speaking they first listen to four short conversations which focus on showing interest and using 'interested' intonation. Then Sts interview each other about their last holiday using a short questionnaire, and respond to what their partner says.

Video material

Pronunciation – regular verbs: -ed endings

Vocabulary – holidays

More materials

For teachers

Photocopiables

Grammar past simple: regular and irregular verbs p.187

Vocabulary Holidays p.271 (instructions p.265)

Communicative Truth or lie? p.232 (instructions p.220)

For students

Workbook 2A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *My last holiday* on the board and tell Sts they have two minutes to find out from you as much as possible about your last holiday. Elicit questions in the past simple, e.g. *Where did you go?*, etc.

1 READING understanding details

- a** Books open. Focus on the instructions and make sure Sts realize that the 'four things' refers to the title of the article. Either put Sts in pairs or do it as a whole-class activity. If Sts worked in pairs, get some feedback.
- b** Give Sts time to read the story and answer the questions. Get Sts to compare with a partner. Then check answers.

ANSWERS

He lost his phone.
Yes, he did.

- c** Focus on the instructions and make sure Sts know what they have to do. Point out that the first one has been done for them. Now tell Sts to read the story again. When they have finished reading the story, they should cover it, look at 2–11, and correct the bold information.

Check answers.

ANSWERS

- 2 One day, they **went for a long walk**.
- 3 It took **about two hours** to get to the top of the mountain.
- 4 They had **lunch** at the top of the mountain.
- 5 The view **was amazing**.
- 6 Ryan wanted to take another photo, but he couldn't find **his phone**.
- 7 He went back up the mountain with **all his friends**.
- 8 They spent **about half an hour** looking for the phone.
- 9 It started to get **colder**.
- 10 He found his phone in his **jacket pocket**.
- 11 His friends were **very nice** about it.

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

- d** Do this as an open class question, or put Sts in pairs and then get feedback. Tell them about any of your own experiences if you have them.

2 GRAMMAR past simple: regular and irregular verbs

- a** Focus on the verbs and tell Sts that some are regular and some are irregular. Make sure Sts know what they mean, but don't spend too much time on the pronunciation, as Sts will be focusing on this later. Elicit the past simple of the first one (*went*) and then get Sts to do the others in pairs. Encourage them to do as many as they can without looking back at the story and then check their answers in Ryan's story.

Check answers.

ANSWERS

go – went	want – wanted
climb – climbed	think – thought
be – was / were	decide – decided
take – took	say – said
get – got	spend – spent
have – had	start – started
can – could	feel – felt
sit – sat	let – let

- b** Tell Sts to complete the gaps in 1–3 with negative past simple verbs.

They then check their answers in Ryan's story.

Check answers.

ANSWERS

1 wasn't 2 couldn't 3 didn't

- c** Put Sts in pairs or do this as a whole-class activity. Give them a minute to remember how to make negatives and questions. If Sts worked in pairs, check answers.

ANSWERS

with was / were:

☐ wasn't or weren't, e.g. *It wasn't cold.*

☒ Were (you, etc.)?, Was (he, etc.)?, e.g. *Was it nice?*

with could:

☐ couldn't, e.g. *We couldn't stay very long.*

☒ Could (I, you, etc.)?, e.g. *Could you swim there?*

with other verbs:

[-] *didn't* + infinitive, e.g. *I didn't show them, I didn't want it.*

[?] *Did* (you, etc.) + infinitive?, e.g. *Did you go...?*

d Tell Sts to go to **Grammar Bank 2A** on p.136.

Grammar notes

You may also want to remind Sts:

- that irregular forms (*went, had*, etc.) are only used in positive sentences
- that the vast majority of verbs are regular. The irregular verbs need to be learned, but Sts already know the most common ones.

Tell Sts to go to **Irregular verbs** on p.172 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 had forgotten the past form of.

Let Sts test each other, or test round the class.

Focus on the example sentences and play audio 2.1 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 for **2A** on p.137. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 drove 2 broke 3 spent 4 got 5 went 6 couldn't
7 were 8 didn't know 9 found 10 stayed 11 saw
12 bought 13 wanted 14 didn't have 15 was 16 wasn't
17 started 18 left 19 stopped
b 1 Did you have 2 Who did you go 3 Where did you stay
4 How much did, cost 5 What was 6 What did you do

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

EXTRA IDEA Remind Sts that a very good way of learning irregular verbs is through reading stories. Show them a few Graded Readers if you can, and if you have a class library, encourage them to take out a book to read at home.

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

3 LISTENING & PRONUNCIATION listening for key points; regular verbs: -ed endings

a 2.2 Focus on the photo of Marta. Tell Sts they are going to listen to another story about someone losing something, and they must answer the two questions. You could write the two questions on the board and get Sts to close their books.

Play the audio once the whole way through.

Get Sts to compare answers, and then play the audio again if necessary.

Check answers.

ANSWERS

Marta lost her ID card.
No, she didn't.

2.2

(script in Student Book on p.127)

This happened two years ago. I'm Spanish, but I was in Ireland at the time because I had a job in Dublin. Some friends of mine who lived in Lyon, in France, invited me to come and stay, so I decided to have a short holiday, a long weekend, from Friday to Tuesday. I looked for cheap flights, but I couldn't find any direct ones. The only thing I could find was Ryanair from Dublin to Brussels, and then Air France from Brussels to Lyon.

Anyway, the flight to Brussels was fine, and when I arrived, I went to the gate for my next flight to Lyon, but, then when I needed to show my boarding pass and my ID, I couldn't find my ID card. I looked everywhere – in my bag, in my case – but it wasn't there. The people at the gate were very nice and they made some phone calls, but nobody could find it. So they told me to wait in a small room and I sat there for more than an hour, and my flight to Lyon left without me.

It was awful – I cried – I was so stressed and unhappy. In the end, a policeman came and he said that I couldn't go to France because I didn't have any ID – the only place I could go was to Spain to get a new ID card! I waited another five or six hours for the flight to Madrid, feeling very depressed.

So I never had my holiday! I spent the weekend in Madrid getting my new ID card!

b Tell Sts they are going to listen to Marta again. Give them time to read questions 1–7.

Play the audio again and get Sts to answer the questions.

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

ANSWERS

- 1 Two years ago.
- 2 Lyon. Her friends invited her to come and stay.
- 3 There were no cheap direct flights.
- 4 She couldn't find her ID card.
- 5 She felt stressed and unhappy.
- 6 He said that she couldn't go to France because she didn't have any ID.
- 7 Madrid. She got a new ID card. / She spent the weekend getting a new ID card.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.127, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

Pronunciation notes

The regular past simple ending *-ed* can be pronounced in three different ways:

- 1 *-ed* is pronounced /t/ after verbs ending in these unvoiced* sounds: /k/, /p/, /t/, /s/, /f/, and /tʃ/, e.g. *looked, hoped, laughed, passed, washed, watched*.
- 2 After voiced endings, *-ed* is pronounced /d/, e.g. *arrived, changed, showed*. This group is the largest.
- 3 After verbs ending in /t/ or /d/, the pronunciation of *-ed* is /ɪd/, e.g. *hated, decided*.

The difference between 1 and 2 is very small and rarely causes communication problems. The most important thing is for Sts to be clear about rule 3.

*For information on **Voiced and unvoiced consonants**, see **Pronunciation & Speaking 1B** on p.29.

c 2.3 Focus on the task and play the audio for Sts to listen to the three sentences from Marta's story.

Check answers.

2.3

- 1 I **looked** everywhere – in my bag, in my case – but it wasn't there.
- 2 This **happened** two years ago.
- 3 I **waited** another five or six hours.

d Focus on the sound pictures. Elicit and drill the words and sounds: *tie* /t/, *dog* /d/, and /ɪd/.

Play the video once for Sts just to listen to the sounds and sentences and see the mouth position.



See sounds and sentences in Student Book on p.17

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

Now focus on the **Regular past simple verbs** box and go through it with the class.

e Give Sts a minute to practise saying the verbs in the list in the past and to decide which ones have /ɪd/ endings.

EXTRA CHALLENGE Draw three columns on the board for the sounds. Get Sts to write the verbs in the correct column.

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

f **2.4** Play the audio for Sts to listen and check.

Check answers. Remind Sts that you only pronounce the *e* in *-ed* endings when verbs finish in a /t/ or /d/ sound, and then the *-ed* ending is pronounced /ɪd/.

ANSWERS

decided, rented, started, wanted

2.4

asked, called, checked, decided, happened, lived, rented, started, stopped, thanked, wanted

EXTRA SUPPORT Play the audio again, pausing after each verb for Sts to listen and repeat.

EXTRA CHALLENGE Elicit whether the other verbs are /t/ or /d/.

ANSWERS

/t/: asked, checked, stopped, thanked

/d/: called, happened, lived

4 VOCABULARY holidays

a In this video Sts watch clips of people doing different holiday activities.

Focus on the photo and elicit the holiday activity (*go sightseeing*). Focus on the instructions and questions. Play the video once for Sts to watch.

Then play it again pausing after each clip for Sts to say the activities, and write them on the board. Model and drill any tricky words, e.g. *sightseeing*, *souvenirs*. You may want to point out that:

- You can also use *sightsee* as a verb on its own, e.g. *They're sightseeing*.
- We use *cycle* as a verb for the form of transport, e.g. *He cycles to work*, but we normally use *go cycling* for the free-time activity.

Finally, get Sts to say which of these activities they like doing on holiday.

ANSWERS

- 1 go sightseeing
- 2 buy souvenirs
- 3 take photos
- 4 go cycling
- 5 go for a walk
- 6 go out at night

EXTRA IDEA Put Sts in small groups to make a list of other holiday activities they like doing. Conduct whole-class feedback.

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 Holidays** on p.160.

Vocabulary notes

Highlight:

- the difference between *go out (at night)* = leave your house / hotel, e.g. go to a restaurant, a club, etc., and *go away (for the weekend)* = leave your town, e.g. go to the country, to another town, etc.
- the difference between *swim* and *go swimming* (which applies to all the other expressions, e.g. *go sailing*, *surfing*, etc.). We use *go + swimming*, etc. when we refer to it as an activity rather than an ability or way of moving. Compare *I go swimming every day* and *I can swim very well*, and *We went cycling in the hills* and *I cycle to work every day*.

Focus on **1 Phrases with go** and get Sts to do **a** individually or in pairs. Some of these phrases should already be familiar to them.

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

Check answers.

2.5

Holidays, 1 Phrases with go

- | | |
|----------------------------|-------------------|
| 7 go abroad | 1 go on holiday |
| 10 go away for the weekend | 3 go out at night |
| 4 go by bus | 5 go sightseeing |
| 8 go camping | 6 go skiing |
| 9 go for a walk | 2 go swimming |

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

Focus on **c** and get Sts to cover the phrases and look at the photos. They can test themselves or their partner.

Focus on **2 Other holiday phrases** and get Sts to do **a** individually or in pairs.

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

Check answers.

2.6

2 Other holiday phrases

- | | |
|-----------------------|----------------------|
| stay in a hotel | spend money |
| take photos | rent an apartment |
| buy souvenirs | hire a bicycle |
| sunbathe on the beach | book a flight online |
| have a good time | |

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

Focus on the **rent or hire?** box and go through it with the class. You could tell Sts that *flat* is British English and *apartment* is American English, although British people use both words.

Now focus on **c**. Get Sts to test themselves by covering the verbs and remembering the phrases.

Focus on **3 Adjectives**. Elicit the meaning of the *What was the...like?* questions. Then give Sts a minute to match the questions and answers.

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

🔊 2.7

3 Adjectives

1 What was the weather like?

It was warm.
It was sunny.
It was very windy.
It was foggy.
It was cloudy.

2 What was the hotel like?

It was comfortable.
It was luxurious.
It was basic.
It was dirty.
It was uncomfortable.

3 What was the town like?

It was beautiful.
It was lovely.
It was noisy.
It was crowded.

4 What were the people like?

They were friendly.
They were helpful.
They were unfriendly.
They were unhelpful.

Now either use the audio to drill the pronunciation of the sentences (*It was warm*, *It was sunny*, etc.), or model and drill the adjectives (*warm*, *sunny*, etc.) yourself. Give further practice of any words or phrases your Sts find difficult to pronounce.

Focus on the **General positive and negative adjectives** box and go through it with the class.

Finally, focus on **Activation**. Put Sts in pairs to discuss which alternatives they prefer.

Get some feedback.

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

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

5 SPEAKING

a 🔊 **2.8** Focus on the task and make sure Sts understand what they have to do.

Play the audio once the whole way through.

Now play it again, pausing after each extract if necessary, and get Sts to complete the gaps.

Check answers.

ANSWERS

1 Wow 2 no, pity 3 Fantastic 4 Really, awful

🔊 2.8

See script in Student Book on p.17 and answer key

b Now play the audio again, pausing after **B**'s responses for Sts to listen and repeat. Encourage them to copy **B**'s intonation. Remind Sts that we use:

- *Wow / (How) fantastic!* after good or positive news
- *Oh no! / What a pity! / How awful!* after bad or sad news
- *Really?* after surprising news

Remind them also that we use *How* + adjective or *What* (a) + noun.

EXTRA IDEA Say some positive or negative things that have happened to you recently, and elicit responses from Sts.

c Focus on the questions and elicit what the missing words are (*did you* in most questions and *was / were* in others).

ANSWERS

- 1 Where did you go?
- 2 When did you go?
- 3 Who did you go with?
- 4 Where did you stay? What was it like?
- 5 What was the weather like?
- 6 What did you do during the day?
- 7 What did you do in the evening?
- 8 Did you have a good time?
- 9 Did you have any problems?

Drill the complete questions quickly round the class.

d Give Sts time to think about their answers to the questions. Tell them that they can talk about another holiday they remember well, not necessarily their last holiday.

EXTRA SUPPORT Give Sts enough time to make notes or write full answers to the questions.

Put Sts in pairs, **A** and **B**. **A** answers **B**'s questions. **B** must try to show interest and ask for more information. Monitor and correct.

Sts swap roles.

Get some feedback from the class.

EXTRA SUPPORT You could get Sts to interview you first. Make sure they ask you for extra information, and then give as much information as you can.

- G** past continuous
V prepositions of time and place: *at, in, on*
P weak forms: *was, were*

Lesson plan

This lesson starts with a photo from a feature in *The Guardian* called 'That's me in the picture'. Sts read an article in which the man in the photo tells the story behind it. They then focus on vocabulary and the correct use of the prepositions *at, in, and on*, both for time (revision) and place. The story behind the photo also provides the context for the presentation of a new tense, the past continuous. After going to the **Grammar Bank** they then practise the new language with a video. Sts then listen to a woman describing six photos on her social media page and focus on the weak forms of *was* and *were* in the past continuous. The lesson ends with Sts talking about their own favourite photos, and then writing about one of them.

Video material

Grammar – past continuous

More materials

For teachers

Photocopiables

Grammar past continuous p.188

Vocabulary Prepositions *at, in, on* p.272 (instructions p.265)

Communicative Who did it? p.233 (instructions p.221)

For students

Workbook 2B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write photo on the board. Ask Sts what it is short for (*photograph*) and elicit the verb we use with it (*take*). Elicit / Teach the words for a person who takes photos (*photographer*) and the subject (*photography*). Write them on the board and model the pronunciation. Ask Sts how the word stress changes and underline it on the board:
photograph photographer photography

1 READING using visual clues to understand events and feelings

- a** Books open. Focus on the photo and questions 1–3. Put Sts in pairs and give them time to discuss the questions. Elicit ideas, encouraging Sts to say why, but don't tell Sts if they are correct or not yet.
- b** Get Sts to read the article to check their answers to **a**.
 At the same time, Sts find the highlighted items in the photo. Check answers.

ANSWERS

- 1 It was in Ecuador (in a place called Baños).
- 2 Smoke was coming from the volcano.
- 3 He was terrified.

- c** Focus on questions 1–5 and go through them with the class.

Give Sts time to read the article again and answer the questions.

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

ANSWERS

- 1 He was doing a Spanish course. He wanted to visit the 'Swing at the end of the world' and see the views.
- 2 They rented quad bikes. That the volcano was active that day.
- 3 Because it's just two old ropes and a wood seat. They all took turns.
- 4 A cloud of ash started to cover the sky. He asked his friend to take a photo of him.
- 5 He saw it in a *National Geographic* magazine.

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

EXTRA CHALLENGE Ask *Would you have gone on that swing?*

- d** Do this as a whole-class activity. You could also tell the class if you have a photo with you in it that you really love.

2 VOCABULARY *at, in, on*

- a** Focus on the instructions and give Sts time to complete the sentences.
 Check answers.

ANSWERS

- 1 In, at, in 2 on 3 in

- b** Tell Sts to go to **Vocabulary Bank Prepositions** on p.161 and focus on **1 at / in / on**.

Vocabulary notes

Place

Sts are often confused about the difference between *at* and *in* + places, as they often encounter both. At this level, it is probably better to simplify the rules, and to point out that with shops and buildings, e.g. *the supermarket* or *the cinema*, you can use *at* or *in* when you answer the question *Where were you?* With *airport* and *station*, we normally use *at*.

Time

Remind Sts that years from 2000 to 2010 are usually *two thousand and one*, etc. From 2011 onwards, we normally say *twenty eleven*, *twenty twelve*, etc.

Point out to Sts that we say *in the morning / afternoon / evening*, but *at night*.

Focus on **a** and get Sts to complete the left-hand column of the chart.

- 🔊 **2.9** Now do **b**. Play the audio for Sts to listen and check. Track **2.9** is quite long, so you might want to check answers without playing the audio.

🔊 2.9

Prepositions 1 *at / in / on*

1 *in*

countries and cities: in Spain, in Madrid

rooms: in the kitchen

buildings: in a shop, in a museum

closed spaces: in a park, in a garden, in a car

months: in February, in June

seasons: in (the) winter

years: in twenty twenty-five
times of day: in the morning, in the afternoon, in the evening

2 on

transport: on a bike, on a bus, on a train, on a plane, on a ship
a surface: on the floor, on a table, on a shelf, on the balcony, on the roof, on the wall

dates: on the first of March

days: on Tuesday, on New Year's Day, on Valentine's Day

3 at

places: at school, at home, at work, at university, at the airport, at the station, at a bus stop, at a party, at the door

times: at six o'clock, at half past two, at quarter to eight, at night, at the weekend

festival periods: at Christmas, at Easter

Now either use the audio to drill the pronunciation of the phrases, 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, **A** and **B**. **A** (book open) tests **B** (book closed) for two minutes. Then they swap roles. Allow at least five minutes for Sts to test each other. Then get Sts to close their books, and test them round the class, saying a word, e.g. *home*, for Sts to say the preposition *at*.

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

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

- c** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication at, in, on, A** on p.104, **B** on p.110.

Go through the instructions with them carefully. Sit **A** and **B** face-to-face. **A** asks his / her questions to **B**, who replies using a preposition and then asks *What about you?* **B** then asks **A** his / her questions.

When they have finished, get some feedback from the class.

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

3 GRAMMAR past continuous

- a** Focus on the highlighted verbs in the two sentences and do the questions as a whole-class activity.

ANSWERS

1 was looking **2** were watching

- b** Focus on the instruction. Give Sts time to read the article again and find more examples.

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

ANSWERS

When I was studying acting at university, I decided to do a Spanish course; We were riding up the mountain on our bikes when we passed some friends coming down; we were swinging on the swing; One part of me was thinking, 'This is so cool', but the other part was thinking, 'Are we in danger?'

EXTRA CHALLENGE Ask Sts whether the past continuous verbs in the article are examples of use 1 or use 2.

ANSWERS

Other examples of 1: When I was studying acting at university, I decided to do a Spanish course; We were riding up the mountain on our bikes when we passed some friends coming down

Other examples of 2: we were swinging on the swing; One part of me was thinking, 'This is so cool', but the other part was thinking, 'Are we in danger?'

- c** Tell Sts to go to **Grammar Bank 2B** on p.136.

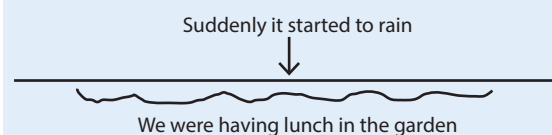
Grammar notes

If Sts have an equivalent of the past continuous in their L1, then it doesn't normally cause problems. If they don't, it's important to make the use very clear.

We often use the past continuous at the beginning of a story, to set the scene and to say what was happening, e.g. *On 1 April, I was staying with some friends in the country. It was a sunny day and we were having lunch in the garden.*

Very often these 'actions in progress' (past continuous) are 'interrupted' by a short, completed action (past simple), e.g. *We were having lunch in the garden when suddenly it started to rain.*

You could draw a time line on the board to clarify.



Highlight the similarity in form with the present continuous. It is identical except for using *was / were* instead of *am / is / are*.

You may also want to remind Sts of the spelling rules for the *-ing* form (see **Grammar Bank 1C**).

when or while?

We can connect two actions with *when* or *while*: *when* + past simple, *while* / *when* + past continuous.

Focus on the example sentences and play both audio **2.10** and **2.11** 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 for **2B** on p.137. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

a **1** were travelling **2** was living **3** Was she wearing
4 was shining **5** were...doing **6** wasn't listening
7 weren't watching

b **1** broke, was playing **2** Were...driving, stopped
3 was snowing, left **4** didn't see, was working **5** called, was talking
6 were studying, met **7** Were...living, had

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

EXTRA PRACTICE OPTION Use the **2B Grammar** photocopiable activity.

- d** In this video there are six items. Each is a combination of two clips to illustrate sentences where a past continuous action is interrupted by a past simple action. Focus on the photo and the example, and elicit the complete sentence onto the board. Make sure Sts understand they must write a sentence using the past continuous and the past simple. Put Sts in pairs. Play the video once the whole way through. Then play it again and pause when the grid appears at 01:41. Put Sts in pairs and give them time to write their sentences for 2–6.

EXTRA SUPPORT Do the first one together as an example.

Check answers and write the sentences on the board.
Accept any correct possibilities.

ANSWERS

- 1 She was surfing when she saw a shark / a shark came near.
- 2 They were playing tennis when it started to rain / started raining / began to rain.
- 3 He was driving when his mother phoned.
- 4 They were having a party when the police came / arrived.
- 5 They were sleeping when the baby started to cry / started crying / began to cry / woke up.
- 6 She was walking her dog / taking her dog for a walk when she met a friend.

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

4 LISTENING & PRONUNCIATION

understanding the order of events, weak forms: *was*, *were*

Pronunciation notes

Native speakers use two different pronunciations of *was* and *were*, depending on whether the words are stressed or not, i.e. they can have a strong or weak pronunciation.

Was and *were* always have a strong pronunciation in short answers and negatives, and can have a strong pronunciation in *yes / no* questions, e.g. *Was he working when you phoned him?* The pronunciation is /wɒz/ and /wɜː/.

Was and *were* tend to have a weak pronunciation in positive sentences and are pronounced /wəz/ and /wə/, e.g. *He was a teacher* /wəz/, *They were walking in the park* /wə/.

It is useful for Sts at this level to be aware of these differences, but it is unrealistic to expect them to be able to pronounce *was* and *were* properly. Sts will probably use mostly strong forms of *was* and *were*.

However, it's important for Sts to be able to recognize *was* and *were* when they hear them in speech, and **d** and **e** are designed to help them with this.

- a** Focus on the instructions and make sure Sts know the phrase *social media* – you could elicit examples of popular social media sites in their country. Do this as a whole-class activity and elicit Sts' ideas. Focus on the **Glossary** and point out that punting is very popular in Oxford and Cambridge, England.

- b** **2.12** Tell Sts they are now going to listen to Anya talking about her photos. They must number them 1–6 in the order she describes them.

Play the audio once the whole way through for Sts to listen and complete the task.

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

ANSWERS

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

2.12

(script in Student Book on p.128)

A = Anya, F = friend

- 1 **A** This is me and my mum in York. It was my first term at university, and she came to visit me, and I took her on a tour round the city.
F Is that, er, the cathedral there?
A Yes – well, it's called York Minster, but it's really a cathedral.
- 2 **A** And this one's on the beach in Cornwall with my boyfriend, Ollie. I was staying with him in the Easter holidays, and he took me to the beach and we went for a walk.
F It looks windy!
A Yes, it was really windy and cold. I think we were the only people on the beach!
- 3 **F** Nice photo! I like the moustache.
A Yeah, that's me and my friend Maisie. We were doing a music course – I do it twice a year, and this was at the party at the end of the course.
F Why the moustaches and the picture frame?
A There was this corner that the teachers made where people could take funny photos with the big frame, and hats and moustaches and things.
- 4 **A** OK, this one is me and two of my best friends – we were at school together. One of them, Libby, the one on my right, has a house by the river, and we went there in September before we all went to university.
- 5 **F** That's a nice photo. In Rome, I guess?
A Yes, I was there for a holiday with my mum the summer before I went to university. She took this when we were visiting the Colosseum – as you can see.
- 6 **F** That's your mum again, isn't it?
A Yes, that's her and her partner, and my sister Roz, on the river in Oxford. My mum's birthday is in July, and every year we go punting and then we go for dinner. We were all drinking champagne, and Roz was doing the hard work!
F Are any of the photos selfies?
A Yes, the one of me and my mum and the one on the beach.

- c** Play the audio again, pausing after each photo has been to mentioned, to check answers and elicit any more information Sts can remember about each photo.

POSSIBLE ANSWERS

- 1 E, The photo was taken in York, where Anya is / was at university. She took her mother on a tour of the city. In the background is the Minster (cathedral).
- 2 D, The photo was taken in Cornwall. It was really windy and cold. Anya and her boyfriend were the only people on the beach.
- 3 A, The photo was taken at a party on the last day of a music course, which Anya does twice a year. The teachers had put the big frame in a corner, as well as hats and moustaches, etc., for people to take funny photos.
- 4 F, The photo was taken at a friend's house in September, before going to university. It shows Anya with her two best friends. She went to school with them.
- 5 B, The photo was taken in Rome. She went there for a holiday with her mother the summer before she went to university. Her mother took the photo when they were visiting the Colosseum.
- 6 C, The photo was taken on the river in Oxford, in July. It shows her sister, her mother, and her mother's partner. They are drinking champagne because it is her mother's birthday.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.128, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- d** 2.13 Tell Sts they are going to hear six sentences from the listening and they must write the missing words.
Play the audio, pausing after each sentence to give Sts time to write.
Check answers.

ANSWERS

- 1 It was
- 2 was staying
- 3 were doing
- 4 We were
- 5 were visiting
- 6 were...drinking, was doing

2.13

See sentences in Student Book on p.19 and answer key

- e** Now play the audio again for Sts to answer the question.
Check the answer.

ANSWER

unstressed

5 SPEAKING

Most Sts will have photos on their phones which they can show each other during this activity. Focus on the four questions. Make sure Sts understand all the vocabulary. Demonstrate the activity by getting Sts to ask you the questions.

Get Sts to discuss the questions in pairs. Encourage them to give more information if they can.

Get feedback from a few pairs.

6 WRITING

 describing a photo

Tell Sts to go to **Writing Bank 2** on p.116.

- a** Focus on the information at the top of the image and establish that this is for an online photo competition.
Get Sts to complete the gaps in the description.
Get Sts to compare with a partner, and then check answers.

ANSWERS

1 of 2 in 3 with 4 in 5 like 6 of 7 at 8 away 9 on

- b** Get Sts to match the questions to paragraphs 1–3.
Check answers.

ANSWERS

- 1 When did you take the photo? Where were you?
- 1 What's your favourite photo?
- 3 Why do you like the photo?
- 1 Who were you with? What were you doing?
- 2 Was it easy or difficult to take the photo? Why?
- 3 Where do you keep it?

- c** Focus on the **Avoiding repetition** box and go through it with the class. Point out that in the first example sentence the pronoun *they* refers back to *storks*. Elicit the words that the pronouns refer back to in the other example sentences.
Give Sts time to complete sentences 1–5. Get them to compare with a partner.
Check answers.

ANSWERS

1 it 2 there 3 She 4 They 5 there

- d** Give Sts time to plan their description. They should use the questions in **b** to help them.
- e** Set the writing in class or for homework, and ask Sts to include the photo if they can. Tell Sts to answer the questions in **b** in the correct order and not as they appear on the page, so the first question they write about is *What's your favourite photo?* They should also try to include the highlighted phrases if they can.
- f** Sts check their writing for mistakes.

EXTRA IDEA You could use the corrected homework and photos for extra reading practice. Display all the photos. Give each student one description to read and match with the correct photo. Sts could read out the description they have for the class to guess who wrote it or you could elicit one thing they like about the description and why.

- G** time sequencers and connectors: *suddenly, when, so, etc.*
V verb phrases: *invite sb to dinner, have a great time, etc.*
P word stress

Lesson plan

In this lesson Sts learn to use time sequencers, e.g. *after that, later, etc.* and the connectors *so, because, but, and although*. They also revise the past simple and continuous. The context is a short story with a twist. After Sts have read most of the story and worked on the grammar, they have a pronunciation focus on word stress in two-syllable words, and then in Vocabulary they expand their knowledge of verb phrases. In the listening section, Sts decide as a class whether they want to see a happy or a sad ending to the story, and then watch the one they have chosen. Finally, in the speaking activity, Sts answer some questions in pairs about the ending they watched.

Video material

Listening – Happy ending; Sad ending

More materials

For teachers

Photocopiables

Grammar time sequencers and connectors p.189

Communicative Sentence race p.234 (instructions p.221)

For students

Workbook 2C

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the names of these bands / performers on the board and ask Sts if they can complete them with colours:

G _____ Day
 B _____ Sabbath
 R _____ Hot Chili Peppers
 B _____ Eyed Peas
 The W _____ Stripes
 Deep P _____
 P _____

ANSWERS

Green Day
Black Sabbath
Red Hot Chili Peppers
Black Eyed Peas
 The **White** Stripes
 Deep **Purple**
Pink

Then tell Sts that they are going to read a short story in which a song by Pink plays a part.

1 GRAMMAR time sequencers and connectors

- a** Books open. Focus on the story and tell Sts that they are going to read it, but first they should look at the title and photos and guess what it is about.

Elicit ideas from the class.

- b** **2.14** Tell Sts to read the story and complete the gaps.

Tell them that the end of the story is on video, so the last paragraph here is not the end of the story. Point out that the first one (*Two minutes later*) has been done for them.

Get Sts to compare with a partner, and then play the audio for Sts to listen to the story and check.

Check answers.

ANSWERS

- 2** When **3** The next day **4** After that
5 One evening in October **6** Suddenly

2.14

See script in Student Book on p.20 and answer key

- c** Now give Sts time to read the story again.

Then put them in pairs to answer the questions. They can answer orally or in writing.

Check answers.

ANSWERS

- 1** Because she didn't like the music.
2 Because it's by Pink, and Hannah was wearing a pink dress.
3 Jamie was waiting at the door and asked to see Hannah again.
4 It was very romantic, but the food wasn't very good.
5 To a coffee bar in the high street.
6 It was dark and raining.
7 Because she was in a hurry.
8 Because he was wearing a dark coat.

EXTRA CHALLENGE Tell Sts to try to answer questions 1–8 from memory.

- d** Focus on the three sentences. Tell Sts not to look back at the story, but to try and complete the sentences from memory.

Check answers, and elicit / explain the meaning of the missing words or ask Sts how to say them in their L1. Model and drill the pronunciation of *so, because, and although*. Write them on the board and underline the stressed syllable, or write them up in phonetics (/səʊ/, /bɪ'kɒz/, and /ɔ:l'dəʊ/).

ANSWERS

- 1** because **2** Although **3** so

- e** Tell Sts to go to **Grammar Bank 2C** on p.136.

Grammar notes

Time sequencers

Sts will have met some of these before, especially when reading or writing. The main error to look out for is Sts using *after* on its own rather than *then*, e.g. *He put on his coat and hat. Then he opened the door and went out.* NOT *He put on his coat and hat. After he opened the door and went out.*

Connectors

We usually put a comma before *so*, *although*, and *but*, e.g. *She was tired, so she went to bed.*

Sts may also ask you about *though*, which is a colloquial, abbreviated form of *although*. *Though* is not usually used at the beginning of a sentence. It is probably best at this level if Sts just learn *although*.

! *So* has another completely different meaning, which is to intensify adjectives, e.g. *He was so tired that he went to bed at 9.00.* You may want to point out this meaning too, in case Sts get confused.

Focus on the example sentences and play audio

🔊 2.15, 🔊 2.16, and 🔊 2.17 for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Focus on the **then, after that** box and go through it with the class.

Now focus on the exercises for **2C** on p.137. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

a 2 G 3 B 4 E 5 A 6 F 7 H 8 D

b 1 Although 2 because 3 but 4 Although 5 so
6 because 7 but 8 so 9 Although

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

EXTRA PRACTICE OPTION Use the **2C Grammar** photocopiable activity.

f Tell Sts to look at the six sentence beginnings and to complete them with their own ideas.

When Sts have finished, get them to compare their sentences with a partner.

Get some feedback from the class. You could write some of the sentences on the board.

EXTRA CHALLENGE You could ask Sts to come up with sentence endings they think none of their classmates will think of and praise any particularly original ones in feedback.

2 PRONUNCIATION word stress

a Focus on the **Stress in two-syllable words** box and go through it with the class.

Now focus on the task and give Sts time, in pairs, to underline the stressed syllable in the words.

b 🔊 2.18 Play the audio for Sts to listen and check.

Pause the audio after each word, elicit the answer, and write the word on the board with the stressed syllable underlined.

2.18

across, after, again, along, although, awful
because, birthday, evening, invite, perfect, quickly

Play the audio again, pausing after each word for Sts to repeat.

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

c Focus on the instructions and the example.

In pairs, Sts write a sentence using two or more of the words in **a**.

Get a few pairs to read their sentence to the class.

3 VOCABULARY verb phrases

a Focus on the two boxes and the example. Tell Sts that by combining a verb from **1** with a phrase from **2**, they will make verb phrases from the story.

Put Sts in pairs and give them a few minutes to match the verbs and phrases. Tell them that sometimes two verbs may be possible with a phrase, but to try to remember the phrases from the story. Point out that the first one (*invite somebody to dinner*) has been done for them.

Check answers.

ANSWERS

have a great time
drive along the high street
meet in a coffee bar
give somebody your phone number
take somebody to a restaurant
wait for somebody
be in a hurry
play a song
leave the club (very late)
run across the road

b Get Sts to test themselves by covering list **1** and remembering the verbs for each phrase.

EXTRA IDEA After Sts have done **a** and **b**, you could get them to listen to the story of Hannah and Jamie again, then work in **A / B** pairs and use the photos on p.20 to retell the story. Encourage them to use connectors and the verb phrases in **3a**. Student **A** is Jamie and tells the story for photos A–C. Student **B** is Hannah and tells the story for photos D–F.

4 LISTENING using evidence to predict the ending of a story

a Tell Sts they are now going to watch the end of the story. There are two videos, each with a different version of how the story ends. First, Sts have to vote with a show of hands on whether they want to watch a happy ending or a sad ending.

b 🔊 Before playing the ending chosen by Sts, elicit ideas from the class about what they think happens, but don't tell them if they are right or wrong, to help build suspense.

Play the happy ending or sad ending video (as chosen by the Sts) once the whole way through for Sts to watch.

At the end of the story, get Sts to tell you what happened.

EXTRA IDEA Sts may want to watch both endings, in which case get them to explain what happened in each version, and ask them which ending they preferred.



H = Hannah, J = Jamie, W = waiter

H Don't you usually look before you cross the road? I nearly hit you. I didn't see you until the last moment.

J Sorry! Hey, Hannah, it's me. It's Jamie.

H Jamie! What are you doing here? I nearly killed you!

J I was buying something. I was in a hurry and I crossed the road without looking.

H Come on. Get in!

W Here you are. Two cappuccinos.

H and J Thanks.

H What an evening! I nearly killed you.

J Well, you didn't kill me, so what's the problem?

H But what were you doing there? I thought you were here, in the café, waiting for me.

J I went to the theatre to buy these tickets for the Pink concert. I know you wanted to go. And it's on the fifteenth of October – next Saturday. Our anniversary.

H Our anniversary?

J Yes. Three months since we first met. We met on Saturday the fifteenth of July. Remember?

H Gosh, Jamie. I can't believe you remember the exact day! What a romantic! It's lucky I didn't hit you in the street...



H = Hannah, P = policewoman

P Good evening, Madam. Are you Hannah Davis?

H Yes. Yes, I am.

P I'd like to speak to you. Can I come in?

P Are you a friend of Jamie Dixon?

H Er, yes.

P Well, I'm afraid I have some bad news for you.

H What? What's happened?

P Jamie had an accident this evening.

H Oh no. What kind of accident?

P He was crossing the road and a car hit him.

H When...when did this happen? And where?

P This evening at twenty-five past five. He was crossing the road, near the theatre.

H Oh no! How is he?

P He's in hospital. He's got a bad injury to his head and two broken legs.

H But is he going to be OK?

P We don't know. He's in intensive care.

H Oh no. And the driver of the car?

P She didn't stop.

H She?

P Yes, it was a woman in a black car. Somebody saw the number of the car. You have a black car outside, don't you, Madam? Is your number plate G-Y five six, R-Z-R?

H Yes...yes, it is.

P Can you tell me where you were at twenty-five past five this evening?

5 SPEAKING

If Sts chose the happy ending, tell them to go to

Communication Happy ending on p.105.

If Sts chose the sad ending, tell them to go to

Communication Sad ending on p.106.

Set a time limit for Sts to answer questions 1–8 in pairs.

Check answers.

ANSWERS

Happy ending

1 Because he was wearing a dark coat

2 Jamie

3 He was in a hurry.

4 To a coffee bar

5 Two cappuccinos

6 He was buying tickets for a concert.

7 It was the Pink concert on 15 October.

8 It was their three-month anniversary.

Sad ending

1 Because he was wearing a dark coat

2 She hit him.

3 She went to the coffee bar and called Jamie.

4 Home / A policewoman

5 That Jamie was in a car accident

6 He had a bad injury to his head and two broken legs. He's in intensive care.

7 The car was black and the driver was a woman.

8 She asked Hannah about the number plate of her car and where she was at 5.25 p.m.

EXTRA IDEA Ask Sts if they want to watch / listen to the ending they didn't choose (they almost always do). You could let them watch / listen to the other ending for pleasure, without doing the tasks.

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

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.

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 points (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. If you don't want to use this in class, tell Sts to look at it at home, and to practise making the sounds and 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 c 2 b 3 a 4 c 5 a 6 c 7 c 8 b 9 b 10 c 11 a
12 c 13 a 14 b 15 c

VOCABULARY

ANSWERS

a 1 do 2 look 3 wear 4 take 5 stay 6 book 7 invite
8 drive 9 play 10 leave
b 1 on 2 in 3 in 4 on 5 at 6 at 7 in
c 1 beard (the others are adjectives to describe hair)
2 lazy (the others are positive adjectives)
3 talkative (the others are negative adjectives)

- 4 earrings (the others are clothes)
- 5 gloves (the others are worn on your feet)
- 6 scarf (the others are pieces of jewellery)
- 7 noisy (the others are weather adjectives)
- 8 luxurious (the others are negative adjectives)

PRONUNCIATION

ANSWERS

c 1 quiet /aɪ/ 2 skiing /i:/ 3 booked /t/ 4 listened /d/
5 noisy /z/
d 1 extrovert 2 overweight 3 bracelet 4 online
5 comfortable

CAN YOU understand this text?

ANSWERS

a Morocco, the Islas Malvinas (Falkland Islands), India
1 B 2 C 3 A
b 1 T 2 F 3 T 4 F 5 T 6 T

▶ CAN YOU understand these people?

ANSWERS

1 c 2 a 3 b 4 c 5 c



1 Lewis

I = interviewer, L = Lewis

I Who do you look like in your family?

L Er, well people say I often look like my dad a lot. We've got the same sort of nose and the same face shape, but I've got my mum's hair colour and my mum's eyes.

I Do you have a similar personality?

L Er, again there is, there are quite a lot of similarities between me and my dad. We're both into German and speaking German, and also into architecture, which is why I'm here.

2 Susie

I = interviewer, S = Susie

I Do you have a favourite painting?

S Um, I think so. I'm not sure of the name of the painting, but I like Salvador Dalí. I really like the painting with the dripping clocks.

I Can you describe it?

S Er, yes, like I said, there are dripping clocks. It's very, um, it's an interesting style. It's not something you see all the time, and it's very colourful.

3 Soshanna

I = interviewer, S = Shosanna

I Where did you go for your last holiday?

S My last vacation I went to Guyana, which is my parents' country in South America.

I Did you have a good time?

S I did. It was actually one of the best vacations I had. It was really educational, and I was able to see how my parents grew up, which was interesting.

4 Susan

I = interviewer, S = Susan

I Do you take a lot of photos?

S I take a lot of photos. My telephone is full of photos and I use Instagram.

I What do you usually take photos of?

S Mostly people, places, gardens, lots of flowers. I never post photos of people, but I take photos of family, but lots of gardens and flowers.

5 Sam

I = interviewer, S = Sam

I Do you prefer films with a happy or sad ending?

S Um, it just has to be a good film. I don't mind if it's a happy ending or a sad ending.

G *be going to* (plans and predictions)

V airports

P the letter *g*

Lesson plan

In this lesson Sts revise *be going to*, which they learned at Elementary level, to talk about plans and predictions. The context is airports. The lesson begins with vocabulary, and Sts learn useful vocabulary related to airports. They then focus on the pronunciation of the letter *g*. Sts then read an article, called *Bored at the airport?*, about things to do when you have to wait at an airport for some time. The grammar is then presented through a video where two men get into conversation while waiting at an airport. The lesson ends with a speaking activity in pairs, in which Sts plan a day visit to their town / city for two friends on a stopover at their nearest airport.

Video material

Pronunciation – the letter *g*

Grammar – *be going to* (plans and predictions)

More materials

For teachers

Photocopiables

Grammar *be going to* (plans and predictions) p.190

Communicative A day in... p.235 (instructions p.221)

For students

Workbook 3A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *airport* on the board. Put Sts in pairs and give them two minutes to think of five things people do at an airport, e.g. *catch a plane, leave, arrive, meet somebody, check in, board, fly, etc.* Elicit answers and write some of their suggestions on the board.

1 VOCABULARY & LISTENING airports; understanding context

- a** Books open. Focus on the questions, making sure Sts know the meaning of *pick someone up* (= collect someone in a car) and *drop someone off* (= drive someone, e.g. to an airport and stop for them to get out). Sts can answer them in pairs or do it as a whole-class activity.
If Sts worked in pairs, get some feedback.

EXTRA CHALLENGE Tell Sts to ask for more information if possible. For example, if their partner says they were travelling somewhere, they should find out where, etc. If their partner says they were picking up or dropping off someone, they should find out who, etc.

- b** Focus on the instructions and tell Sts to look at the 12 signs and to match them to the words and phrases.
Get Sts to compare their answers with a partner.

- c** **3.1** Play the audio for Sts to listen and check.

Check answers and make sure Sts know the meaning of all the words and phrases.

3.1

3 arrivals	11 gates
7 bag drop	5 lifts
1 baggage reclaim	10 passport control
9 check-in	12 security check
8 customs	4 terminal
2 departures	6 trolley

EXTRA SUPPORT Use the audio to drill the pronunciation of the words and phrases, or model and drill them yourself.

Then tell Sts to cover the words and look at the signs, and try to remember the words and phrases.

- d** **3.2** Focus on the task and make sure Sts understand what they have to do.

Play the audio once the whole way through.

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

Check answers.

ANSWERS

1 lifts 2 security check 3 gates 4 passport control
5 check-in 6 arrivals 7 baggage reclaim

3.2

- 1 Doors opening. Second floor. Departures. Check-in and bag drop.
2 **A** Can you take your boots off, please?
B Sorry?
A Your boots. Take them off and put them on the belt, please.
3 Boarding for British Airways flight B-A-zero-five-six-four to Milan will begin in a few minutes. Passengers in rows fifteen to thirty are invited to board first. Please have your passport and boarding pass ready.
4 **A** Are you here on vacation?
B Er, yes, I am.
A How long are you staying?
B Two weeks.
5 Passport and boarding pass, please. Thanks. How many bags are you checking in?
6 **A** Hi, darling. So good to see you!
B You too.
A How was your flight?
B Not too bad. Just a fifteen-minute delay.
7 **A** Excuse me, are you sure that's your case? It looks exactly like mine.
B Well, I think it's mine. Let's have a look. Oh gosh, terribly sorry, it's not mine.
A Look, there's another similar one coming. That's probably yours.

2 PRONUNCIATION the letter g

Pronunciation notes

The letter *g* can be pronounced in two different ways, /g/ or /dʒ/.

g before *a, o, u*, and a consonant is pronounced /g/, e.g. *gas, go, gun, great*.

gu + vowel is also pronounced /g/, e.g. *guard*.

g is also always pronounced /g/ when it comes after a vowel at the end of a word, e.g. *bag, dog*.

ge and *gi* can be pronounced /g/ or /dʒ/, e.g. *get, give*, but also *generous, page, giraffe*.

gg is usually pronounced /g/, e.g. *bigger*, but there are two exceptions where it is pronounced /dʒ/: *suggest* and *exaggerate*.

You could also tell Sts that the letter *g* is sometimes silent, e.g. *foreign, sign*, etc.

- a** Do this as a whole-class activity.

ANSWERS

gg = /g/, *ge* = /dʒ/

- b** Focus on the chart. Elicit the two sound-picture words (*girl* and *jazz*) and the sounds /g/ and /dʒ/.
Now tell Sts to put the words in the list in the correct row.
Remind Sts that this kind of exercise is easier to do if they say the words aloud.
Get Sts to compare with a partner.
- c** ▶ Play the video for Sts to watch and check. Tell them to focus on the different mouth positions.



girl /g/ *gate, foggy, forget, guide, guest, begin, gift, guarantee, organize*

jazz /dʒ/ *large, village, engineer, agent, region, emergency, general*

Put Sts in pairs and get them to practise saying the words.
Finally, ask *When can g be pronounced /dʒ/?*

ANSWER

When it is followed by the letter *e* or *i*.

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

3 READING & SPEAKING using context to complete information

- a** Do this as an open class question, and elicit their stories.
You will probably need to elicit / teach *be delayed*. Tell Sts about any experiences you may have had.
- b** Focus on the instruction and questions. Elicit / Teach the meaning of *tip* (= a small piece of advice about something practical). Give Sts time to read the article. Tell them not to worry about the gaps for the moment.
Elicit answers from the class.
- c** Focus on the instructions. Tell Sts to read the article again and complete the gaps with phrases A–E.
Give Sts time to read the article and complete the task.
Get Sts to compare with a partner, and then check answers.

ANSWERS

1 E 2 A 3 D 4 B 5 C

- d** Focus on the task. Put Sts into pairs and tell them to cover the article and try to remember the suggestions.
Check answers.

ANSWERS

- 1 learn to make a cake or sushi, learn a new language
- 2 have a chat or a long conversation on the phone
- 3 meditate, go for a walk round the airport
- 4 chess, Scrabble, a role-play game; a film, a TV series
- 5 say hello to somebody you don't know

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

- e** Focus on the task and go through the instructions with the class.
Give Sts time to read the tips.
Get Sts to work with a partner to share their opinions about the tips. Remind them for each tip to say why it is something they would or would not do.
Get some feedback from the class.
- f** Focus on the instructions. Give Sts time to think what the words and phrases mean. Encourage them to use the context to help them work out the meaning.
Check answers, either explaining in English, translating into Sts' L1, or getting Sts to check in their dictionaries.
Model and drill pronunciation.

ANSWERS

duty-free shop /dju:ti 'fri: ʃɒp/ = a shop where you can buy things without paying tax on them

destination /destɪ'neɪʃn/ = a place that somebody or something is going or being sent

massage chair /'mæsɑ:ʒ tʃeə(r)/ = a special chair that uses vibration to reduce pain and relax someone

airport lounge /'eəpɔ:t laʊndʒ/ = a room for waiting in at an airport, sometimes with free food and drink and other facilities. They normally charge for entrance unless you are travelling in business or first class.

stopover /'stɒpəʊvə/ = a short stay somewhere between two parts of a journey

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

4 GRAMMAR be going to (plans and predictions)

- a** Focus on the photo and questions. Get Sts to discuss in pairs. Elicit ideas from the class.
- b** ▶ Tell Sts they are now going to watch the video which the photo in **a** is from. Two men get into conversation at an airport and discover they are both on the same flight. Play the video once to check answers.

ANSWERS

They are at an airport. They don't know each other.

Now give Sts time to read the instruction and sentences 1–9. Teach / Elicit the meaning and drill the pronunciation of *conference* /'kɒnfərəns/ (= a large official meeting).
Play the video again. Then tell Sts to try to complete as many of the sentences as they can with *J* or *A*. Get them to compare with a partner, and then check answers.

ANSWERS

1 J 2 J 3 A 4 A 5 A 6 A, J 7 J 8 J, A 9 A, J



An = Announcer, J = Jake, A = Alex

An Attention, all passengers for London Heathrow Flight BA seven-seven-eight-seven. This flight is delayed. Further information in one hour.

J Another hour!

A Are you also on the London flight?

J Yes, unfortunately. Another delay. Who knows when we'll take off...

A Is there someone waiting for you at the airport?

J No, ...that's probably a good thing.

A No, me neither. I'm Alex, by the way. You're British, right? Do you live in London?

J I'm Jake. No, I don't live in the UK, I live in Chicago now. I work at Chicago State University.

A Oh, cool. So why are you going to London?

J I'm going to give a talk at a conference in Oxford, actually.

A So do you like living in Chicago?

J Oh, I love it. I'm going to stay there for at least another two years – they've extended my contract.

A Yeah, Chicago's a great city. I'm not working, I'm on holiday. I'm going to do a tour of the UK. And I'm going to visit Oxford!

J Oh right. That's er, that's nice.

A I'm really excited. It's my first trip to England.

J Well, I'm sure you're going to have a great time. May's a great month to be in the UK.

A I hope so. Hey, maybe you could show me around Oxford University? Are you going to be there all week?

J Oh, well...I'm going to be very busy, but maybe...

A So your trip is all work, no fun?

J Yeah – though, well, I'm going to meet up with a friend, well, my ex-girlfriend really, who I was with when I was a student. She lives in Oxford now.

A That's great!

J Yeah, we broke up when I got the job in Chicago, but, well...I'm really looking forward to seeing her.

A Hey, we're probably not going to leave for some time. Let's have a drink somewhere.

J Um, OK, yeah, why not. Let's check the Departures screen first.

A Oh – Jake – is this yours?

J My phone! Thanks. Typical me, I always lose things when I'm travelling.

A So, text me your number, now, so you don't forget...

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

- c **3.3** Focus on the instructions and give Sts time to complete the gaps with the correct form of *be going to*.
Get Sts to compare with a partner, then play the audio for them to listen and check.
Check answers.

ANSWERS

- | | |
|---------------------|----------------------|
| 1 'm going to give | 4 Are...going to be |
| 2 'm going to do | 5 not going to leave |
| 3 're going to have | |

3.3

See script in Student Book on p.25 and answer key

- d First, make sure that Sts are clear about what the difference is between *a plan* (=something you intend to do) and *a prediction* (=something that you think is going to happen).
Now, in pairs, Sts focus on whether sentences 1–5 in **c** are plans (Pl) or predictions (Pr).

Check answers.

ANSWERS

1 Pl 2 Pl 3 Pr 4 Pl 5 Pr

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 3A** on p.138.

Grammar notes

Be going to is revised here with its two main uses: plans (*I'm going to stay for six months.*) and predictions (*It's going to be a big surprise for him.*).

You may want to point out that when people speak fast, *going to* often sounds like *gonna*, and it is even sometimes written like that, for example, in song lyrics.

Focus on the example sentences and play audio **3.4** 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 for **3A** on p.139. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 Is...going to learn 2 aren't going to go, 're going to stay
3 're going to be 4 's going to get 5 'm going to cook
6 'm not going to listen 7 are, going to do
b 1 's going to win 2 're going to be 3 're going to break

Tell Sts to go back to the main lesson **3A**.

EXTRA PRACTICE OPTION Use the **3A Grammar** photocopiable activity.

EXTRA IDEA Give Sts some extra oral grammar practice. Write the following time expressions on the board.

after class
this evening
tomorrow
next weekend
next summer

Put Sts in pairs and tell them to ask each other *What are you going to do + a time expression*. Tell them to ask for more information where possible.

Get some feedback from different pairs.

5 SPEAKING

Put Sts in pairs. Tell them to go to **Communication What are we going to do?** on p.105.

- a Focus on the scenario which explains the task. Make sure Sts understand what they have to do.

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

Monitor and help, correcting any errors they make with *be going to*.

EXTRA IDEA In a large class, you may prefer Sts to do the activity in groups of three or four.

- b When Sts are ready, get each pair to present their day to the class.

With a show of hands, get Sts to vote for the best one.

- G** present continuous (future arrangements)
V verbs + prepositions, e.g. *arrive in*
P linking

Lesson plan

In this lesson Sts learn a new use of the present continuous: to talk about fixed arrangements. The context is the continuation of the story of Jake, the man from the video in **3A**, who was going to a conference and hoping to meet up with an ex-girlfriend. Sts begin this lesson by doing a quiz to see how organized they are. They answer the questions individually, compare answers in pairs, calculate the score of their quiz, and then discuss the results. The lesson continues with a vocabulary focus on verbs which are normally followed by prepositions, and then there is a pronunciation focus on linking, to help Sts understand connected speech. Sts then listen to a conversation between Jake and Sarah, his ex-girlfriend, in which they make contact – Sts complete a calendar with Jake's appointments – and arrange to see each other. Finally, they watch a video of the meeting to find out how it went. This is followed by the Grammar focus on the present continuous for future arrangements. Sts then practise the grammar in a speaking activity where they try to make arrangements to go out with other Sts in the class. The lesson ends with Writing, where Sts use both the grammar and the vocabulary to write an email about travel arrangements.

Video material

Listening – *The meeting*

More materials

For teachers

Photocopiables

Grammar present continuous (future arrangements) p.191

Vocabulary What's the preposition? p.273 (instructions p.266)

Communicative Come fly with me! p.236 (instructions p.222)

For students

Workbook 3B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *Are you organized?* on the board. Elicit the meaning of *organized* (= able to plan your work and life well and efficiently) and model and drill the pronunciation. Then put Sts in pairs and tell them to tell each other if they think they are very organized, quite organized, or not very organized, and give some examples of why. You could also tell them how organized you are.

1 READING & SPEAKING making a personal response

- a** Books open. Focus on the quiz and give Sts time to read it and choose their answers. You may want to check that they know the meaning of some of the lexis, e.g. *Post-it™ note, list, pack, etc.*
- Get Sts to compare their answers with a partner.

- b** Tell Sts to go to **Communication** How organized are you? on p.105.

Give Sts time to calculate their score and then read the result.

Tell Sts to go back to the main lesson **3B**.

- c** Back in their same pairs, Sts compare their results and discuss whether or not they agree with them.
- Get some feedback from various pairs.

2 VOCABULARY & PRONUNCIATION verbs + prepositions; linking

Vocabulary notes

Certain verbs are often followed by a particular preposition, which may well be different in Sts' L1. When Sts learn these verbs, they should make a note of the preposition that follows each verb.

- a** Focus on the two extracts from the quiz and explain that in each sentence there is a preposition missing. Highlight the fact that certain verbs are often followed by a particular preposition, e.g. *It depends on the weather.*
- Get Sts to complete the sentences, and then check answers.

ANSWERS

1 at 2 for

- b** Tell Sts to go to **Vocabulary Bank Prepositions** on p.161 and do **2 Verbs + prepositions**.

Focus on **a** and get Sts to complete the **Prepositions** column individually or in pairs.

Now do **b**. Play audio 3.5 for Sts to listen and check.

Check answers. When looking at 13 and 14, you might want to highlight the difference between *think about* and *think of*: *think about* = action verb, e.g. 'Why are you so happy?' 'I'm thinking about my holiday', and *think of* = non-action verb, to have an opinion, e.g. 'What do you think of Coldplay?' 'I don't like them.'

3.5

Prepositions, 2 Verbs + prepositions

- 1 I arrived **in** Paris on Friday night.
- 2 I was very tired when I arrived **at** the hotel.
- 3 I hate waiting **for** people who are late.
- 4 A What are you going to do at the weekend?
B I don't know. It depends **on** the weather.
- 5 I'm sorry, but I really don't agree **with** you.
- 6 I asked **for** a chicken sandwich, but this is tuna!
- 7 Please listen **to** what I'm saying!
- 8 Who's going to pay **for** the meal?
- 9 I need **to** speak to Martin **about** the meeting.
- 10 I don't spend much money **on** food.
- 11 Don't worry **about** the exam. It isn't very hard.
- 12 Do you believe **in** ghosts?
- 13 You're not listening! What are you thinking **about**?
- 14 A What do you think of this painting?
B I really like it. I think it's beautiful.
- 15 Who does this bag belong **to**?

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 the **arrive in or arrive at?** box and go through it with the class.

Focus on **a** in **Activation** and get Sts to cover the **Prepositions** column and say the sentences.

Finally, in **b**, get Sts to complete the gaps with a preposition, and then check answers.

ANSWERS

1 on 2 about, to 3 in 4 to 5 for 6 for

EXTRA SUPPORT Write the prepositions on the board in random order to help Sts.

Make sure Sts understand all the lexis, e.g. *love at first sight*, etc.

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

Get some feedback from various pairs.

Tell Sts to go back to the main lesson **3B**.

EXTRA PRACTICE OPTION Use the **3B Vocabulary** photocopiable activity.

- c **3.6** Here Sts practise deciphering connected speech. Focus on the **Linking** box and go through it with the class. Highlight that this is an aspect of pronunciation that is particularly important to help them understand spoken English.

Tell Sts they are going to hear six sentences said at normal speed. The first time, tell them just to listen, not to write.

Play the audio once the whole way through.

3.6

- 1 We arrived at the airport.
- 2 It depends on the time.
- 3 Let's talk about it.
- 4 What do you think of it?
- 5 Don't think about the past.
- 6 How much did you spend on food?

Now play the audio again, pausing after each sentence to give Sts time to write.

Check answers, eliciting the sentences onto the board.

Finally, play the audio again, pausing after each sentence for Sts to repeat and copy the rhythm.

EXTRA SUPPORT Repeat the activity, eliciting responses from individual Sts.

- d Put Sts in pairs and get them to practise saying the sentences in **c**.

3 LISTENING inferring mood, understanding relationships between people

- a **3.7** Ask Sts if they can remember Jake from the video in **3A**. If not, play the video again to remind them that he is the man who is going to a conference in Oxford, the UK. Now focus on the instructions and questions. Play the audio for Sts to listen and answer the questions. Get Sts to compare answers with a partner. Then check answers to the first two questions, and elicit ideas for the third.

ANSWERS

a tired b excited

3.7

(script in Student Book on p.128)

S = Sarah, J = Jake

S Hello?

J Sarah?

S Hi, Jake.

J Hi. Great to hear your voice! How are things?

S Oh fine, fine. When did you arrive in the UK?

J Last night.

S And how was the journey?

J Not great. The flight was delayed for three hours.

S Oh, poor thing. Could you do some work while you were waiting?

J No, I couldn't because there was this American guy called Alex who was sitting next to me at the airport, and he kept talking to me.

S Oh dear. Never mind, you're here now.

J So, when can we meet?

S I'm afraid I'm really busy this week. The only possible day for me is Tuesday. I'm going to London from Wednesday to Friday...

J Tuesday. Let me look at my calendar.

S Wow, Jake, you put things in your calendar! You're much more organized than when we were going out.

J Well, I'm better than I was. Although I nearly lost my phone at the airport yesterday! OK, Tuesday. I'm not free in the evening. I'm having dinner with Mark Taylor, my old professor. Do you remember him? It's at seven thirty. I can't change that. How about lunch?

S It depends on the time. A late lunch would be OK, around one forty-five?

J The problem is I'm giving my talk at two. And I'm having a breakfast meeting at eight fifteen with some colleagues.

S Well, morning coffee? Or tea in the afternoon, then? What are you doing then?

J Let's see...I'm going to a talk about climate change at four, so I think maybe morning coffee is best. And then we can try to arrange another time.

S OK. There's a nice new coffee bar in the high street called Espresso. Meet there at eleven?

J Perfect. I'm really looking forward to it!

S Me too. Bye.

- b Focus on the task and the calendar, and give Sts time to read all the appointments in the list. Make sure Sts realize that there are two appointments they do not need to use. 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

08.15 breakfast meeting	16.00 climate change talk
11.00 meet Sarah	19.30 dinner with Mark
14.00 my talk	

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.128, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- c **3.7** This video shows what happens when Jake and Sarah meet. Focus on the photos and elicit who the people are, where they are, and how they look. Tell Sts they are now going to watch a video to see how Jake and Sarah's meeting went. Play the video once the whole way through. Focus on the questions and get Sts to answer with a partner. Check answers.

ANSWERS

Sarah is getting married on Saturday. Alex appears in the café. Jake feels awful.



J = Jake, S = Sarah, A = Alex

J Sarah! Sorry I'm late!

S Same old Jake. You were always late for everything. Good to see you. You look well.

J You look fantastic.

S Thank you. What would you like? I'm having a flat white.

J Oh, the same for me. And a croissant or something. It's really great to see you, Sarah – just like old times. You haven't changed. And... I miss you. We need to meet again, before I go back to the States. Are you doing anything on Saturday?

S Well, actually I'm...

J Lunch? Dinner? Breakfast?

S Jake, there's something I need to tell you. I'm not single now. In fact, um...in fact, I'm seeing someone. He's called Mike, and... we're getting married this Saturday. That's why I'm so busy all this week...

J Wow! Um, that's...that's great news! I wish you all the best.

S Thanks, Jake.

A Jake, it's you! How's the conference? You didn't pick up my messages. Oh, is this...

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

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 GRAMMAR present continuous (future arrangements)

a **3.8** Focus on the instructions. Tell Sts the first time they listen they must complete the gaps in 1–5.

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

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

3.8

1 I'm **going** to London from Wednesday to Friday.

2 I'm **having** dinner with Mark Taylor.

3 I'm **giving** my talk at two o'clock.

4 Are you **doing** anything on Saturday?

5 We're **getting married** on Saturday.

Now ask Sts whether they refer to the present or the future.

ANSWER

They all refer to b) the future.

b Tell Sts to go to **Grammar Bank 3B** on p.138.

Grammar notes

Sts already know how to use the present continuous to talk about things happening now, but may find this future use (*What are you doing this evening?*) quite strange. They may find it more natural to use the present simple for this because of L1 interference, e.g. *What are you doing this evening? I'm going to the cinema.* NOT *What do you do this evening? I go to the cinema.*

The difference between using *be going to* and the present continuous is quite subtle, so it is probably worth stressing that they can often be used as alternative forms when we talk about plans and arrangements, e.g. *What are you going to do tonight? / What are you doing tonight?*

You may want to point out that whereas it is very common to use the present continuous with verbs such as *leave*, *arrive*, *go*, and *come* because these often refer to previously-made travel arrangements, *be going to* is more common with actions for which you don't usually make special arrangements, e.g. *I'm going to wash my hair tonight* is more common than *I'm washing my hair tonight*.

It is also important to highlight that the present continuous is not used for predictions, e.g. *I'm sure you're going to find a job.* NOT *I'm sure you're finding a job.*

Focus on the example sentences and play audio **3.9** for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the **be going to or present continuous?** box and go through it with the class.

Focus on the exercises for **3B** on p.139. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

a 1 N 2 F 3 F 4 N 5 N 6 F 7 F 8 N

b 1 'm packing 2 'm flying 3 are you going 4 'm meeting
5 are you seeing 6 's working

Tell Sts to go back to the main lesson **3B**.

EXTRA PRACTICE OPTION Use the **3B Grammar** photocopiable activity.

c Focus on Jake's calendar and the example.

Put Sts in pairs and get them to ask and answer questions about Jake's phone calendar.

5 SPEAKING

a **3.10** Focus on the task and tell Sts that the first time you play the audio, they should just listen and read at the same time. They should pay attention to **B's** intonation which helps to show how she is feeling, e.g. enthusiastic, apologetic.

Play the audio once the whole way through.

3.10

See the conversation in Student Book on p.27

Now tell Sts they must listen and repeat the conversation.

Play the audio again, pausing after each line for Sts to listen and repeat. Encourage them to copy the intonation.

b Now put Sts in pairs and get them to practise the conversation.

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

c Focus on the instructions and give Sts time to complete their calendar with different activities for three evenings next week. Encourage them to write the activities with the verb in the infinitive, or without the verb, as this is how people normally put things in a diary, e.g. *(go to) cinema with friends* NOT *I'm going to the cinema with friends*.

EXTRA SUPPORT Elicit some activities Sts could do in the evening and write them on the board, e.g. *study, do homework / housework, go to the cinema / a concert, go to a restaurant, cook dinner, watch a film at home, etc.*

d Focus on the instructions and make sure Sts know what they have to do. Read the example with a student.

Tell Sts to mingle and try to make arrangements with a different person for every free evening they have.
 If it's difficult to move around freely, put Sts in small groups to do the task.
 When time is up, find out who is doing what when.
 Remind Sts to use present continuous to talk about their arrangements, if necessary.

6 WRITING an informal email

Tell Sts to go to **Writing Bank 3** on p.117.

- a** Focus on the question and three possible answers. Get Sts to read the email. Tell them not to worry about the gaps.
 Check answer.
 Help Sts with any vocabulary, e.g. *share a room*, *attaching*, etc.

ANSWER

b

- b** Now get Sts to read the email again and answer questions 1–4.
 Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 She stayed with his family last year.
- 2 Her flight number and arrival time.
- 3 He asks which bedroom she prefers and what she'd like to do in the UK this year.
- 4 His daughter Ava is taller than last year.

- c** Focus on the phrases in the list and give Sts a few minutes in pairs to complete the gaps in the email.
 Check answers.

ANSWERS

- 1 Hi
- 2 Thanks for your email
- 3 Looking forward to hearing from you
- 4 Best wishes
- 5 PS

- d** Focus on the **Informal language** box and go through it with the class. Check Sts understand the sub-headings *contractions*, *informal requests*, *informal beginnings*, and *endings*. Give them time to complete the gaps in the information box.
 Check answers.

ANSWERS

- 1 're 2 'd 3 're 4 Don't forget to tell me 5 Best wishes

- e** Go through the layout of the email with the class, pointing out the three different paragraphs.
 Put Sts in pairs to plan their reply to Owen and make notes.
- f** Set the writing in class or for homework.
- g** Make sure Sts check their emails for mistakes before handing them in.

- G** defining relative clauses (*a person who...*, *a thing which...*)
V paraphrasing: *like*, *for example*, etc.
P silent e

Lesson plan

The topic of this lesson is word games. First, Sts read about and listen to a TV game show where contestants have to complete the alphabet wheel by saying the correct word for definitions for each letter of the alphabet. These definitions present the grammar of simple, defining relative clauses. After focusing on the grammar, Sts move on to Vocabulary and Speaking, where they learn how relative clauses can help them with the essential language skill of paraphrasing, and learn other useful phrases which will help them keep going in a conversation when they don't know the exact word for something. Sts then play the game with letters A–E only. The pronunciation focus is on how the silent letter e at the end of words, e.g. *site*, *fate*, etc., changes the preceding vowel sound. Finally, Sts define words to each other in order to complete a crossword.

More materials

For teachers

Photocopiables

Grammar defining relative clauses p.192

Communicative Can you explain the word? p.237 (instructions p.222)

For students

Workbook 3C

OPTIONAL LEAD-IN (BOOKS CLOSED) Tell Sts you are going to play a word game. Play *Ten Chances* with the word *dictionary* (see p.31 for instructions on how to play). Tell Sts that the lesson is going to be about word games.

1 READING & LISTENING understanding the rules of a game, understanding definitions

- a** Books open. Focus on the questions. Do the first one as a whole-class activity and tell Sts if you like word games. Elicit any word games Sts like playing, including online or app-based games.

Now give Sts, in pairs, three minutes to find as many words as possible of four letters or more (not including the letters in the circle).

Get some possible answers.

POSSIBLE ANSWERS

fear, children, joke, learn, angel, danger, etc.

EXTRA CHALLENGE You could play other word games with these letters, e.g. give Sts three minutes to try to make the longest word they can.

- b** Focus on the photo of the game show. Use it to elicit the word *wheel*, and ask Sts if any of them recognize the show. If necessary, explain the meaning of *pass* (*on a question*) (= to not answer a question, in this case so that you can come back to it later).

Then give Sts time to read the text.

Elicit answers. You could also ask Sts if they like this sort of TV show. The original show on TV in the UK was called *The Alphabet Game*, and it has been adapted in many countries around the world, e.g. in Spain, where it is called *Pasapalabra* and in 2023 a contestant won over two million euros!

- c** Tell Sts to read the text again and then cover it. Put Sts in pairs and get them to answer questions 1–5. Check answers.

ANSWERS

- 1 To complete the wheel by saying the correct word for each letter
- 2 Two minutes
- 3 The place where you catch a plane, airport
- 4 He or she says 'pass', and the presenter goes on to the next letter.
- 5 They get all 25 words correct.

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

- d** **3.11** Focus on the instructions and make sure Sts understand the situation. Explain that they are going to listen to the end of the show and they should try to write down the last six words the contestant needs to guess. The words will begin with the six letters which are still in gold on the wheel, i.e. B, C, G, K, L, and T. Tell Sts not to call out the answers.

Play the audio, pausing after each 'ping' to give Sts time to write their answer.

Get Sts to compare with a partner, but don't check answers yet.

3.11

(script in Student Book on p.128)

P = presenter, V = Victoria

P OK. It begins with **B**. It's an adjective for a man who has no hair on his head!

V (*ping*)

P Right. It begins with **C**. It's an adjective. It describes a place where there are a lot of people, for example a restaurant or a beach in the summer.

V (*ping*)

P Right. It begins with **G**. They're things which people wear on their hands.

V (*ping*)

P Right. It begins with **K**. It's the room where people cook.

V (*ping*)

P Right. It begins with **L**. It's an adjective for someone who doesn't like studying or working, for example. It's the opposite of *hard-working*.

V (*ping*)

P Right. It begins with **T**. It's a thing which you use in an airport to help you with your cases, or in a supermarket to put your shopping in...Just three seconds left...

V (*ping*)

- e** **3.12** Tell Sts that they are going to listen to Victoria again, but this time they will hear her answers. They must compare their answers to hers.

Play the audio the whole way through for Sts to compare their answers.

Check answers.

Find out with a show of hands how many Sts got all six answers correct.

ANSWERS

1 bald 2 crowded 3 gloves 4 kitchen 5 lazy 6 trolley

3.12

P OK. It begins with **B**. It's an adjective for a man who has no hair on his head!

V Bald.

P Right. It begins with **C**. It's an adjective. It describes a place where there are a lot of people, for example a restaurant or a beach in the summer.

V Crowded.

P Right. It begins with **G**. They're things which people wear on their hands.

V Gloves.

P Right. It begins with **K**. It's the room where people cook.

V Kitchen.

P Right. It begins with **L**. It's an adjective for someone who doesn't like studying or working, for example. It's the opposite of *hardworking*.

V Lazy.

P Right. It begins with **T**. It's a thing which you use in an airport to help you with your cases, or in a supermarket to put your shopping in...Just three seconds left...

V Trolley!

P Congratulations, Victoria! You've done it!

V Oh, great!

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.128, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

2 GRAMMAR defining relative clauses

a Focus on the three sentences from the game show and get Sts to complete the gaps.

Check answers.

ANSWERS

1 where 2 who 3 which

EXTRA CHALLENGE Get Sts to focus on the three sentences in a and elicit when the words *who*, *which*, and *where* are used.

ANSWERS

We use *who* with people, *which* with things, and *where* with places.

b Tell Sts to go to **Grammar Bank 3C** on p.138.

Grammar notes

You may want to point out that in conversation and informal writing, native speakers often use *that* rather than *who* and *which*, e.g. *A waiter is somebody that works in a restaurant*.

The relative pronoun can be omitted in sentences like *This is the book I told you about*, where the subject of the relative clause changes. This is not actively focused on at this level, but is probably worth pointing out, as its omission sometimes causes comprehension problems when Sts are reading or listening, especially when they cannot leave it out in their L1.

Focus on the example sentences and play audio 3.13 for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the **that** box and go through it with the class.

Focus on the exercises for **3C** on p.139. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

a 1 which 2 which 3 who 4 where 5 who 6 which 7 where

b 1 That's the dog which always barks at night.

2 That's the shop where I bought my wedding dress.

3 He's the actor who was in the last James Bond film.

4 They're the children who live next door to me.

5 This is the restaurant where they make great pizza.

6 That's the switch which controls the air conditioning.

7 He's the teacher who teaches my niece.

8 That's the room where we have our meetings.

9 This is the light which is broken.

EXTRA CHALLENGE After checking the answers to a, you could tell Sts to close their books and then ask *What's an octopus? What's a lawnmower?*, etc. and see if they can remember the definitions.

Tell Sts to go back to the main lesson **3C**.

EXTRA PRACTICE OPTION Use the **3C Grammar** photocopyable activity.

3 VOCABULARY & SPEAKING paraphrasing

Vocabulary notes

Native speakers often paraphrase when they can't think of the word they want. This is an essential skill for Sts at any level. Encourage Sts to get into the habit of paraphrasing whenever they need to. You can help them with this by giving definitions when they ask what a word means.

a Focus on the question and go through the possible answers a–c, making sure Sts understand them. Elicit answers and try to get a mini discussion going about the relative merits of each one.

You may want to point out to Sts that the word to describe option c is *paraphrasing* (the subheading of this section).

b 3.14 Tell Sts that they are going to learn some useful expressions to help them explain words they don't know. In pairs, Sts complete the eight expressions with the words in the list.

Play the audio for Sts to listen and check.

Check answers.

ANSWERS

1 somebody 2 something 3 somewhere 4 kind 5 opposite 6 like 7 similar 8 example

3.14

See sentences in Student Book on p.29 and answer key

c Play the audio again, pausing after each sentence, and elicit the word being defined. You could point out that after *somewhere*, you can leave out the relative pronoun *where*.

EXTRA SUPPORT Give Sts time, in pairs, to read the expressions again and work out the word being defined.

Check answers.

ANSWERS

- 1 guide 2 credit / debit / bank card / phone 3 post office
4 banana 5 cheap 6 cardigan 7 purse 8 turn off

d Focus on the six words and give Sts time in pairs to write definitions.

Elicit some of their answers onto the board.

POSSIBLE ANSWERS

- 1 who plays music on the radio or in a club.
2 (where) you can see paintings.
3 (which) you use to take photos.
4 machine which takes people up and down in a building.
5 when you are on the beach.
6 of straight.

e Focus on the instructions. Elicit / Remind Sts of the rules for the game A–Z if necessary.

Make sure Sts only write five definitions – one for each letter from A to E.

EXTRA SUPPORT Put Sts in pairs to write their definitions. If they can't think of words, you could give them words to use, e.g.:

actor	apple	armchair	abroad
bag	builder	breakfast	bathroom
charger	cold	cook	cousin
dictionary	dangerous	dirty	drive
empty	easy	extrovert	earrings

Monitor and help Sts, correcting any errors with relative clauses.

When Sts are ready, put them in groups of three or four. If Sts wrote their definitions in pairs, then put two pairs together.

Sts read their definitions for their teammates to guess.

When they have finished, you could get a few Sts to read their definitions to the class.

4 PRONUNCIATION silent e

Pronunciation notes

Sts learn how a final *e* at the end of a word with a vowel often changes the pronunciation of this vowel. This will help Sts to predict the pronunciation of new words.

You may want to point out to Sts that a few common words are exceptions, e.g. *have*, *give*, and *live*, and that with two-syllable words the rule is usually true when the syllable with the silent *e* is stressed, e.g. *decide* and *arrive*, but not *practise*.

a Focus on the **Silent e** box and go through it with the class. Now focus on the two definitions and elicit the words.

ANSWERS

- 1 hat 2 hate

Ask the class how the pronunciation of the first word changes when you add the *e*.

ANSWER

It changes from /æ/ to /eɪ/ (from short to a diphthong). With a final *e*, it's the same sound as the letter *a*.

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

Check answers and make sure Sts know the meaning of the words. Model and drill pronunciation.

ANSWERS

bit /bɪt/ – bite /baɪt/
not /nɒt/ – note /nəʊt/
cut /kʌt/ – cute /kju:t/
plan /plæn/ – plane /pleɪn/

EXTRA SUPPORT Write the words and phonetics on the board to help Sts.

c **3.15** Focus on the instructions, and then play the audio for Sts to listen to the definitions and write the pairs of words.

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

Now play the audio again, pausing after each definition, and elicit the words.

ANSWERS

- 1 a win – b wine 2 a pet – b Pete 3 a mad – b made

3.15

- 1 **a** It's a verb. It's the opposite of *lose*.
b It's something you drink. It's alcoholic and it can be red, white, or rosé.
2 **a** It's an animal which people have in their house, for example a cat.
b It's the short form of the name *Peter*.
3 **a** It's an adjective similar to *crazy*.
b It's the past tense of the verb *make*.

d Put Sts in pairs and get them to say the words to each other.

e **3.16** Play the audio for Sts to listen and check. Check answers.

ANSWERS

kite /kaɪt/	tap /tæp/
bin /bɪn/	grapes /greɪps/
stone /stəʊn/	mug /mʌg/

3.16

See words in Student Book on p.29

5 SPEAKING

Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Split crossword**, **A** on p.105, **B** on p.111.

Go through the instructions carefully and make sure Sts understand what they have to do. Before Sts start, check they understand the meaning of *down* and *across* when asking for the crossword clues.

EXTRA SUPPORT Put Sts in pairs, **A** and **B**. Then put two Sts **A** and two Sts **B** together. Get them to look at the words in their crossword and make sure they know the meanings. Now put Sts back in their original pairs to do the activity.

Sit **A** and **B** face to face. **A** asks **B** to define his / her missing words. Then **B** does the same, and they continue taking turns to ask for and give definitions.

When they have finished, Sts compare crosswords.

A work dinner

Practical English problems at a restaurant

Lesson plan

In this episode the functional language is restaurant problems. The *Pictures of you* story continues with Episode 2 *A work dinner*. After a recap of what happened in Episode 1, Episode 2 begins with Izzy visiting Ben early in the morning to remind him about their meal with some of her work friends that evening. In the second scene, Ben arrives at the restaurant late, and Max, Izzy's boss, is in charge of ordering, but there are some problems with the food and with the bill. In the last scene the meal continues. Izzy enjoys the meal with her colleagues, but Max makes fun of Ben, who does not have a good time.

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 pause. Elicit who the characters are and what happened in the first episode of *Pictures of you*. Make sure Sts understand the meaning of *previously* (= before, in the last episode). Stop the video at 00:45.

EXTRA CHALLENGE Put Sts in pairs or small groups to remember what happened in Episode 1 of *Pictures of you*. Then play the recap for them to check what they remembered.

1 AN EARLY MORNING VISIT

a Books open. Focus on the photos and elicit answers to the question, but don't confirm anything yet.

b ▶ In this scene Ben is still in bed when Izzy arrives to pick up her charger. There is a clear contrast between their lifestyles; Ben is still a student and Izzy has a more high-powered job.

Focus on the instructions and on the questions.

Now play the video once for Sts to watch, check their answers to **a**, and answer the questions.

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

ANSWERS

- a** Ben is in bed; Izzy is on her way to work.
- b 1** Because his first class isn't until 10.00.
- 2** Because she has an important meeting.



I = Izzy, B = Ben

I Morning!

B Morning. Turn off the light!

I I think I left my phone charger here!

B Yeah. It's there. What time is it?

I It's ten past seven.

B You're up early today.

I Actually, I'm late. Don't forget we're having dinner with some people from work this evening.

B I know.

I Do you remember where it is?

B Les Amis, seven p.m. Get there early. Dress nicely.

I Thanks for coming this evening.

B No problem. Now...I'm going to go back to sleep. My first class isn't until ten today. Hey! Where's your helmet?

I I don't need it. I'm getting a taxi today. I'm meeting an important client and I can't be late.

c Focus on the list of things, and make sure Sts understand what they have to do.

Play the video again, so Sts can watch a second time and catch why each thing is mentioned.

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

ANSWERS

a phone charger: Izzy left it in Ben's room.

7.10 a.m.: It's the time now.

Les Amis 7 p.m.: It's the place and time they're meeting this evening.

a bike helmet: Izzy doesn't need it, because she's getting a taxi today.

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 PROBLEMS AT A RESTAURANT

a ▶ In this scene, Izzy, her boss, her colleagues, and Ben have a meal together. Sts don't see what everyone orders, but just focus on Max and Izzy's food.

Tell Sts to look at the photo and ask *Where are they?* (at a restaurant). Focus on the task. You could write the questions on the board.

Play the video once the whole way through.

Check answers. Elicit / Teach the words *rare*, *medium*, and *well done* for the different ways that steak can be cooked.

ANSWERS

1 Max orders tuna with salad, Izzy orders steak (rare).

2 Max gets chips, not salad. Izzy's steak is medium, not rare. There is a mistake with the bill.



B = Ben, M = Max, W = waiter, I = Izzy

B Sorry I'm late.

M Don't worry, Ben. We haven't ordered yet. We were waiting for you. You have something on your tie.

B I do? Oh. It's from work. Thanks.

W Are you ready to order?
M Yes, please.
W Can I get you something to start with?
M OK. Do we want starters? No, thank you. I'd like the tuna.
W Would you like that with salad or chips?
M Salad, please.
W And for you?
I I'll have the steak, please.
W How would you like your steak? Rare, medium, or well done?
I Rare.
W And for you? The tuna for you, the steak for you. The other dishes are coming.
M Excuse me. I asked for salad, not chips.
W Oh, I'm sorry. No problem, I'll change it.
M Thank you.
I Excuse me.
W Yes?
I I asked for my steak rare, and this is medium.
W I'm really sorry. I'll take it back to the kitchen.
M Can we have the bill, please?
W Of course.
M I think there's a mistake here. I had the salad, not chips. And Izzy had the steak.
W I'm very sorry. I'll change that.

b Focus on the conversation in the chart. Elicit who says the **You hear** phrases (the waiter) and who says the **You say** phrases (the customer, or here, Max and Izzy). These phrases will be useful for Sts if they need to order food / a drink, and if they then have problems.

Give Sts a minute to read through the conversation and to think about what the missing words might be. Then play the video again, and get Sts to complete the gaps.

EXTRA CHALLENGE Get Sts to try to complete the gaps in the conversation before they watch the video for the second time. Then play it again for them to watch and check.

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

ANSWERS

1 order 2 start 3 chips 4 done 5 dishes 6 change
7 take 8 sorry

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

c  Now focus on the **You say** phrases and tell Sts they're going to watch the conversation again. They should repeat the phrases when the video pauses.

Play the video for Sts to watch and repeat the phrases. Encourage them to copy the rhythm and intonation.

Put Sts in pairs, **A** and **B**. **A** is the waiter, and **B** is the customer. Get Sts to read the conversation aloud and then swap roles.



Same as previous video with repeat pauses

d Focus on the role-play. Go through the menu with the Sts. Elicit the meaning of *starters* and *mains*. Check Sts know what the dishes on the menu are. You could ask them which dishes they like best and find out if any Sts are vegetarian or vegan.

Put Sts in pairs, **A** and **B**. Tell them to read their instructions, and help them to understand exactly what they have to do.

A is the waiter. **B** should decide what to eat and then respond when **A** starts with *Are you ready to order?* Give Sts some time to think / prepare before they start the role-play.

EXTRA SUPPORT Demonstrate the activity by taking the role of the waiter yourself and getting a confident student to be the customer.

Sts now role-play the conversation.

When they have finished, they should swap roles.

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

3 A REAL JOB?

a  In this scene, the dinner continues. Max asks Ben some questions about his work and the atmosphere in the restaurant is uncomfortable. Later, Ben speaks to his sister on the phone and we learn that Izzy, Max, and the other colleagues went for a drink after the meal, but Ben did not want to join them.

Focus on the photos. Elicit how Sts think Max, Izzy, and Ben are feeling from looking at their expressions (and from what they've seen in the video so far). Give Sts time to read the other questions.

Play the video once the whole way through, and then check answers. You may want to highlight that when Ben reaches for his wallet when the waiter brings the bill, Max says *I've got this*, which is an expression to mean *I'll pay*.

ANSWERS

Max is enjoying himself. Izzy feels a bit uncomfortable. Ben feels uncomfortable and maybe angry with Max.
Ben didn't enjoy the meal – he doesn't like Izzy's work colleagues.
Max paid for the meal.



M = Max, B = Ben, I = Izzy, E = Emma

M So Ben, what do you do?

B I'm a student.

M Nice. What do you study?

I He studies photography. His photos are amazing!

M Cool. Maybe you can work for us in a few years.

B Yeah, maybe.

I Ben's very artistic.

M Artistic? That's great. Do you have a real job?

B A real job?

M Yeah. Do you have a job with a salary?

B Yeah. Um... Well, I work at a café.

M Perfect. If you can't earn enough money as a photographer, people always need coffee.

B Yeah. I guess you're right.

W Here you are. Sorry about the mistake.

M Oh, don't worry Ben, I've got this.

E How was your evening?

B I didn't enjoy it much.

E Are you still out with them?

B No, they all went to have a drink. I didn't want to go, so I said I was tired... I really don't like these people. They're too... confident for me.

E There's nothing wrong with being confident, Ben.

B Well, they're just a bit fake, that's all.

E Did Izzy go with them?

B Yeah.

E She likes these people, right?

B Yeah. She does. She's... changing.

E Things change, Ben, and people change too. That's life.

- b** Give Sts time to read the sentences, which come from the video conversations. Focus on the instructions. Make sure they understand the task. Elicit / Explain *fake* (= not genuine, pretending to be something you are not).
Now play the video again, so Sts can watch a second time and label each sentence with the initial of the person who said it.

EXTRA CHALLENGE Get Sts in pairs to try to remember which person said each sentence. Then play the video again for them to watch and check.

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

ANSWERS

1 I 2 M 3 M 4 B 5 E 6 B

- c** Focus on the bold pronouns in the sentences. Put Sts in pairs to decide who the words refer to.

EXTRA SUPPORT You could do the first sentence together as an example.

Check answers.

ANSWERS

1 Ben 2 Max's team of people at *Light on London* magazine
3 Ben 4 Izzy's work colleagues 5 Izzy 6 Izzy

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** with 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 Actually, I'm late.
2 No problem.
3 Don't worry, Ben. We haven't ordered yet.
4 Yes, I guess you're right.
5 I didn't enjoy it much.

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 **B** to close their books and respond from memory, and then swap roles.

WHAT DO YOU THINK?

Focus on the **What do you think?** box and go through it with the class.

Put Sts in pairs and get them to discuss their answers to the questions. You can decide if Sts should answer the questions briefly or have a more elaborate class discussion about them.

Elicit some feedback from various pairs. You could also give your own answers to the questions.

- G** present perfect + *yet, just, already*
V housework, *make or do?*
P the letters *y* and *j*

Lesson plan

The context of this lesson is housework. The lesson presents the present perfect to talk about the recent past, and Sts also learn to use it with *yet, just*, and *already*. Sts who completed *English File Elementary* will have seen the present perfect (though not *yet, just*, and *already*), and learned the difference between *been* and *gone* but for other Sts this will be completely new.

Sts begin by reading an article about housework. There is then a vocabulary focus on common verb phrases for housework, and collocations with *make* and *do*. The grammar is then presented through three short conversations about housework which Sts watch on video. The pronunciation focus is on the letters *y* and *j*, as in *yet* and *just*. Sts then listen to a podcast which gives tips about how to clean quickly and efficiently.

In a final speaking activity, Sts ask and answer questions about their housework habits and opinions.

Video material

Grammar – present perfect + *yet, just, already*
 Pronunciation – the letters *y* and *j*

More materials

For teachers

Photocopiables

Grammar present perfect + *yet, just, already* p.193
Vocabulary Housework, *make or do?* p.274 (instructions p.266)
Communicative Find the response p.238 (instructions p.222)

For students

Workbook 4A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write these countries on the board: *Canada Italy Norway Spain UK*. Ask Sts to rank them 1–5, with 1 = men do the most housework, and 5 = men do the least housework. Now tell them the real order according to a 2016 survey.

- 1 Norway, where men do more housework than any other country in the world
 - 2 Canada
 - 3 Spain
 - 4 UK
 - 5 Italy
- Ask Sts if they're surprised by the order.

1 VOCABULARY housework, *make or do?*

- a** Books open. Focus on the task and give Sts time to read the article quickly.
 Elicit what the missing word is.

ANSWER
 housework

- b** Now get Sts to read the article again to find which verbs go before *the housework, the bathroom*, and *the dishwasher*.

Check the answer.

ANSWERS

do the housework, clean the bathroom, load the dishwasher

If necessary elicit / teach the meaning and pronunciation of *argue* /'ɑ:gju:/ (= speak angrily to somebody because you don't agree with them), *disagreement* /dɪsə'gri:mənt/ (= a situation where people have different opinions about something), and *reward* /rɪ'wɔ:d/ (= a nice thing you get because you have done well, worked hard, etc.).

- c** Tell Sts to go to **Vocabulary Bank Housework, *make or do?*** on p.162.

Vocabulary notes

Housework

You may want to point out that *wash* and *wash up* are used as normal verbs, (e.g. *I'm going to wash my jeans*, etc.), but that when we refer to the housework activity of washing clothes or washing up plates, etc., it is more common to use the phrases *do the washing* and *do the washing-up*.

You might also want to tell Sts that in British English *vacuuming* and *hoovering* are synonyms. The word *hoover* comes from the American vacuum cleaner company.

make or do

You could suggest that when Sts aren't sure whether to use *make* or *do*, to bear in mind that *make* often has the meaning of 'creating' something which wasn't there before, e.g. *make dinner, make a noise, make a cake*, etc., whereas *do* has the meaning of fulfilling a task which already exists, e.g. *do an exercise, do housework, do a course*, etc. This rule of thumb is generally true, although there are a few exceptions, e.g. *make the bed*.

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

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

Check answers.

🔊 4.1

Housework, *make or do?*, 1 Housework

- 7 clean the floor
- 6 do the ironing
- 3 do the shopping
- 10 do the vacuuming
- 2 do the washing
- 8 do the washing-up
- 13 dust the furniture
- 9 lay the table
- 15 load the dishwasher
- 14 make lunch
- 4 make the bed
- 11 pick up dirty clothes
- 5 put away your clothes
- 12 take out the rubbish
- 1 tidy your room

Now either use the audio 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.

Finally, do **c** and get Sts to cover the phrases and look at the photos. They can test themselves or a partner.

Now focus on **2 make or do** and get Sts to do **a** individually or in pairs.

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

Check answers.

④ 4.2

2 make or do

- 1 do a course
- 2 make a mistake
- 3 do an exam
- 4 make a noise
- 5 make a phone call
- 6 do (the) housework
- 7 make friends
- 8 do sport
- 9 make plans
- 10 make an excuse

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

Finally, do **c** and get Sts to cover the phrases and look at the photos. They can test themselves or a partner.

Focus on **Activation** and put Sts in pairs to test each other. **A** (book open) says a noun and **B** (book closed) says the verb. Make sure they swap roles.

Tell Sts to go back to the main lesson **4A**.

EXTRA PRACTICE OPTION Use the **4A Vocabulary photocopyable activity**.

d Focus on the question. Put Sts into pairs or small groups to answer it.

EXTRA SUPPORT Get Sts to ask you the question so you can model an answer for them before they do the task.

Get feedback from some Sts. Find out what kinds of housework cause the most disagreements and why.

2 GRAMMAR present perfect + yet, just, already

a ▶ This video shows three short conversations about housework which present the new language.

Focus on the photos and question. Play the video for Sts to watch. Check answers.

ANSWERS

- 1 doing the washing-up
- 2 cooking and shopping
- 3 taking out the rubbish



See conversations in Student Book on p.32 and answer key for **b**

b Now focus on the conversations and get Sts to read them. They should complete them with the verbs from the list. Elicit that these are past participles, and what the infinitive is of these verbs. Point out that the first one (*finished*) has been done for them.

! You may want to remind Sts here that *been* is the past participle of *be*, but in the present perfect *been* = go and come back in questions like *Have you ever been to Spain?* *We haven't been to the supermarket this week.* *Gone* = go and not come back, e.g. *Where has he gone?* This will be focused on specifically in **4B**.

EXTRA SUPPORT If your Sts haven't seen the present perfect before, or they've seen it only very briefly, tell them that the past participles are of regular and irregular verbs, and elicit which verbs they are.

Give Sts time to complete the three conversations. Play the video again for Sts to check their answers.

Check answers.

ANSWERS

- 1 started, broken
- 2 made, got, been
- 3 done, put

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

c Focus on the instructions and then give Sts time to match sentences 1–3 to meanings a–c.

Check answers. If you know your Sts' L1, you could elicit the translation of *just*, *already*, and *yet*. Elicit / Explain that the verbs are in the present perfect.

ANSWERS

- 1 c 2 b 3 a

d Tell Sts to go to **Grammar Bank 4A** on p.140.

Grammar notes

For some Sts the present perfect may be new. They may have something similar in their L1 or they may not, but even if they do, the use is likely to be different. It takes time for Sts to learn and use the present perfect correctly, but this use (for things that have happened recently, with no time mentioned) is probably the simplest to understand, and Sts will probably already be used to you asking them, e.g. *Have you finished?*, etc.

yet / *already* may not have an exact equivalent in Sts' L1, and the meaning is not that easy to explain, as they are words which simply add emphasis. There is not much difference between *I haven't finished* and *I haven't finished yet*, but adding *yet* implies that you are going to finish.

just + present perfect: This use may be difficult for Sts to assimilate, as it may be expressed in a completely different way in Sts' L1, i.e. with another verb followed by the infinitive. Sts may also have previously met *just* with the meaning *only*. Tell them that the meaning is usually clear from the context.

4B focuses on the present perfect for past experience with *ever* / *never*, and contrasts it with the past simple. Later in the course (**9B**) Sts are introduced to the present perfect with *for* and *since* for unfinished actions, and this is again contrasted with the past simple in **9C**.

Focus on the example sentences and play both audio

④ **4.3** and ④ **4.4** for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

If your Sts are new to the present perfect, when you go to the **Irregular verbs** list on p.172, get them to underline or highlight the verbs where the past participle is different from the past simple, e.g. *be, become*, etc.

EXTRA IDEA Get Sts to close their books, and test them on participles which are different from the past simple.

Focus on the exercises for **4A** on p.141. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a**
- 1 She's bought a new jacket.
 - 2 He hasn't made the bed.
 - 3 Have you spoken to Mr Jackson?
 - 4 We've found a fantastic hotel.
 - 5 They haven't finished eating.
 - 6 Have you seen Ava recently?
 - 7 Have you put away your clothes?
 - 8 We haven't unloaded the dishwasher.
- b**
- 1 I've just had breakfast.
 - 2 Have you tidied your room yet?
 - 3 The film has already started.
 - 4 I haven't met his girlfriend yet.
 - 5 They've just got married.
 - 6 You're too late. He's already gone home.
 - 7 We've just spoken to him.
 - 8 I haven't done the ironing yet.

Tell Sts to go back to the main lesson **4A**.

EXTRA PRACTICE OPTION Use the **4A Grammar** photocopiable activity.

3 PRONUNCIATION & SPEAKING the letters y and j

Pronunciation notes

Remind Sts that:

- the letter *y* at the beginning of a word is always pronounced /j/
- the letter *j* is always pronounced /dʒ/

- a**  Focus on the sound pictures and elicit the words and sounds: *yacht* /jɒt/ and *jazz* /dʒæz/.
- Play the video for Sts to watch and repeat the sounds. Encourage them to copy the mouth position.



See sounds 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**  **4.5** Before playing the audio, make sure Sts know the meaning of all the words, especially *jaw* (= the parts of your face that move when you talk or eat) and *Jess* (= a first name).
- Now play the audio once for Sts just to listen.



4.5

See words in Student Book on p.33

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

Now ask Sts how the letters *y* and *j* are pronounced at the beginning of words.

ANSWER

At the beginning of a word, *y* = /j/ and *j* = /dʒ/.

- c**  **4.6** Tell Sts they are going to hear three words from **a**. Play the audio, pausing after each word to check the answer.

4.6

- 1 yet
- 2 Jess
- 3 yours

EXTRA IDEA Tell Sts they are going to hear five sentences and they must write them down.

Dictate the following sentences for Sts to write down. Read each one at least twice.

- 1 I've just bought some jeans and a jacket.
- 2 Have you used your new computer yet?
- 3 Jane's really enjoying her Japanese classes.
- 4 Do you usually argue about housework?
- 5 Is John's birthday in June or July?

Elicit the sentences onto the board. You may want to point out the hidden /j/ sound in *new, computer*, and *argue*. Finally, get Sts to practise saying the sentences in pairs.

- d**  **4.7** Tell Sts they are going to hear six sound effects of things that have just happened. Point out the example. Put Sts in pairs and tell them first to listen only. Play the audio once the whole way through.

POSSIBLE ANSWERS

- 2 They've just got married.
- 3 He's just taken a photo.
- 4 She's just seen a mouse / spider / rat.
- 5 The film has just finished.
- 6 A dog has just seen a cat.

4.7

(sound effects)

Now play the audio again, pausing after each sound effect for Sts to say a sentence with *just* and the present perfect. Accept all correct and possible sentences.

EXTRA SUPPORT When Sts listen the first time, tell them to make notes only. Then play the audio again, pausing after each sound effect for Sts, in pairs, to write their sentences.

- e** Tell Sts to go to **Communication Has he done it yet?** on p.106. Give them one minute to look at and remember the picture.

Now tell Sts to go to p.108. Go through the instructions and point out the example. They should write their seven sentences with either *already* or *yet*.

When Sts have written their sentences, put them into pairs. They read their sentences aloud to each other to see if they have written the same. Monitor to check they are forming the present perfect correctly and are putting *already* and *yet* in the correct place.

Finally, Sts check with the picture to see how many of their sentences were correct.

Get feedback.

ANSWERS

Things Max has already done

He's already made the bed.
He's already had breakfast.
He's already had a shower.

Things Max hasn't done yet

He hasn't tidied his desk yet.
He hasn't taken the dog for a walk yet.
He hasn't put away his clothes yet.
He hasn't turned off his computer yet.

You could do **c** as a whole-class activity.
Tell Sts to go back to the main lesson **4A**.

4 LISTENING understanding advice

a Focus on the task and make sure Sts understand all the lexis in the title of the podcast.

Put Sts in pairs and give them time to guess what the missing words in tips 1–7 are.

b  **4.8** Play the audio for Sts to listen and check.

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

Check answers.

ANSWERS

1 often 2 right 3 microwave 4 dishwasher 5 their shoes
6 floor 7 to music

4.8

(script in Student Book on p.128)

The lazy person's guide to a clean and tidy home

I'm lazy, but I like living in a clean, tidy home. Maybe you're the same. It doesn't matter if you live by yourself, with a partner, or with a group of friends. You're always going to have to do some housework. Learn a few cleaning tricks and you can have a clean home – and still have plenty of time to relax and do nothing.

Tip one. Clean quickly, but often.

Clean for just ten minutes twice a day. This gives you time to, for example, load the dishwasher and do one other thing like vacuuming. Set an alarm on your phone to motivate yourself.

Tip two. Keep cleaning products in the right place.

Put cleaning products near the place where you need them. Keep bathroom cleaners in the bathroom, keep bin bags by the bin, and keep dishwasher tablets on top of the dishwasher. Sometimes you don't clean if you can't immediately see what you need, and you don't want to look for it.

Tip three. Clean the microwave regularly.

You probably use this every day and it gets dirty quickly, believe me. But cleaning it is super easy. All you need to do is pour a little water into a microwave-safe bowl, slice a lemon in half and squeeze the juice into the water. Then, put the two halves of the lemon in the bowl and microwave on high for three minutes. Leave the door closed for another five minutes, and then clean the inside with a cloth.

Tip four. Use your dishwasher to clean other things.

If you have a dishwasher, it's probably already your best friend. But did you know that it can clean much more than just kitchen things? You can use it to clean all kinds of things made of plastic like toys, or even flip-flops or other plastic shoes, and also for things made of metal, like tools, or keys.

Tip five. Tell people to take off their shoes when they come in.

If you hate vacuuming, but you also hate the floor because you don't do the vacuuming, there's an easy solution – tell your housemates and guests to take off their shoes at the front door. And if they forget or refuse, give them the vacuum cleaner.

Tip six. Use your socks to clean the floor.

If you have a hard floor, like wood or stone, for example, make your socks work for you. Take your shoes off, and slide across a different part of your floor each time you move across it. It'll soon be completely clean. Then, just throw your socks in the washing machine.

And finally, tip seven. Listen to music while you clean.

Sometimes you really need to do some housework that you hate, like ironing or cleaning the bathroom. Put on your favourite playlist and focus on the music, not the boring housework.

And one last word – many people say that lazy people are often the best employees because they find the most efficient way to complete a task. That's the way you need to think when you're cleaning. Good luck!

c Now tell Sts they are going to listen again and they need to answer questions 1–7. Tell them that each question is linked to a tip in **b**.

Give Sts time to read the questions and make sure they understand all the lexis, e.g. *flip-flops*, *tools*, etc.

Play the audio again, pausing after each tip to give Sts time to answer the question.

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

Check answers.

ANSWERS

- 1 For ten minutes twice a day. Set an alarm on your phone to motivate yourself.
- 2 Near the place where you need them. If you don't know where the product is, you don't want to look for it.
- 3 Pour a little water into a microwave-safe bowl, slice a lemon in half and squeeze the juice into the water. Then, put the two halves of the lemon in the bowl and microwave on high for three minutes. Leave the door closed for another five minutes, and then clean the inside with a cloth.
- 4 Because you can clean them in the dishwasher.
- 5 Give them the vacuum cleaner.
- 6 Hard floors, like wood or stone. Throw your socks in the washing machine when you finish.
- 7 Ironing and cleaning the bathroom.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.128, 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 and answer the questions yourself.

5 SPEAKING

Books closed. Write on the board *Do you do any housework?* Tell Sts to raise their hand if the answer is *yes*. Pair Sts who answered *yes*. Put Sts who answered *no* in pairs.

Focus on the questionnaire. Tell them to answer the questions relating to their answer.

Monitor and help with any new words or phrases.

Get some feedback from various pairs.

- G** present perfect or past simple? (1)
V shopping
P c and ch

Lesson plan

In this lesson Sts look at the present perfect for past experience with *ever / never*, and contrast it with the past simple. The context of the lesson is shopping. Sts begin with a speaking activity about global chain stores, and a vocabulary focus on shopping. This is followed by a pronunciation focus on different ways of pronouncing the letters *c* and *ch*. Sts then listen to five people answering questions about shopping, and through this the grammar is presented. Then in Speaking, Sts have a mingle activity where they ask other Sts some shopping-related *Have you ever...?* questions, which they then follow up with past simple questions.

Sts then read an article about the common practice of buying things online and then returning them, and how bad this is for the environment. The lesson ends with Sts writing an opinion essay about online shopping.

Video material

Listening – *Global chain stores*

More materials

For teachers

Photocopiables

Grammar present perfect or past simple? (1) p.194

Vocabulary Shopping p.275 (instructions p.266)

Communicative Have you ever...? p.239 (instructions p.222)

For students

Workbook 4B

OPTIONAL LEAD-IN (BOOKS CLOSED) Quickly revise vocabulary for clothes. Tell Sts to describe what other Sts are wearing or to test each other using the **Vocabulary Bank** on p.159.

1 LISTENING & VOCABULARY using visual clues to understand key points; shopping

- a** This video is a short documentary about some different chain stores, including a 'fun fact' for each, which Sts read on screen.

Focus on the photos and task. Make sure Sts understand a *global chain store* (= one of a number of shops owned by the same company, which are all over the world) and *brand* (= a type of product made by a particular company under a particular name). You could also point out that *store* is more common in American English; in British English, *shop* is used more, while *store* is used for larger shops and also in collocations like *chain store*, *department store*.

Play the video for Sts to watch.

Check answers. Although the video only mentions that they sell clothes, Sts may point out that chains like Zara and H&M also sell accessories and shoes, and that they also sell homeware like lamps, cushions, etc.

ANSWERS

- 1 Zara, clothes, Spain
- 2 H&M, clothes, Sweden
- 3 Uniqlo, clothes, Japan
- 4 Nike, clothes and shoes, USA
- 5 Body Shop, products for body, face, hair, home, England
- 6 Apple, technology (phones, tablets, laptops, etc.), USA



In most towns and cities round the world, the high streets are full of chain stores. Here are some of the most popular global chain stores on our high streets now.

Zara is a Spanish fashion chain. It is now one of the biggest clothes companies in the world.

Fun fact! Zara can create and distribute a new design in less than two weeks.

H&M is a Swedish clothes chain. It sells quality clothes at a very good price.

Fun fact! H&M employees always celebrate the opening of a new store with a dance.

A lot of people think that Uniqlo is quite a new clothing chain, but it actually started in Japan in nineteen forty-nine.

Fun fact! Uniqlo sells fifty different colours of socks.

Nike is an American chain that sells sports clothes and shoes. It sells more than nine hundred million items every year.

Fun fact! The Nike symbol has its own name. It's called the 'swoosh'.

The first Body Shop opened in Brighton, England in nineteen seventy-six. It sells environmentally-friendly products for the body, face, hair, and home.

Fun fact! The first Body Shop was painted dark green, not to be more eco-friendly, but because the shop had a lot of mould and dark green was the only colour that could cover it.

Apple is an American technology company, selling phones, tablets, and computers.

Fun fact! Apple launched a clothing line in nineteen eighty-six, which didn't have any success.

Chains are popular because they are familiar – if we go to a new town or even to a different country, we know that we can find our favourite products in these shops.

- b** Focus on the task, and also on the **Glossary**. Put Sts in pairs to discuss what facts they can remember.

Play video again for Sts to watch and check.

Check answers.

ANSWERS

Zara can create and distribute a new design in less than two weeks.

H&M employees always celebrate the opening of a new store with a dance.

Uniqlo sells 50 different colours of socks.

The Nike symbol has its own name – it's called the 'Swoosh'.

The first Body Shop was painted dark green, not to be more eco-friendly, but because the shop had a lot of mould and dark green was the only colour that could cover it.

Apple launched a clothing line in 1986, which didn't have any success.

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

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.

c Sts can discuss the questions in pairs before whole-class feedback.

d Tell Sts to go to **Vocabulary Bank Shopping** on p.163 and do **1 In a shop or store**.

Vocabulary notes

In a shop or store

Highlight:

- that *store* is American English for *shop*, but now in the UK people use both *shop* and *store*.
- the difference between *fit* and *suit*. If clothes don't fit you, it means they're the wrong size (e.g. too big, too small, too tight, too loose). If clothes don't suit you, it means they don't look good on you.

Online

Some of this vocabulary will be more useful for Sts to understand than to actively use, e.g. *continue to checkout*, but with the growth of online shopping worldwide, it is useful for them to learn the typical expressions they may see.

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

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

Check answers.

4.9

Shopping 1, In a shop or store

- | | |
|----------------------------|------------------|
| 3 basket | 7 shop assistant |
| 1 changing rooms | 4 shopping bag |
| 10 (self-service) checkout | 2 the sales |
| 5 customer | 6 till |
| 11 receipt | 8 trolley |
| 9 shelves | |

Now either use the audio to drill the pronunciation of the words, or model and drill them yourself. Point out to Sts that the *p* in *receipt* is silent. Give further practice of any words your Sts find difficult to pronounce.

EXTRA SUPPORT Get Sts to cover the words and look at the photos. They can test themselves or each other.

Focus on **c** and get Sts to match the sentences.

4.10 Now do **d**. Play the audio for Sts to listen and check.

Check answers. Model and drill the pronunciation of *suit* /su:t/.

ANSWERS

1 d 2 e 3 a 4 b 5 c 6 f

4.10

See script in Student Book on p.163

Now do **2 Online**. Focus on **a** and get Sts to read the text and complete the gaps.

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

Check answers. Give further practice of any words your Sts find difficult to pronounce.

ANSWERS

2 account 3 password 4 item 5 basket 6 checkout
7 delivery 8 next-day 9 order 10 bank 11 card 12 place

4.11

See script in Student Book on p.163 and answer key

Finally, focus on **Activation**. Put Sts in pairs to answer the questions. Explain that Sts should think about the actual steps of the purchase, e.g. *First, I went to the website. I chose a pair of jeans. I clicked on the item to add it to my basket.*, etc.

Get some feedback from various pairs.

Tell Sts to go back to the main lesson **4B**.

EXTRA PRACTICE OPTION Use the **4B Vocabulary photocopyable activity**.

2 PRONUNCIATION c and ch

a Write on the board *cut* and *cent* and elicit their pronunciations. Highlight that *c* can be pronounced /k/ or /s/.

Focus on the two sound pictures and elicit the words and sounds: *key* /ki:/ and *snake* /sneɪk/. Give Sts a few minutes to put the words in the correct group. Encourage them to say the words aloud as they do this.

Get Sts to compare with a partner.

b **4.12** Play the audio for Sts to listen and check. Check answers.

4.12

key /k/ account, bank card, click, clothes, create, customer
snake /s/ city, place, receipt, shopping centre

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

Then focus on the question and check the answer.

ANSWER

c is usually /s/ before *e* and *i*, e.g. *centre*, *city*, etc.

c **4.13** Focus on the first question and elicit the answer.

ANSWER

The letters *ch* are usually pronounced /tʃ/.

Now play the audio for Sts to listen to the words and circle the ones that are pronounced differently.

Check answers.

ANSWERS

chemist's and *cash machine* are pronounced differently. In *chemist's* the letters *ch* are pronounced /k/ and in *machine* they are pronounced /ʃ/.

4.13

See words in Student Book on p.34

EXTRA CHALLENGE Elicit some more words where *ch* is pronounced /k/ or /ʃ/. Sts should know, e.g. *architect*, *mechanic*, *Christmas* (*ch* = /k/), and *chef*, *moustache* (*ch* = /ʃ/). You may want to tell them that words where *ch* is pronounced /ʃ/ are mostly of French origin.

Get Sts to practise saying all the words in **a** and **c**.

3 GRAMMAR present perfect or past simple? (1)

a ④ **4.14** Tell Sts that they're going to listen to three people being interviewed about shopping. Tell them the first time they listen they just need to write down the names of stores in **1a** that the people mention.

Play the audio once the whole way through.

Check answers.

ANSWERS

Grace: H&M

Emilia: Zara and Apple

Leo: Uniqlo

④ 4.14

(script in Student Book on p.128)

I = interviewer, G = Grace

I Have you bought anything from a chain store recently?

G Yes, I have. I went to H&M three weeks ago.

I And what did you buy?

G I bought a skirt. It's a long, black skirt.

I Are you happy with it?

G Yes, yes, and, er...it was very cheap because it was in the sale. And it suits me.

I = Interviewer, E = Emilia

I Have you been shopping for clothes recently?

E Yes, I went shopping at the weekend with my friends.

I Where did you go?

E We went to the city centre, to Princes Street, that's where we always go.

I Did you buy anything?

E I tried on a few things in Zara, but in the end there wasn't anything I liked. The only thing I bought was a new case for my phone in the Apple store. I really like it.

I = Interviewer, L = Leo

I Have you ever bought anything from Uniqlo?

L Sure, I often buy stuff on their website.

I What was the last thing you bought from them?

L I got some T-shirts a few weeks ago. I always get them there.

I How many did you get?

L Three...or was it four? No, it was three.

I And are you happy with them?

L Yes. I like their T-shirts and they were good value – about fifteen pounds each.

b Before playing the audio again, get Sts, in pairs, to talk about what they can remember for the two questions. Play the audio again. Pause it after each speaker to give Sts time to answer the questions.

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

ANSWERS

Grace: a skirt; yes

Emilia: a phone case; yes

Leo: three T-shirts; yes

c ④ **4.15** Tell Sts to look at the beginning of Grace's interview and think what the missing verbs might be. Play the audio for Sts to listen and complete the task.

Check answers.

ANSWERS

1 Have **2** bought **3** have **4** went **5** did **6** buy
7 bought

④ 4.15

See script in Student Book on p.34 and answer key

d Do this as a whole-class activity.

ANSWERS

present perfect; past simple

e Tell Sts to go to **Grammar Bank 4B** on p.140.

Grammar notes

This use of the present perfect, to talk about past experiences when we don't mention a time, is usually quite easy for Sts to understand. However, they may have problems with the switch to the past simple to talk about the specific experience / time, as in some Sts' L1, they may be able to continue with the present perfect.

If this is your Sts' first exposure to the contrast, don't expect too much oral accuracy yet. The contrast between present perfect and past simple for unfinished and finished actions is also studied in **9C**.

Focus on the example sentences and play both audio

④ **4.16** and ④ **4.17** for Sts to listen and repeat.

Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the **been and gone** box and go through it with the class.

Then focus on the exercises for **4B** on p.141. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

a **1** Have...bought **2** 've...wanted **3** haven't read
4 haven't been **5** Has...lived **6** 've been **7** hasn't flown
8 hasn't met **9** Have...eaten **10** has...told
b **1** went **2** was **3** Did...buy **4** got **5** Were
6 Have...bought **7** gave
c **1** gone **2** been **3** been **4** gone **5** been

Tell Sts to go back to the main lesson **4B**.

EXTRA PRACTICE OPTION Use the **4B Grammar photocopyable activity**.

f Tell Sts they are now going to have similar conversations to the people in the interview in **3a**.

Put Sts in pairs and get them to interview each other, using the questions.

Get some feedback from various pairs.

4 SPEAKING

a Focus on the instructions. Do question 1 with the whole class and elicit the missing past participles (*bought* and *sold*). Sts should complete questions 2–5 with the missing participles.

Check answers.

ANSWERS

1 bought, sold **2** bought **3** not received **4** lost **5** tried

- b** Focus on the follow-up question(s) after each present perfect question in **a** and point out that they are in the past simple.
Get Sts to interview you with the first two or three questions.
Finally, get Sts to stand up and move round the class.
When somebody answers *Yes, I have* to the present perfect question, Sts should ask the follow-up questions.
If it's difficult to move around freely, put Sts in small groups to do the task.
Get some feedback from the class.

5 READING identifying the main idea in a paragraph

- a** Do this as an open-class question, or put Sts in pairs to discuss and then get feedback from different pairs.
- b** Focus on the instructions. Check Sts understand *trend* (= a general direction in which a situation is changing or developing).
Give Sts time to read just the first paragraph of the article.
Then focus on the highlighted phrases and get Sts to answer questions 1 and 2.
Check answers.

ANSWERS

- 1 Free online returns mean that you can send things back without having to pay for the delivery.
2 send back

- c** Give Sts time to read the whole article and match the paragraphs to items A–D.
Deal with any new vocabulary. Model and drill the pronunciation of any tricky words.
Students compare answers in pairs before a whole-class check.

ANSWERS

A 2 B 4 C 3 D 1

- d** Get Sts to read paragraph 2 again and answer the question.
Elicit the answer.

ANSWER

re = (do) again

EXTRA CHALLENGE Put Sts in pairs or small groups to think of any other words they know with the prefix *re*. Elicit words and write them on the board. Suggestions: *replay, rewrite, reread, repaint, reuse, redo, reheat*.

- e** Do this as a whole-class activity.
Alternatively, put Sts in pairs to discuss the questions.
Then elicit feedback from some pairs.

6 WRITING an opinion essay

Tell Sts to go to **Writing Bank 4** on p.118.

- a** Elicit / Teach the word *local* /'ləʊkl/ (= belonging to or connected with the place where you live). Give Sts time to read the title and the essay and answer the question.
Check the answer.

ANSWER

The writer prefers shopping at small local shops.

- b** Go through the sections with the class. Point out that there is a section heading for each paragraph.
Get Sts to reread the opinion essay and do the matching task.
Get them to compare with a partner.
Check answers.

ANSWERS

- 3 Good things about going to a shopping centre
1 Introduction: a general comment about the topic
2 Good things about shopping locally
4 Your opinion: which is better and why

- c** Make sure Sts understand how to use the chart to make notes.
Monitor and check that Sts are making good notes.

ANSWERS

small local shops

friendly shop assistants
sell interesting and unusual things, including local products

a shopping centre

shop in one place
a lot of choice
cheaper
indoor shops

- d** Do this as a whole-class activity.
Elicit the answer.

ANSWER

On the other hand

- e** Focus on the **Expressing opinions** box and go through it with the class. Point out that many of these expressions are followed by a comma.
Focus on the instructions. You could do the first one together as an example.
Sts write the sentences individually. Remind them to check their use of commas. Tell Sts to look at the highlighted phrases in the opinion essay if they are not sure.
Check answers.

ANSWERS

- 1 In my opinion, small local shops are more expensive.
2 Personally, I prefer large shopping centres.
3 I feel that small shops help the local community.
4 For me, shopping online is very convenient.

- f** Get Sts to read the title of the opinion essay. Check they understand the phrase *physical store*.
Put Sts in pairs to discuss their opinions on this topic and make notes in the table. Monitor and assist.
Elicit some ideas from the class.
- g** Tell Sts they are going to plan their own opinion essay. They should use the introduction given in **f** and plan to write three more paragraphs. Remind them of the sections in **b**.
Tell Sts that when we are explaining our opinions, we can add information using *In addition* at the beginning of a sentence, or *too* at the end of a sentence.
Give Sts time to plan what to write. Monitor and deal with any difficulties.
- h** When Sts are ready, set the writing task for homework.
- i** Sts check their work for mistakes before giving it in.

- G** something, anything, nothing, etc.
V adjectives ending -ed and -ing: bored, boring, etc.
P /e/, /əʊ/, and /ʌ/

Lesson plan

The context of this lesson is the weekend, and Sts learn how to use *something, anything, nothing*, etc. These words will be familiar to Sts by this stage, but here their grammar is focused on in detail. The lesson begins with Sts reading an article about the fact that many people on social media invent what they did at the weekend in order to make it sound more exciting. Then in Vocabulary, Sts focus on the difference between -ed and -ing adjectives. This is followed by the grammar focus, and then Sts focus on three vowel sounds in order to be able to pronounce the key grammar expressions correctly. Sts then answer questions about their own weekends, with one of their answers being invented. The lesson ends with a video about the history and possible future of the weekend.

Video material

Pronunciation – /e/, /əʊ/, and /ʌ/

Listening – *The history of the weekend*

More materials

For teachers

Photocopiables

Grammar something, anything, nothing, etc. p.195

Communicative The same or different? p.240 (instructions p.223)

For students

Workbook 4C

OPTIONAL LEAD-IN (BOOKS CLOSED) Tell Sts that you're going to describe your last weekend, but that one detail will be false, and that they have to guess which detail it is. The detail can be as easy or hard to spot as you like. (Sts do this themselves later in the lesson, so don't ask them to do it now.)

1 READING & SPEAKING inferring from captions and visual clues

- a** Books open. Focus on the instructions.
 Give Sts time to read the four social media posts and then ask them the question as a whole class. You could also ask *Which one do you think not many people would post?*
- b** Focus on the word *envy* and the definition. Explain that *envy* (v.) can also mean *having the feeling of wanting something that somebody else has*. Tell Sts to read the title of the article, and explain that *weekendvy* is an invented word.
 Elicit answers to the question, but don't tell them yet if they are right or not, because Sts will find out by reading the article.
- c** Give Sts time to read the whole article, up to the top ten lies section. Then check the meaning of *weekendvy*.

ANSWER

Weekendvy means feeling envious of what other people do at the weekend. It's an invented word.

You could point out the use of inverted commas, which are often used to highlight a word – in this case because it is not a word found in a standard dictionary. This is a good opportunity to introduce the concept of 'portmanteau' words like *weekendvy* (weekend / envy), e.g. *Brexit* = Britain / exit (from the EU).

Now focus on the top ten lies, and tell Sts to read them, and then re-read the social media posts, and look back at their answers to **a**. Elicit feedback from the class.

- d** Elicit / Teach the meaning of the word *summary* (= a short statement that gives the main point(s), not the details).
 Get Sts to read the article again and choose the best summary.

EXTRA CHALLENGE Ask Sts to cover the three summaries and finish the sentence in their own words. Then they can see if their summary is similar to one of the three given.

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

ANSWER

2

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.

2 VOCABULARY adjectives ending -ed and -ing

Vocabulary notes

Many common adjectives in English have two forms with different meanings, e.g. *tired* and *tiring*. The -ed form has a passive meaning, and describes a person who feels this way. The -ing form has an active meaning, and describes the person or thing that produces the feeling.

It is important to highlight that we use -ed adjectives mainly for people because they refer to feelings, e.g. *I'm tired*. We use -ing adjectives for things (and sometimes people) which produce the feeling, e.g. *Driving at night is tiring*.

It is also useful to point out that although the majority of adjectives that end in -ed also exist ending in -ing, there are some which don't, e.g. *I'm feeling stressed*. *My job is very stressful*. NOT *My job is very stressing*.

- a** Focus on the two highlighted words in the article and elicit the answers to the questions. You could tell Sts that a person can also be boring, e.g. *My neighbour is a very boring man*.

ANSWERS

1 bored 2 boring

- b** 4.18 Get Sts to read questions 1–6 and circle the correct adjective.
 Play the audio for Sts to listen and check.

Check answers, making sure that Sts understand the meaning of all the adjectives.

! Be careful with *excited* / *exciting*. It is a false friend in some languages.

ANSWERS

- 1 a boring b bored
2 a depressed b depressing
3 a relaxing b relaxed
4 a interesting b interested
5 a excited b exciting
6 a frightened b frightening

4.18

See script in Student Book on p.37 and answer key

Drill the pronunciation of the adjectives. Remind Sts that the *-ed* is pronounced in the same way as regular past verbs, i.e. /t/, /d/, or /ɪd/. So *frightened* is /'fraɪtnd/ NOT /'fraɪtened/.

Also, point out that *interested* /'ɪntərəstɪd/ and *interesting* /'ɪntərəstɪŋ/ only have three syllables, not four.

EXTRA CHALLENGE You could elicit / teach some more *-ed* / *-ing* adjectives, e.g. *surprised* / *surprising*, *disappointed* / *disappointing*, etc.

- c Now put Sts in pairs and get them to ask and answer the questions in **b**, giving extra information when possible. Get some feedback from the class.

3 GRAMMAR *something, anything, nothing, etc.*

- a Focus on the instructions and make sure Sts know what a *hashtag* is (= a word or phrase with the symbol # in front of it, included in some posts and messages on social media so that you can search for all messages with the same subject). You might want to point out that in messages and posts, words like articles, prepositions, and subjects are often left out.

Give Sts time to complete the hashtags.

Check answers.

ANSWERS

- 1 badweekend 2 goodweekend 3 badweekend

- b Focus on the instructions and give Sts a few moments to complete the rules.

Check answers.

ANSWERS

- 1 things 2 places 3 people

- c Tell Sts to go to **Grammar Bank 4C** on p.140.

Grammar notes

Sts may have problems with the negative forms of the target grammar. The typical mistakes are:

- using *nobody* / *nothing* / *nowhere* with a negative verb, e.g. *I didn't see anybody*. NOT *I didn't see nobody*. Highlight that you cannot use a 'double negative' in English.
- using *anybody* / *anything* / *anywhere* in one-word answers to convey a negative meaning, e.g. *'Who did you see?' 'Nobody'*. NOT *'Anybody'*.

- using *anybody* / *anything* / *anywhere* as the subject of a negative verb, e.g. *Nobody invited him*. NOT *Anybody didn't invite him*.

To talk about people there are two alternative forms: *-body* and *-one*, e.g. *somebody* / *someone*. They are identical in meaning. You could point out that *no one* is usually written as two words.

Something (like *some*) is also used in questions to make an offer or request, e.g. *Would you like something to drink?* *Could you ask somebody to help me?* To avoid overloading Sts, it may be best to focus on this rule only if Sts ask.

Focus on the example sentences and play audio **4.19** for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the **any, anything, etc. + positive verb** box and go through it with the class.

Then focus on the exercises for **4C** on p.141. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read full sentences in **a** and **c**.

ANSWERS

- a 1 anybody 2 Somebody 3 somewhere 4 nothing
5 anybody 6 somewhere 7 something 8 nobody
9 Anything 10 nowhere
b 1 Nothing 2 Nowhere 3 Nobody
c 1 anything
2 I didn't go anywhere
3 I didn't see anybody

Tell Sts to go back to the main lesson **4C**.

EXTRA PRACTICE OPTION Use the **4C Grammar** photocopiable activity.

4 PRONUNCIATION /e/, /əʊ/, and /ʌ/

- a Focus on the three sound pictures and elicit the words and sounds: *egg* /e/, *phone* /əʊ/, and *up* /ʌ/.

Focus on sentences 1–6 and the pink letters. Give Sts, in pairs, a few minutes to say them out loud to each other and decide which sound they are (a, b, or c). You could do the first one as a class.

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

Check answers.

ANSWERS

- 1 b 2 c 3 a 4 c 5 a 6 b



See sounds and sentences in Student Book on p.37

Play the video again, pausing after each sentence for Sts to listen and repeat.

Give Sts time to practise saying the sentences.

Finally, get individual Sts to say them out loud.

EXTRA IDEA Write *nothing*, *nobody*, and *nowhere* on the board. Tell Sts you are going to ask them a question and they must answer it first with a one-word negative answer with *No-*, and then with a full sentence using a negative verb. Write the first question on the board with the correct response: *What did you buy? Nothing. I didn't buy anything.* Ask Sts questions 2–8 and elicit answers from individual Sts. Then write the bold words on the board. Put Sts in pairs and

get them to recreate the questions and take turns to ask and answer as before, using a negative each time.

- 1 **What** did you **buy**? (pause) Nothing. I didn't buy anything.
- 2 **Where** did you **go**? (pause) Nowhere. I didn't go anywhere.
- 3 **Who** did you **see**? (pause) Nobody. I didn't see anybody.
- 4 **What** did you **eat**? (pause) Nothing. I didn't eat anything.
- 5 **Who** did you **speak to**? (pause) Nobody. I didn't speak to anybody.
- 6 **Where** did you **walk**? (pause) Nowhere. I didn't walk anywhere.
- 7 **Who** did you **meet**? (pause) Nobody. I didn't meet anybody.
- 8 **What** did you **say**? (pause) Nothing. I didn't say anything.

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

5 SPEAKING

Tell Sts to go to **Communication** Did you have a good weekend? on p.111.

- a Tell Sts to look at all the questions in *Did you have a good weekend?* They must think about their answers, and they must tell the truth when answering all the questions except for one. This 'lie' must make their weekend sound very exciting.
- b Now put Sts in pairs and get them to interview each other. Monitor and help when necessary. Before Sts swap roles, the student asking the questions should try to guess the lie.
Get feedback from the class.
Tell Sts to go back to the main lesson **4C**.

6 LISTENING understanding historical facts

- a  Tell Sts they are going to watch a documentary called *The history of the weekend*.
Focus on the list. Check Sts know all the words. Get Sts to read the instruction.
Play the video once the whole way through for Sts just to watch and tick the things they see.
Get Sts to compare with a partner.
Check answers.

ANSWERS

a museum, a park, a statue, a football stadium, a restaurant, a shopping centre



Hi, I'm Karen. Welcome to my home town, Manchester. Manchester is a city in the north-west of England. When you think of Manchester, you probably think of our football teams, but there is a lot more to the city. This is the Manchester Museum of Science and Industry. I've come here today, because I'm going to find out about the city's link to the British weekend. Like many good ideas, it started right here in Manchester. To us, the weekend is part of our routine and we can't imagine life without it. But there was a time when working people didn't really get a weekend. In the nineteenth century, thousands of people left their homes in the country to find work in the city. Manchester became the first industrial city and it was the home of the cotton industry. Until eighteen forty-three, people worked for six days – from Monday to Saturday – and had a day of rest on Sunday, when they

went to church. The work – like here in a cotton mill – was hard and often dangerous. But in the eighteen forties, a group of men began to ask local factory owners to give people an extra half day off on Saturday afternoon.

One of these men, Robert Lowes, was the great-great grandfather of the British actor, Sir Ian McKellen. Lowes and his colleagues had three reasons for this change.

The first reason was commercial. When people worked from Monday to Saturday, they had no time to spend their money, because shops were shut on Sunday. The second reason was religious. People were tired from the working week, so they didn't always go to church on Sundays. The last reason was economic. When people had more time off, they could rest more, be healthier, and work harder during the week.

In eighteen forty-three, Lowes and his colleagues persuaded many of Manchester's factory owners to close their factories at two o'clock on Saturday. By the eighteen seventies, all workers had the same one-and-a-half-day weekend.

The extra half-day made a big difference to people and to society. With more free time, people could relax, shop, and watch and play sports.

In fact, Manchester's love of football began at this time; in eighteen seventy-eight Newton Heath football club began and two years later St Mark's Football club was formed. Newton Heath became Manchester United. And St Mark's became Manchester City. The British weekend has continued to change and, by the nineteen sixties, we had a two-day weekend.

Today we enjoy a very different weekend to our ancestors. We now watch and play sports. We go to the cinema. We eat out in restaurants. Or we go to shopping centres like this one – the Arndale Centre – because in the nineteen nineties the law changed and shops started to open on Sundays.

But all these changes haven't been good for everyone. Some people, shop assistants for example, have to work at the weekend and are not paid any extra.

Maybe our working week will change again to improve our quality of life. One suggestion is that we make the working week four days and increase the weekend to three days. In theory, this would be better for the economy, because more people would have a job, and we would also spend more time with our families. Seventy-one percent of British workers think Britain would be a happier place with a three-day weekend.

Until that happens, have a good weekend – a two-day weekend!

- b Focus on the sentences 1–7 and give Sts time to read them. Deal with any new vocabulary, e.g. *flourished*.
Play the video again. Then get Sts to circle the correct option for each sentence. Tell them to compare with a partner and then check answers.

ANSWERS

1 cities 2 Sunday 3 half-day 4 2.00 p.m. 5 Manchester United, Manchester City 6 two-day 7 longer

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

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.

- c Do these as whole-class questions.

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

For students

Workbook Exam skills 3 Reading
Exam skills 4 Listening

GRAMMAR

ANSWERS

1 b 2 c 3 a 4 b 5 c 6 a 7 b 8 a 9 a 10 c 11 a
12 c 13 b 14 b 15 b

VOCABULARY

ANSWERS

a 1 in 2 for 3 for 4 on 5 for
b 1 do 2 make 3 do 4 do 5 make
c 1 lay 2 washing 3 try on 4 receipt 5 fit 6 Gate
7 trolley 8 check-in 9 Terminal 10 lifts
d 1 boring 2 relaxed 3 exciting 4 depressed 5 interested

PRONUNCIATION

ANSWERS

c
1 trolley /ɒ/ 2 guide /g/ 3 who /h/ 4 clothes /əʊ/
5 create /eɪ/
d
1 departures 2 arrive 3 opposite 4 somebody 5 exciting

CAN YOU understand this text?

ANSWERS

a
seven ways:
1 combining two words
2 putting words together in a new way
3 nouns change into verbs
4 verbs change into nouns
5 adopting from foreign languages
6 brands or companies
7 new technology or gadgets
b
1 Because the English language is constantly changing
2 It's a combination of *video* and *blog*.
3 It started to be used as a verb.
4 Italian
5 To describe new technology
6 newspaper

CAN YOU understand these people?

ANSWERS

1 b 2 c 3 c 4 a 5 c



1 Sean

I = interviewer, S = Sean

I When was the last time you were at an airport?

S Um, about a month ago.

I Were you going somewhere or meeting someone?

S I was meeting, um, my mother, who was, er, she arrived at midnight, coming back from Tenerife.

2 Susie

I = interviewer, S = Susie

I Do you have any plans for tonight?

S Er, yes, I do have plans for tonight. I'm going to a party with some friends.

3 Caroline

I = interviewer, C = Caroline

I What housework do you hate doing?

C I hate cleaning the bathroom, that's my least favourite job around the house.

I Is there anything you don't mind doing?

C I don't mind cleaning the kitchen, because there's usually a lot of food to eat.

4 Albert

I = interviewer, A = Albert

I Have you ever bought something online and had a problem?

A I, I bought clothes online that didn't fit, but that's about it.

5 Mick

I = interviewer, M = Mick

I How organized are you?

M Er, not very. Um, I tend to be fairly disorganized, but still get things done.

I Have you ever missed a train or a flight?

M Yes, yes. I was flying to Poland and didn't wake up in the morning, and got to the gate as the flight was leaving.

G comparative adjectives and adverbs, *as...as*

V types of numbers

P /ə/

Lesson plan

The context of this lesson is some new information based on recent research which shows how fast the pace of life has become in recent years, and in the Grammar section Sts revise comparative adjectives, and learn to use comparative adverbs and the structure (*not*) *as...as* to compare things.

Sts start by answering a questionnaire about how fast their life is and then read an article about the effect on us of the increase in the pace of life. This is followed by Vocabulary, which focuses on types of numbers, such as fractions, dates, percentages, etc., which Sts then practise in a video quiz. The grammar is then presented and practised, and there is a pronunciation focus on the /ə/ sound in unstressed syllables and words. Sts then listen to a young journalist talking about how her generation live life faster. Finally, Sts ask and answer questions to find out how the way they spend their time has changed over the last three years.

Video material

Vocabulary – types of numbers

More materials

For teachers

Photocopiables

Grammar comparative adjectives and adverbs, *as...as* p.196

Communicative Which do you prefer? Why? p.241 (instructions p.223)

For students

Workbook 5A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board: *working / studying eating sleeping relaxing*

In pairs, Sts say how long they spend doing these things in a typical day.

Get feedback and ask Sts if they think they have enough free time.

1 READING & SPEAKING scanning for information

- a** Books open. Focus on the questionnaire and make sure Sts understand the title. Then go through the questions and check that Sts understand all the lexis e.g. *impatient, frustrated, irritable*.

Focus on the task. Tell Sts to answer with *O (often)*, *S (sometimes)*, or *N (never)*, and then explain why, or give examples if they can. They should also make a note of their partner's answers, as they will need them later.

Put Sts in pairs and get them to ask and answer the questions. Get some feedback from various pairs.

EXTRA SUPPORT Get Sts to interview you first, so you can model how you want them to answer.

- b** Tell Sts to go to **Communication** How fast is your life? on p.109.

Sts calculate their partner's score and then tell him / her what it is.

Sts then read the meaning of their own result. While they read, go round monitoring and helping with any vocabulary problems, e.g. *in the slow lane, pace of life, in a hurry, in the fast lane, multitasking*, etc.

EXTRA SUPPORT Pre-teach the phrases above to help Sts understand their results.

When Sts have read their result, they tell their partner if they agree with it.

Get some feedback from various pairs.

Finally, with a show of hands, find out how many people belong to each category (slow, medium, and fast).

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

- c** Focus on the article and the task.

Give Sts time to read the article and guess the missing statistic.

You may want to first elicit the meaning of *patience is a virtue*, i.e. that being patient is a good thing.

Get Sts to compare with a partner, and then check the answer. You could ask Sts if they think patience is a virtue to check whether the statistic is true for the class.

ANSWER

95

- d** Focus on the instructions and stress that Sts have exactly two minutes to complete the task.

EXTRA SUPPORT Go through 1–5 together to check Sts know all the vocabulary before you start the timer.

When the two minutes are up, get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 waiting in a queue that isn't moving
- 2 looking for a pen
- 3 waiting for a drink
- 4 waiting for a TV programme to start streaming
- 5 waiting for someone to reply to an important email

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

- e** Give Sts time to find three phrases which are similar to *get angry* in the article.

Get Sts to compare with a partner.

Check answers and drill pronunciation of the phrases.

ANSWERS

get frustrated
lose their temper
get annoyed

- f** Focus on the three questions.

Put Sts in small groups and give them time to discuss the questions.

Get feedback from various groups. You could also give your own answers to the questions.

2 VOCABULARY types of numbers

Vocabulary notes

You might want to highlight that:

- we can use the article *a* or the number *one* when saying numbers, e.g. *a hundred* / *one hundred*
- the same is true with fractions, e.g. you can say *a third* or *one third*. All fractions are expressed with ordinal numbers, except *a half* and *a quarter* (not a *second* or a *fourth*)
- we don't add an -s to *hundred*, *thousand*, or *million*
- with decimals, e.g. 3.14, we use *point*, not *dot* (unlike with email addresses)
- there are several ways of talking about approximate numbers, e.g. **about** 500, **at least** 12 a day, or **between** 2,000 **and** 3,000

- a Focus on the instructions. Put Sts in pairs to talk about how to say the red numbers.

Remind Sts of the difference between *thirty* /'θɜːti/ (stressed on the first syllable) and *thirteen* /θɜː'tiːn/, (usually stressed on the second syllable).

- b  5.1 Tell Sts they will now hear the whole sentence, not just the numbers. Play the audio for Sts to listen and check.

Check answers by eliciting the numbers.

ANSWERS

two thousand	forty-five per cent
twenty-five	thirty
a third	

5.1

According to a new survey of two thousand British adults, most people are incredibly impatient in nearly every aspect of their lives. People get frustrated after twenty-five seconds of waiting for a traffic light to change.

Just over a third of people become impatient while trying to take notes and follow a speaker during a class or work meeting. Forty-five percent of people admit they lose their temper after waiting for thirty seconds in a queue that isn't moving.

- c Focus on the numbers and dates, and get Sts, in pairs, to decide how they think you say them.

- d  5.2 Play the audio for Sts to listen and check.

Check answers, making sure Sts also know how to say \$ (dollar), % (per cent), and . (point).

5.2

a hundred and eighty-four	six million dollars
three thousand and twenty-five	seventy-five per cent
two thousand five hundred	two thirds
the twenty-fifth of May	nine point two

EXTRA IDEA As an alternative to just getting Sts to say the numbers in c, copy the following on the board and ask Sts to identify a typical mistake in each one:

- 1 *a hundred eighty-four* (184)
- 2 *three thousand twenty-five* (3,025)
- 3 *two thousand and five hundred* (2,500)
- 4 *the twenty-five of May* (25th May)
- 5 *six millions dollars* (\$6,000,000)
- 6 *seventy-five por cent* (75%)
- 7 *two third* ($\frac{2}{3}$)
- 8 *nine dot two* (9.2)

ANSWERS

- 1 a hundred **and** eighty-four
- 2 three thousand **and** twenty-five
- 3 two thousand **and** five hundred
- 4 the ~~twenty-five~~ **twenty-fifth** of May
- 5 six ~~millions~~ **million** dollars
- 6 seventy-five ~~por~~ **per** cent
- 7 two ~~third~~ **thirds**
- 8 nine ~~dot~~ **point** two

EXTRA SUPPORT If you think your Sts need more practice, write some more numbers and dates on the board for them to say.

- e  5.3 Tell Sts they are going to hear six conversations in which some numbers are mentioned. They need to write the numbers only. Point out that the first one (213) has been done for them.

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

Now play it again, pausing after each conversation to give Sts time to write their answers.

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

Check answers.

ANSWERS

2 20th 3 120,000 4 \$795,000 5 $\frac{1}{3}$ 6 60–70%

5.3

- 1 A What's your address?
B Two hundred and thirteen Station Road.
- 2 A When's your birthday?
B The twentieth of June.
- 3 A So how many people live here?
B About a hundred and twenty thousand, I think.
- 4 A How much did the house cost?
B A lot. Seven hundred and ninety-five thousand.
A Is that in pounds or dollars?
B Dollars.
- 5 A How much of your salary do you spend on rent?
B Er, at least a third, I think.
- 6 A What percentage of your day do you spend working or studying?
B I'm not sure. Between sixty and seventy per cent, maybe?

EXTRA IDEA For more personalized practice of types of numbers, dictate the following questions or write them on the board. Put Sts in pairs to ask and answer them. Monitor and assist if necessary. You could elicit answers to questions 4 and 5 from the class. It is a good chance to use approximate numbers.

- 1 When's your birthday?
- 2 What's your house or flat number?
- 3 What's the population of your town or city?
- 4 What's the average price of buying or renting a two-bedroom flat there?
- 5 What percentage of the day do you normally spend working or studying?
- f  In this video Sts will see ten pieces of information, each of which has a missing number which they must guess.
Tell Sts they are going to watch a numbers quiz. Put Sts in pairs or small teams. Highlight that Sts are not expected to know the answers, but they must try to make an intelligent guess, and the pair or team who guesses closest to the right answer gets a point.

Play the video. As soon as the pause symbol appears in question 1, pause it. Set a time limit, and tell the pairs or teams to agree on their answers. Elicit them onto the board, making sure that they say the numbers correctly. Then continue to play the video so that the answer comes up. Pause again and award a point to the team with the nearest answer. Repeat for the remaining questions, and announce the winning pair or team.

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

3 GRAMMAR & PRONUNCIATION

comparative adjectives and adverbs, *as...as*; /ə/

- a** Tell Sts to look at the highlighted words in the sentences and decide if they are adjectives or adverbs.
Check answers.

ANSWERS

- 1 busy, stressed = adjectives
- 2 quickly = adverb
- 3 fast = adjective
- 4 fast = adverb, impatient = adjective
- 5 bad = adjective
- 6 well = adverb

- b** Focus on the instructions. Give Sts a few minutes to read sentences 1–6 and circle the correct forms.
Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 faster 2 worse 3 busier 4 more stressed 5 more quickly
- 6 as patient as

- c** Tell Sts to go to **Grammar Bank 5A** on p.142.

Grammar notes

Although pre-intermediate Sts will usually have studied comparative adjectives before, they will probably need reminding of the rules, especially for one-syllable adjectives and two-syllable adjectives ending in -y.

Typical mistakes are *more big*, *more easy*, or *more bigger*, *more easier*.

Point out that the rules for adverbs are very similar. The only difference is that whereas two-syllable adjectives ending in y make the comparative with -ier, e.g. *heavy–heavier*, two-syllable adverbs ending in y form the comparative with *more*, e.g. *more slowly* NOT *slowlier*.

The structure *as...as* is more common in the negative, but can also be used in the affirmative, e.g. *She's as tall as I am*. It is also very common with *much* and *many*, e.g. *I don't eat as much as you*.

You may also want to teach *the same as...*, e.g. *Your book is the same as mine*.

Focus on the example sentences and play both audio **5.4** and **5.5** for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the **Comparatives with pronouns** box and go through it with the class.

Then focus on the exercises for **5A** on p.143. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a** 1 faster than 2 shorter than 3 easier than 4 further / farther, than 5 worse than 6 better than 7 more stressed, than 8 harder, than 9 bigger than 10 more carefully
b 1 as short as 2 as nice as 3 as big as 4 as popular as 5 learn languages as fast as 6 work as hard as 7 play as well as

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

EXTRA PRACTICE OPTION Use the **5A Grammar** photocopiable activity.

Pronunciation notes

At this level it is important to focus on the weak forms of *as* and *than* more for comprehension than production. However, if you encourage Sts to get the stress correct both in words and sentences, then this will help them to produce the /ə/ sound in these words.

With the -er ending, this is such a common feature of English that it is really worth making an effort to correct Sts and to encourage them to pronounce it as the /ə/ sound.

- d** **5.6** Focus on the task.

Play the audio the whole way though for Sts to listen and read the sentences in **b**.

Check answers. Remind Sts that the schwa is the most common sound in English.

ANSWER

The vowel sound for 1 and 2 is a schwa /ə/.

5.6

See sentences in Student Book on p.41

- e** Now play the audio again, pausing after each sentence for Sts to repeat and copy the rhythm.

Then repeat the activity, eliciting responses from individual Sts.

4 LISTENING tuning in to an interview using topic-related vocabulary

- a** Do this as a whole-class question. Explain that we use *fast forward* to describe the symbol, but also as a verb. Ask Sts what kind of things they fast forward.

ANSWER

c

- b** **5.7** Focus on the instructions and tell Sts to read extracts 1–5, paying attention to the highlighted words and phrases.

Play the audio for Sts to listen and read and decide what the highlighted vocabulary means.

Get Sts to compare with a partner.

Check answers.

ANSWERS

- 1 click – press a button on a computer screen
- 2 voice notes – a recording of a spoken message
- 3 double speed – twice as fast
- 4 faster pace – faster speed
- 5 attention span – the length of time that you can concentrate

5.7

See extracts in Student Book on p.41

- c  **5.8** Tell Sts that they are now going to hear the whole of Georgina's talk.

Focus on the questions and give Sts time to read them.

Elicit that *Gen Z* refers to a specific generation which Georgina belongs to. Note that in the recording, *Gen Z* is pronounced /dʒen zi:/ – this is generally used, even in the UK, as it's an expression that's come from the USA.

Tell Sts to first just listen, and play the audio the whole way through.

Get Sts to compare answers with a partner to see how much they understood between them, and which questions they remember the answers to. Then play the audio again for them to make notes, pausing if necessary after each answer to give them time to write.

Check answers.

ANSWERS

1 Between the 1990s and the 2010s

2 a She gets three quarters of the way through the book and then looks at the last page.

b She fast forwards to the middle of the song to hear the chorus.

c She clicks in the middle of the film and watches a few minutes to see if she really wants to watch it.

d She doesn't listen to the whole recording.

3 She says it's because of social media.

4 Her mother tells her to slow down.

5 They live life at double speed.

5.8

(script in Student Book on p.129)

I'm twenty-six, so that means I'm Gen Z, that is, the generation who were born between the nineteen nineties and the twenty tens. I haven't read a book from the beginning to the end for years. I get three quarters of the way through, and then I look at the last page. I don't want to wait to find out how the story ends – I want to know now. It's not just books. I fast-forward to the middle of a song to hear the chorus – I don't wait to hear the verses. Or I click to the middle of a film and watch a few minutes to see if I really want to spend two hours of my life watching it.

I think it's a Generation Z thing. My friends are just as bad as me. We send voice notes to each other because it's quicker than texting, but we don't actually listen to the whole recording. It's easy to understand why – it's because of social media. First it was photos that disappeared after three seconds on Snapchat, then it was Instagram stories with a fifteen-second time limit. Then, during the pandemic, it was TikTok – the videos are only a few seconds long and the songs they feature are often played at double speed.

My mum is always telling me to slow down, and yes, it's true that my friends and I live life at a faster pace compared to our parents. But it's nothing compared to the younger generation – their attention span is even shorter. Today's teenagers really do live life at double speed. They just watch and listen to pretty much everything on fast-forward.

- d Focus on the questions. With a class of a similar age group, do this as a whole-class activity. Alternatively, put Sts in small groups to discuss the questions.

Get feedback from individual Sts.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.129, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

5 SPEAKING

- a Focus on the task and the example. Elicit / Teach the meaning of *nowadays* /'naʊədeɪz/ (= at the present time, in contrast to the past).

Put Sts in small groups and give them time to discuss the three questions.

Get some feedback from each group.

- G** superlatives (+ ever + present perfect)
V describing a town or city
P sentence stress

Lesson plan

The context of this lesson is cities around the world. In Grammar, Sts move from comparatives to superlatives. Sts who did not use *English File Elementary* may not have studied superlatives before, in which case you will probably need to spend more time on them. The present perfect is also recycled in expressions like *the most beautiful place I've ever been to*.

The lesson begins with a short documentary video about the city of Valencia in Spain, which introduces the vocabulary focus on language used to describe a town or city. The grammar is then presented through a TripAdvisor survey of cities around the world. This is followed by a listening, where Sts hear a podcast about London, which according to a different survey was voted the least friendly city in the UK. The podcast makes suggestions as to how to make it a friendlier place. In Pronunciation and Speaking, Sts look at sentence stress in superlative questions and then ask and answer some superlative questions. Finally, the lesson ends with Sts writing a description of where they live.

Video material

Vocabulary – describing a town or city
 Grammar – superlatives

More materials

For teachers

Photocopiables

Grammar superlatives (+ ever + present perfect) p.197
Vocabulary Describing a town or city p.276 (instructions p.266)
Communicative Superlative questions p.242 (instructions p.223)

For students

Workbook 5B

OPTIONAL LEAD-IN (BOOKS CLOSED) Ask *What are the three biggest cities in your country?* and write them on the board. Then get Sts to ask each other in pairs *Have you been to ____?* *When did you go there?* *Did you like it?* *Why (not)?*

1 VOCABULARY describing a town or city

Vocabulary notes

Sts are sometimes confused about whether to describe the place where they live as a village, a town, or a city. A city is a large town (in the UK, historically, anywhere with a cathedral is a city); a town is medium-sized; and a village is a very small town located in a country area.

You may want to explain the difference between *crowded* and *full* (*crowded* = full of people), and *polluted* and *dirty* (*polluted* = dirty because of contamination).

- a** ▶ Books open. This video is a short documentary about the Spanish city Valencia. Focus on the task and ask Sts what they think they can see in the photo (they will find out when they watch the video).

Play the video once. Then elicit opinions from various Sts.

EXTRA IDEA Ask Sts if any of them have ever been to Valencia. If any of them say yes, ask them if they visited any of the places in the video.



Valencia – the best city in the world

According to recent surveys, Valencia, in Spain, was voted the best city to live in. Valencia is situated on the east coast of Spain, about three hundred and fifty kilometres south of Barcelona. It is a large city, the third biggest city in Spain after Madrid and Barcelona, with a population of eight hundred and thirty-seven thousand people. Valencia is famous for its beautiful beaches and also for its historic city centre. In the old city, there's a thirteenth-century cathedral, and many other impressive buildings, for example, the wonderful central market, and the town hall. Valencia also has some famous modern buildings designed by architect Santiago Calatrava, which include the opera house, the science museum, and the aquarium. It's also famous for the *Fallas* celebrations, which take place in March every year. Come and see why it's such a good place to visit!

- b** Focus on the text about Valencia.

Give Sts time to choose the correct options.

Get Sts to compare their answers with a partner.

Play the video again to check answers.

ANSWERS

- 1 east 2 south 3 large 4 beaches 5 cathedral
 6 science museum

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

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.

- c** Tell Sts to go to **Vocabulary Bank Describing a town or city** on p.164.

Focus on **1 What is there to see?** Focus attention on the photos in **a**. Give Sts time to match the words and pictures. Get Sts to compare answers with a partner.

▶ **5.9** Then do **b**. Play the audio for Sts to listen and check. Check answers.

▶ 5.9

Describing a town or city, 1 What is there to see?

- | | |
|--------------|----------|
| 4 bridge | 2 lake |
| 9 canal | 10 ruins |
| 7 city walls | 3 square |
| 1 harbour | 5 statue |
| 8 hill | 6 zoo |

Tell Sts to do **c** individually or in pairs. Point out that one answer has already been done for them.

▶ **5.10** Then do **d**. Play the audio for Sts to listen and check.

Check answers.

5.10

Religious buildings

cathedral
chapel
mosque
synagogue
temple

Places where you can buy things

antiques centre
department store
shopping centre

Other important buildings

art gallery
concert hall
opera house
palace
tower
town hall

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 **2 What's it like?** Remind Sts what the question means and then focus on **a**, where Sts match the adjectives and sentences. Point out that the first one has been done for them.

EXTRA SUPPORT Check Sts' answers to **a** before they match the opposites in **b**.

Now do **b** and get Sts to match the adjectives in the list to their opposites in **a**. Tell Sts that one of the adjectives in **a** has two opposites in the list.

5.11 Then do **c**. Play the audio for Sts to listen and check answers to **a** and **b**.

Check answers.

5.11

2 What's it like?

- 5 boring, exciting, interesting
- 3 crowded, empty
- 6 dangerous, safe
- 4 modern, historic
- 1 noisy, quiet
- 2 polluted, clean

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.

Focus on **d** and get Sts to cover the words and look at sentences 1–6. They can test themselves or each other.

Finally, get Sts to do **Activation** in pairs.

Then get some feedback from individual Sts.

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

EXTRA PRACTICE OPTION Use the **5B Vocabulary** photocopiable activity.

EXTRA IDEA If the majority of your Sts are not from the same place, you could write these questions on the board and get them to ask and answer in pairs.

Do you live in a village, a town, or a city?

Where is it?

How big is it? What's the population?

What's it like?

What's it famous for?

2 GRAMMAR superlatives (+ ever + present perfect)

a Do this as a whole-class activity.

ANSWERS

Budapest is in Hungary.

Vienna is in Austria.

Tokyo is in Japan.

Dubrovnik is in Croatia.

New York is in the USA.

Stockholm is in Sweden.

Rome is in Italy.

Then ask Sts what they know about each city and if anyone has been there. You could then tell Sts what you know about these places, and if you've been to any of them.

b Focus on the text and the instructions.

Before Sts read the text, ask them if they know the website TripAdvisor, and if so, what they think of it.

Read the text with the class and go through the seven different categories.

Put Sts in pairs and get them to guess which city was the winner in each category. Tell them the photos will help them answer.

Elicit opinions and then tell Sts the answers. If your Sts have been to any of these cities, ask them if they agree with the survey. You could ask if they found any of the answers surprising.

ANSWERS

- 1 Tokyo 2 Vienna 3 Budapest 4 Dubrovnik 5 New York
- 6 Stockholm 7 Rome

c Tell Sts to look at the categories in **b** and think about their city. Would it do well in any of the categories?

Get some feedback from the class, and tell them what you think.

d Focus on the instructions. Get Sts to work out the rules.

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

ANSWERS

- 1 add *-est*
- 2 change the *y* to *i* and add *-est*
- 3 put *most* before the adjective
- 4 *best*

e Tell Sts to go to **Grammar Bank 5B** on p.142.

Grammar notes

Remind Sts that the rules for making superlatives are similar to comparatives, but adding *-est* instead of *-er*, or using *most* instead of *more*. Remind them to use *the* before superlatives.

Sts sometimes use comparatives where they should use superlatives: *the most expensive city in Europe* NOT *the more expensive city in Europe*, etc.

Highlight that Sts must always think if they are comparing two things (comparative), or more than two (superlative) when deciding which form to use, e.g. *the most beautiful city I've ever been to*.

Some languages use *never* (not *ever*) in this structure.

A typical mistake is: *the most beautiful city I've never been to*. Adverbs can also be used in the superlative, e.g. *He drives the fastest*.

Focus on the example sentences and play audio 5.12 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 for 5B on p.143. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 the most generous 2 the hottest 3 the worst
4 the friendliest 5 the most important 6 The best
7 the most populated 8 The furthest / The farthest
9 the funniest 10 the cleverest
- b 1 It's the windiest place I've ever been to.
2 She's the nicest woman I've ever met.
3 It's the easiest exam we've ever done.
4 They're the most expensive trousers I've ever bought.
5 This is the longest book I've ever read.
6 He's the most hard-working person I've ever seen.
7 It's the worst meal I've ever eaten.
8 He's the most interesting teacher we've ever had.
9 It's the most exciting job I've ever done.

Tell Sts to go back to the main lesson 5B.

EXTRA PRACTICE OPTION Use the 5B Vocabulary photocopiable activity.

- f This video gives Sts extra grammar practice in the form of a quiz. They will see images of three roads, mountains, etc. with an adjective, and have to decide which is, e.g. the longest of the three, and then compare the other two.

Focus on the task. Play the video, pausing when the pause symbol appears on the first set of three photos. Then focus on the example, and explain that this is what they need to do. Continue playing for Sts to see how the answers appear as in the example on the page. Pause again at that point, and elicit the three numbers.

EXTRA SUPPORT You could do the second set of photos with the whole class as a further example. Play the video and pause for Sts to write down one superlative sentence and then a further comparative sentence.

Now put Sts in pairs. Continue playing the video, pausing after each group of photos to give Sts time to agree their sentences. At the end, check which pair got the most correct answers.



- 1 The Pan-American Highway is the longest. Highway 1 Australia is longer than the Trans-Siberian Highway.
- 2 Mount Qomolangma (Everest) is the highest. K2 is higher than Kilimanjaro.
- 3 Tokyo is the most crowded. Delhi is more crowded than Shanghai.
- 4 Atlanta airport is the busiest. Istanbul airport is busier than Mexico City airport.
- 5 The Louvre is the most popular. The British Museum is more popular than the Metropolitan Museum of Art.
- 6 Dhaka is the noisiest. Ho Chi Minh City is noisier than New York.

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

3 LISTENING understanding the main points in a podcast

- a Do this task as a whole-class activity. Give Sts time to read the questions then get responses from individual Sts. Get them to ask you the questions, too.

You may want to remind Sts that although they end with *-ly*, *friendly* and *unfriendly* are adjectives, not adverbs.

- b Focus on the task. Give Sts time to read the text and look at the photos.

Put Sts in pairs to talk about where the people are in each photo and how their behaviour is unfriendly.

Check answers.

ANSWERS

- A people cycling on the pavement
B people blocking the escalator
C someone getting angry with another driver

- c Focus on the different groups of people in the list and elicit / explain the meaning of any Sts are not sure about, e.g. *residents* and *commuters*. You might like to explain the difference between *Londoners* (= people who are from London) and *London residents* (= people who live in London but are not originally from there).

Focus on the task and the gapped headings, and elicit / explain any other new vocabulary. Get Sts to do the task individually or in pairs. Elicit answers, but don't tell Sts yet if they are right or not.

- d 5.13 Play the audio the whole way through for Sts to listen and complete the headings. Sts may also need reminding that *the Tube* is the name of the underground train system in London.

EXTRA SUPPORT Pause where necessary to make sure Sts can identify and complete the headings.

Check answers and find out if Sts had guessed correctly in b.

ANSWERS

- 1 Commuters 2 Local people 3 Car drivers 4 Cyclists
5 Residents 6 Tourists

5.13

(script in Student Book on p.129)

How to make London more friendly

London is the least friendly city in the UK, or that's what a recent survey says. I've lived in London all my life, and I love my city, but it's true that in a big city people aren't always as friendly as they could be. So what can we do to get a better reputation? Here are my six tips.

The first tip is for commuters on the London Underground, and it is: be understanding of other people. Not everybody uses the Tube every day to go to work, so not everybody knows the rules, for example, on an escalator, stand on the right, but walk up or down on the left. Some people are on the Tube because they're tourists who want to go to Buckingham Palace. So be understanding! Don't make a face at them – smile!

My second tip is for local people like me, or anybody who knows London well. If a tourist asks you for directions, be patient. You're very lucky that they are making an effort to speak to you in English. We British mostly can't speak any other language than our own. When we're abroad we expect other people to understand us, and most of the time, they'll give it a try. So when they ask you for help, be patient and help them. Repeat the directions if necessary. Maybe even try to learn another language!

My third tip is for car drivers. Try to relax. Yes, you are stuck in a traffic jam. We know it's frustrating. But honking your horn doesn't help anyone. It just makes people feel worse. Relax, maybe even listen to a podcast!

Tip number four is for London cyclists. Please stop riding on the pavement. Also, stop doing all the other things you do which annoy people, like not stopping at red traffic lights. Yes, we know you're saving the planet, and that's lovely. But you still need to obey the rules. Oh, and this goes for e-scooters, too!

Tip number five is for residents, that's all the people who actually live in London. Talk to your neighbours! We Londoners are famous for not getting to know the people who live near us. But many of us started chatting to strangers during the Covid nineteen pandemic, and even got to know our neighbours for the first time. It's one of the things that helped everyone to feel better, so don't forget about it now! My final tip is for tourists. We're very happy to have you, but please think about the people who live and work here. Help to make their lives easier. Don't walk in busy streets with enormous suitcases or take selfies at the entrance of busy railway stations just when commuters are trying to catch their train. Don't walk in big groups along crowded pavements. You'll soon see that local people will be more friendly!

- e Tell Sts they are going to listen to the podcast again, and listen for more details this time.
Give Sts time to read the questions and deal with any new vocabulary.
Play the audio again.

EXTRA SUPPORT Pause after each tip to give Sts time to write answers.

Get Sts to compare with a partner, and then play it again if necessary.
Check answers.

ANSWERS

- 1 Stand on the right, but walk up or down on the left.
- 2 Because they're making an effort to speak to you in English
- 3 They feel worse.
- 4 They don't stop at red traffic lights.
- 5 During the Covid-19 pandemic
- 6 They walk in busy streets with big suitcases, they take selfies at the entrance of busy stations, they walk in big groups on the pavement.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.129, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- f **5.14** Focus on the instructions.
Play the audio, pausing after each definition for Sts to write the words.

EXTRA SUPPORT Pause after the first definition to elicit the answer from the class as an example.

Get Sts to compare with a partner and then play it again if necessary.
Check answers. Model and drill pronunciation.

ANSWERS

- 1 commuters 2 escalator 3 traffic jam 4 pavement
- 5 traffic lights 6 residents

5.14

- 1 people who have to travel a long way to get to work
- 2 ... a mechanical staircase that moves up and down, for example in a station or a department store
- 3 ... when cars, lorries, etc. stop moving because there are so many of them
- 4 the raised part of the street where people walk
- 5 the red, orange, and green lights that show when cars must stop and when they can go
- 6 the people who live in a village, town, or city

- g If Sts have the same capital city, put them in pairs or small groups for this task. If not, Sts do the task individually, then share their answers with a partner.
Get some feedback from the class.

4 PRONUNCIATION & SPEAKING sentence stress

Pronunciation notes

Remind Sts that information words are the ones which are usually stressed in a sentence. These are the words which you hear more clearly when somebody speaks to you. The unstressed words are heard much less clearly, or sometimes hardly at all.

You may want to tell Sts that when native speakers use superlatives with *most*, they often link the two words together and don't pronounce the final *t* in *most*.

- a **5.15** Focus on the task and give Sts time to look at questions 1–8. Point out that the first one (*most beautiful*) has been done for them.
Play the audio for Sts to listen and complete the questions.
Check answers.

ANSWERS

- 2 most relaxing 3 most frightening 4 most exciting
- 5 most expensive 6 most generous 7 most dangerous
- 8 most difficult

5.15

See questions in Student Book on p.43 and answer key

EXTRA CHALLENGE Get Sts to guess what the missing superlatives are before playing the audio. Tell them that all the adjectives are three syllables or more.

- b Play the audio again for Sts to listen to the questions and hear which words are stressed. You might want to highlight in question 1 that the preposition *to*, which is not normally stressed, is stressed here because it comes at the end of the question.
Now play the audio again, pausing after each question for Sts to copy the rhythm.
Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT Write the questions on the board. Play the audio, pausing after each question, and elicit which words are stressed.

ANSWERS

- 1 What's the most beautiful city you've ever been to?
- 2 What's the most relaxing holiday you've ever had?
- 3 What's the most frightening film you've ever seen?
- 4 What's the most exciting sporting event you've ever watched?
- 5 What's the most expensive thing you've ever bought?
- 6 Who's the most generous person you've ever met?
- 7 What's the most dangerous sport you've ever done?
- 8 What's the most difficult subject you've ever studied?

- c Focus on the instructions and speech bubbles. Do 1 yourself with Sts as an example, and elicit follow-up questions. Put Sts in pairs, **A** and **B**. Tell **A** to answer 1 with a full sentence, and **B** to ask extra questions. Then they swap roles before moving on to 2.
Get some feedback from the class.

5 WRITING describing your town or city

Tell Sts to go to **Writing Bank 5** on p.119.

- a** Give Sts time to read the whole description.

Ask them what Aisha particularly likes about Kayseri.

ANSWER

Aisha likes being close to nature.

- b** Now tell Sts to match the questions to paragraphs 1–5.

Check answers.

ANSWERS

4 A 3 B 2 C 5 D 1 E

- c** Focus on the **Giving examples** box and go through it with the class.

Then give Sts time to complete the sentences.

Get them to compare answers with a partner, then elicit some answers from the class.

- d** Sts do the task individually, then check in pairs.

Check answers.

Focus on the highlighted phrases and check they understand all the words, e.g. *typical, symbol, specialities*.

ANSWERS

1 important, rich 2 historic, modern 3 cold, snowy

4 hot, dry 5 local, delicious

- e** Tell Sts they are now going to plan a description of where they live. They should look at the questions in **b** and make notes of their answers. Remind them to choose some adjectives to use.

- f** You may like to get Sts to do the writing in class or you could set it as homework. Make sure they write five paragraphs by answering the questions in **b** in the correct order and tell them to use phrases for giving examples and use some highlighted phrases, too.

- g** Sts should check for mistakes, and if they can, attach a photo or photos of the city they have described.

EXTRA IDEA If Sts are from different places, they could exchange their pieces of writing and decide which places they would like to visit.

- G** quantifiers, *too*, (*not*) *enough*
V health and the body
P /Λ/

Lesson plan

In this lesson Sts revise quantifiers and learn to use *too much* / *many*, and (*not*) *enough*. The context is a magazine article about the latest medical research into drinks. The lesson begins with a questionnaire focusing on drinks, and what Sts drink and when. Sts then go on to listen to a nutritionist talking about what kind of liquids we should drink. In Reading, the topic of the article is confusing health advice regarding drinks. There is also a vocabulary focus on health and the body. Sts then work on the grammar, followed by a pronunciation focus on the /Λ/ sound. The lesson ends with a speaking activity where Sts discuss more general lifestyle habits using the new quantifiers. Depending on the level of your class, you may want to do more or less revision of countability and basic quantifiers (see **Optional lead-in**).

Video material

Grammar – quantifiers, *too*, (*not*) *enough*

More materials

For teachers

Photocopiables

Grammar quantifiers, *too*, (*not*) *enough* p.198
 Communicative How much / How many...? p.243
 (instructions p.223)

For students

Workbook 5C

OPTIONAL LEAD-IN (BOOKS CLOSED) Revise countability. Write on the board in two columns:

1	2
water	vegetables
bread	biscuits
chocolate	sweets

Ask *What's the difference between the words in columns 1 and 2?* and elicit that the words in column 1 are uncountable, and normally used in the singular, but the words in column 2 are countable and can be used in singular and plural. Elicit a few more words for each column, e.g. *wine, rice, apples*, etc.

Ask *When do we use a, some, and any?* and elicit that you use *a* with singular countable nouns and *some* / *any* with plural countable nouns and uncountable nouns – *some* in positive sentences and *any* in negatives and questions, e.g. *I ate a biscuit and some bread. I didn't eat any vegetables or any fruit.*

1 SPEAKING & LISTENING

understanding numbers and quantities

- a** Books open. Focus on the questionnaire and its title. Make sure Sts know what *a can* is.
 Put Sts in pairs and give them time to answer the questions. Get some feedback.

EXTRA SUPPORT Get Sts to interview you first.

- b** **5.16** Focus on the drawing of the jug. Go through the instructions, making sure Sts know the meaning of *a nutritionist*, *a liquid*, *a jug*, *alcohol*, and *low-fat*. Model and drill pronunciation.

Play the audio once the whole way through for Sts to listen and complete the task. Point out that one (*fruit juice*) has been done for them.

Play it again if necessary.

Check answers.

EXTRA CHALLENGE Get Sts, in pairs, to predict which liquid goes where before they listen.

ANSWERS

1 water 2 coffee and tea 3 low-fat milk 4 diet cola
 5 alcohol
 We should never drink sweet, fizzy drinks.

5.16

(script in Student Book on p.129)

At least half of your daily liquids should come from water. About one third – or three to four cups – can come from coffee or tea – but with no sugar. Low-fat milk can make up another twenty per cent. If you drink less milk, just try to get your calcium from another type of food or drink, for example, green vegetables. You can have one small glass of fruit juice a day, and no more than one to two alcoholic drinks for men, or one for women. However, some doctors now think that it's a good idea to have several alcohol-free days a week. Diet drinks, which use artificial sweeteners, are not good for you, but up to one to two glasses a day is OK. But try not to have any drinks with a lot of sugar, for example, sweet fizzy drinks.

EXTRA CHALLENGE Get Sts to listen for the recommended quantities of each drink.

ANSWERS

water: half of daily liquids
tea and coffee: 3 to 4 cups
low-fat milk: 20% of daily liquids
fruit juice: 1 small glass
alcohol: 1 or 2 drinks for men, 1 for women, but doctors recommend several alcohol-free days a week
diet cola: 1 or 2 glasses

- c** Do this as a whole-class activity.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.129, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

2 READING & VOCABULARY

health and the body, responding to and assessing information according to personal opinion

- a** Do this as a whole-class activity.
b Focus on the task and make sure Sts understand what the article is about. Pre-teach the verbs *increase*, *improve*, *reduce*, and *cause*.

EXTRA SUPPORT Get Sts to read just the first paragraph of the text. Elicit / Teach the meaning of *contradict*. Ask Sts what the problem is when trying to know what to drink and what not to drink.

ANSWER

New research comes out frequently which suggests different advice or the opposite advice from previous research.

Now get Sts to read the article and match the highlighted words to the pictures and definitions.

Get Sts to compare their answers with a partner.

EXTRA SUPPORT Apart from the highlighted words, this article contains other medical vocabulary. Before Sts read it, check whether you need to pre-teach any other items, e.g. *cancer, arthritis, diabetes, etc.*, or whether you think Sts will be able to guess their meaning. In many languages they are similar words, but pronounced differently.

- c ⑤ 5.17 Play the audio for Sts to listen and check their answers to b.

Check answers.

⑤ 5.17

- | | |
|-----------|-----------------|
| 1 liver | 5 bones |
| 2 heart | 6 blood |
| 3 muscles | 7 disease |
| 4 teeth | 8 immune system |

Then play it again, pausing after each word for Sts to listen and repeat.

Now get Sts to practise saying the words.

Finally, ask Sts what they think *heart attack* /'hɑ:t ə'tæk/ and *blood pressure* /'blʌd preʃə/ mean. Model and drill pronunciation.

ANSWERS

heart attack = a sudden, serious medical condition in which the heart stops working normally, sometimes causing death
blood pressure = the pressure of blood as it travels around the body

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

- d Give Sts time to read the article again and make some notes to answer the two questions.
Get them to compare answers with a partner.
Get some feedback from the class. Encourage Sts to try to say why they feel a fact is important. You could give your own opinions, too.
- e Focus on the instructions and put Sts in pairs. Tell them to read about each drink again and answer the two questions.
Get some feedback. Sts might have a different opinion, but if so, ask them to justify it.

POSSIBLE ANSWERS

a tea, water b alcohol, coffee, juice, milk

- f Do this as a whole-class activity.

3 GRAMMAR quantifiers, too, (not) enough

EXTRA SUPPORT If you didn't do the **Optional lead-in**, you could do it here.

- a This exercise revises what Sts should already know. Focus on the instructions and give Sts time to decide if the words are countable or uncountable.
Check answers.

ANSWERS

countable: bottle, can, carton, cup, glass
uncountable: juice, milk, water, wine

- b Focus on the instructions and get Sts, in pairs, to circle the correct word or phrase and say why the other one is wrong.

Check answers.

ANSWERS

- 1 many (you can't use *much* with plural countable nouns)
- 2 much (you can't use *many* with uncountable nouns)
- 3 a lot of (you can't use *many* with uncountable nouns)
- 4 a little (you can't use *a few* with uncountable nouns)
- 5 a few (you can't use *a little* with countable nouns)
- 6 a lot (you can't use *a lot of* without a noun)

- c Here the new language of the lesson is introduced. Tell Sts to look at the paragraphs about water in the article, and to focus on words or phrases which mean *the right amount* and *more than you need*.

Check answers.

If necessary, model and drill pronunciation of *enough* /ɪ'nʌf/.

You could point out that there are two other words where *-ough* sounds like /ʌf/: *rough* and *tough*.

ANSWERS

- 1 enough 2 too much

- d Now tell Sts to go to **Grammar Bank 5C** on p.142.

Grammar notes

too much, too many, too

Some Sts use *too much* + adjective, which is incorrect. *It's too big*. NOT *It's too much big*.

It is also important to highlight the difference between *too* and *very*:

It's very big. (= a statement of fact, neither good nor bad)

It's too big. (= more than it should be / more than you want)

(not) enough

The main problem here is the pronunciation of *enough* /ɪ'nʌf/ and the different positions: before nouns, but after adjectives. Some Sts may confuse *quite* and *enough* because of L1 interference.

Focus on the example sentences and play both audio

⑤ 5.18 and ⑤ 5.19 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 for **5C** on p.143. Sts do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 too much 2 too many 3 enough water 4 too busy
5 big enough 6 too much 7 go out enough 8 enough vegetables
b 1 enough 2 too 3 too many 4 too much 5 enough
6 too 7 too many 8 enough

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

EXTRA PRACTICE OPTION Use the **5C Grammar photocopiable activity**.

- e ⑤ This video consists of nine photos and beginnings of sentences which Sts hear, and then have to complete with phrases using the grammar they have just learned.
Focus on the instructions.

Do the first one as an example. Play the video, and pause after the sentence beginning. Elicit the end of the sentence from the class. Then continue with the video so that they realize that they will hear the complete sentence. You may want to point out that they could also complete the sentence with *because they have too much luggage*.

Repeat this process with the other photos, pausing and eliciting answers from different Sts. Finally play the video again, eliciting the answers from the whole class..



- 1 She can't close the car boot because there are (pause) She can't close the car boot because there are too many suitcases.
- 2 He can't reach the laptop because he isn't (pause) He can't reach the laptop because he isn't tall enough.
- 3 The sofa doesn't fit because it's (pause) The sofa doesn't fit because it's too long.
- 4 She can't pay the bill because she doesn't have (pause) She can't pay the bill because she doesn't have enough money.
- 5 She has problems sleeping because she drinks (pause) She has problems sleeping because she drinks too much coffee.
- 6 She didn't want to swim because the water wasn't (pause) She didn't want to swim because the water wasn't warm enough.
- 7 She didn't buy the sunglasses because they were (pause) She didn't buy the sunglasses because they were too expensive.
- 8 He couldn't make the cake because he didn't have (pause) He couldn't make the cake because he didn't have enough eggs.
- 9 They didn't like the beach because there were (pause) They didn't like the beach because there were too many people.

EXTRA SUPPORT Put Sts in pairs for them to write their sentence endings together.

EXTRA CHALLENGE Repeat the video without the sound and see if Sts can say the full sentence for each picture.

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

4 PRONUNCIATION & SPEAKING /Λ/

- a **5.20** This exercise helps Sts with the pronunciation of some of the words from the lesson.

Focus on the sound picture and elicit the word, and sound: *up* /Λ/.

Give Sts time to read the spelling rules chart. Make sure they know the meaning of *rare* (= not seen very often).

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

5.20

See sound and words in Student Book on p.45

Now play the audio again, pausing after each word for Sts to repeat.

- b **5.21** Tell Sts they are going to hear 12 sentences and they must write just the last word in each one.

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

Check answers by playing the audio again and pausing after each item to elicit the word onto the board.

5.21

- 1 Can you pass me the **butter**?
- 2 Do you work or **study**?
- 3 Everything's going to be fine – don't **worry**!
- 4 Your sister's very **young**!
- 5 I don't have any **money**.
- 6 Please can you take out the **rubbish**?
- 7 Is today going to be **sunny**?
- 8 The weather's going to be **lovely**.
- 9 Two single rooms, please, and one **double**.
- 10 What do you want for **lunch**?
- 11 What's the biggest city in your **country**?
- 12 She's usually serious, but she can be very **funny**.

EXTRA SUPPORT Elicit the whole sentences / questions, not just the last word, and write them on the board.

EXTRA IDEA Some Sts have a problem pronouncing *money* and tend to say /mʌnei/ or /'mɒni/. To help them, you could tell them that *money* rhymes with *funny* and *sunny*.

- c Play the audio again, pausing after each item for Sts to listen and repeat. Make sure they repeat the whole sentence and not just the last word.
- d Focus on the speech bubbles, and then demonstrate the activity yourself by answering a couple of questions and explaining your reasons.

Now put Sts in pairs and get them to answer the questions, giving their reasons, too.

Get some feedback from various pairs.

Working on a Saturday

Practical English taking something back

Lesson plan

In Episode 3 of *Pictures of you* the functional language is key phrases for returning something you bought in a shop. The story develops: Ben and Emma have a walk together where they discuss his relationship with Izzy, who is working from home and doesn't have time to join them. Emma is worried about Ben. They go to a clothes shop, the same one that Ben went to with Izzy in season 1, and Ben buys some trainers which he then has to return as he bought the wrong size. In the last scene, Ben calls Izzy and they arrange to have dinner together that evening. Unfortunately, Izzy never arrives at the restaurant and in the last frame of the video, we see that this is because she had been working so hard that she fell asleep.

Video material

Pictures of you Episode 3

More materials

For teachers

Oxford English Hub

Quick Test 5

File 5 Test

THE STORY SO FAR (books closed)

▶ Play the first part of the video – the recap of Episode 2 (*Previously*) and elicit from Sts what happened in the previous episode of *Pictures of you*.

EXTRA CHALLENGE Put Sts in pairs or small groups to remember what happened in the previous episode of *Pictures of you*. Then play the recap for them to check what they remembered.

1 EMMA AND BEN TALK

- a ▶ In this scene Ben and Emma go for a walk together and she tells him her worries about his relationship with Izzy. Focus on the photo of Ben and Emma and the task. Give Sts time to read the three reasons to choose from. Check they know all the vocabulary, e.g. *stressful*, *break up with*. Play the video. You could pause briefly at 01:38 to elicit that Ben is remembering the previous night's dinner. Get Sts to compare with a partner, then check the answer.

ANSWER

She thinks Izzy doesn't have enough time for Ben.



E = Emma, B = Ben

E Nice shirt. But I'm not sure about those sneakers.

B Hey, Izzy! Yeah, I'm with Emma. We're going for a walk... Yeah... Yeah... So do you want to come and meet us? Oh. OK. OK. See you later. Izzy's working from home today.

E On a Saturday?

B Yeah.

E What a surprise. Anyway... How are things with you?

B Izzy's doing really well at the new job. I think they're going to give her a promotion. And she's looking at new apartments, too.

E OK, that's how Izzy's doing. I asked about you.

B Well, I'm fine.

E Yeah, sure you are.

B What do you mean by that?

E It's just... everything seems to be about Izzy right now. Her new job. Her new apartment. Her new life. Make sure there's enough room for you, too.

B There is enough room for me. We're OK. I mean, I'm OK. She's just busy right now.

E You don't spend enough time together.

B Well, we're going to go away for a weekend soon. Just the two of us. When she's less busy.

E And when she gets this promotion, is she going to be less busy and have more time for you?

B Wait. I know where we are. Just around the corner. Come on.

E Ben. What a cute store.

B Yeah, it's great. I came here once with Izzy. Do you want to go in?

E Sure. But you haven't answered my question.

Now focus on the **British and American English** box and go through it with the class.

- b Focus on statements 1–7 and give Sts time to read them. Check Sts understand the task.

Play the video again for Sts to watch and circle the correct answers.

EXTRA CHALLENGE Ask Sts to circle the correct answers before watching again. They then watch and check their answers.

Get Sts to compare with a partner, and then check answers. When checking the answer to 3, point out that Emma is being sarcastic when she says, *What a surprise!* Sts might find it interesting to listen again and note her intonation.

ANSWERS

- 1 bad 2 isn't 3 isn't 4 is 5 doesn't believe
6 doesn't think 7 doesn't answer

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 TAKING SOMETHING BACK

- a ▶ This scene presents the functional language, and shows Ben buying some trainers which he then has to return.

Focus on the photo. Elicit that it is inside the store and that the person talking to Ben is a shop assistant. Focus

on the instruction and get Sts to look carefully at the four pictures of trainers.

Play the video once all the way through for Sts to watch and tick the correct photo. (This will be the pair of trainers that Ben finally leaves the shop with, after exchanging the ones which were the wrong size.)

Check the answer.

ANSWER

3. The trainers are £80.



S = shop assistant, B = Ben

S Can I help you?

B Yes. Do you have these in an eleven?

S Just a minute. I'll go and check.

B Thank you.

S Here you are. These are an eleven. Do you want to try them on?

B No, thanks. I'm sure they'll be fine.

S That will be eighty pounds.

B Oh, it says ninety-five ninety-nine.

S Yes, they're on sale.

B Oh. Great!

B Thank you.

S Thank you

B Bye.

S Bye bye, now. Can I help you?

B Yes, I just bought these.

S I remember. Is there a problem?

B Yes, they're too big.

S What size are they?

B They're an eleven. I take a US eleven.

S Oh, right. American sizes are always one size larger. You need a UK ten. Just a minute... I'm sorry, but we don't have those in a ten. But we do have these and they're the same price, or you can have a refund.

B I'll take this pair, then.

S Oh, do you have the receipt?

B Sure. Here you go.

S Great.

B Thank you.

b Focus on the conversation in the chart. Elicit who says the **You hear** phrases (the shop assistant) and who says the **You say** phrases (the customer, here Ben). These phrases will be useful for Sts if they need to buy something and then take it back if they have a problem.

Give Sts a minute to read through the conversation and think what the missing words might be. Then play the video again and get Sts to complete the gaps.

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

ANSWERS

1 check 2 try 3 sale 4 problem 5 size 6 larger
7 price 8 receipt

Go through the conversation line by line with Sts, helping them with any words or expressions they don't understand. Remind Sts of the pronunciation of *receipt*, which Sts learned in Lesson 4B. Check Sts understand a *refund*. Model and drill the pronunciation /'ri:fʌnd/.

You may want to highlight that *Here you go* is an expression we use when we give something to someone. *Here you are*, *there you are*, and *there you go* can all be used in the same way with no change in meaning.

c Now focus on the **You say** phrases and tell Sts they're going to hear the conversations again. They should repeat the phrases when the video pauses. Encourage them to copy the rhythm and intonation.

Play the video for Sts to watch and repeat the phrases.

Put Sts in pairs, **A** and **B**. **A** is the shop assistant, and **B** is the customer. Get Sts to read the conversations aloud and then swap roles.



Same as previous video with repeat pauses

d Now focus on role-play 1. Put Sts in pairs, **A** and **B**. **A** is the shop assistant. Get Sts to read their instructions carefully and think about what they are going to say. Sts now role-play the conversation. Student **A** (the shop assistant) begins with *Hello. Can I help you?* Monitor and help.

EXTRA SUPPORT Demonstrate the activity by taking the role of the shop assistant yourself and getting a confident student to be the customer.

Now focus on role-play 2. Give Sts time to read their instructions and think about what to say. Elicit that **A** can use either *I'll have...* or *I'd like to ask for the refund*.

Sts role-play the conversation. Monitor and help.

When they have finished, you could get a few pairs to perform in front of the class.

3 A PIZZA AT POMODORA

a In this final scene Ben goes to the restaurant to meet Izzy, but sadly she doesn't turn up.

Focus on the four photos and the instruction. Put Sts in pairs to discuss what they can see in each photo and predict what happens in the scene.

Elicit ideas, but don't tell them if they are right or not.

Then play the video once the whole way through for Sts to see what happens.



I = Izzy, B = Ben, E = Emma, W = waiter

I Hi, Ben.

B Hi, Izzy. How's work?

I It's OK. I'm really tired.

B I'm sure. What time are you finishing?

I Well, hopefully about six.

B Cool, do you want to meet for a pizza at Pomodora? I can book a table.

I Just the two of us?

B Yeah. Emma's meeting some old friends from California this evening.

I Yes! That sounds really nice. We haven't been out together on our own for a long time.

B Awesome. Let's say seven?

I Yeah!

B Perfect. See you then.

I Great. Can't wait.

B She says she can't wait.

E That's cool.

B Yep. We're really happy.

E Just...be careful, Ben. I worry about you.

B You don't need to worry about me.

E Of course I do! I'm your sister. That's my job.

W Are you ready to order?

B I'm waiting for somebody. She's coming soon.

W Of course. Could I take this chair? I need it for another table.

B Yeah, sure.

b Focus on questions 1–3.

Play the video again for Sts to watch and then answer the questions.

Get Sts to compare answers with a partner.

Check answers.

ANSWERS

- 1 Yes, she does.
No, she's happy that Emma has other plans.
- 2 She isn't very happy about it. She is worried about Ben. Ben isn't listening to her.
- 3 **a** very happy and excited **b** excited, then worried
c unhappy / disappointed

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. You could highlight the positive responses *Awesome* and *Great*, *can't wait* and the use of *hopefully* to indicate what you want to happen, although it isn't sure. You may also want to point out that *awesome* used to be considered American English, and still is by some people, but is now quite common in the UK.

Now give Sts time to match a phrase in **A** with 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 On a Saturday? What a surprise!
- 2 Izzy's doing really well at the new job.
- 3 Well, hopefully about six.
- 4 Awesome. Let's say seven?
- 5 Great, can't wait.
- 6 Of course I do!

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 **B** to close their books and respond from memory, and then swap roles.

WHAT DO YOU THINK?

Put Sts in pairs and get them to talk about the questions relating to Ben and Izzy's relationship. You can decide if Sts should answer the questions briefly or have a more elaborate class discussion about them.

Elicit some feedback from the class. You could ask them what they think Ben should do or should say to Izzy.

G will / won't (predictions)

V opposite verbs: *pass* – *fail*, etc.

P 'll, won't

Lesson plan

The context of the lesson is pessimists and optimists. Sts are introduced to the future forms *will* and *won't* for the first time. They learn a specific use of these forms, which is to make predictions about the future, here particularly in response to what somebody says to you. The lesson begins with a vocabulary focus on common opposite verbs, e.g. *pass* – *fail*, *buy* – *sell* which are then practised with a video activity. The grammar is then presented through eight situations, looking at the typical predictions an optimist or pessimist might make, e.g. *You won't like it*, *That'll be interesting*, etc. In Pronunciation, Sts practise the contracted forms of *will* / *won't*. Sts then listen to a radio programme about positive thinking. They then read an article which states that negative thinking can be good for you, and they discuss the findings. Finally, Sts answer a questionnaire to find out whether they are a positive or negative thinker.

Video material

Vocabulary – opposite verbs

More materials

For teachers

Photocopiables

Grammar will / won't (predictions) p.199

Vocabulary Opposite verbs p.277 (instructions p.267)

Communicative Positive or negative? p.244 (instructions p.223)

For students

Workbook 6A

OPTIONAL LEAD-IN (BOOKS CLOSED) Draw a big glass which is exactly half full of water on the board. Underneath, write *The glass is half* _____. Tell Sts to complete the sentence with one word, but they mustn't tell anybody which word they have written. Now elicit from the class how to finish the sentence (*full* / *empty*).

Ask Sts who have written *empty* to put up their hands. Tell them that they are pessimists (explain / translate if necessary).

Now ask who wrote *full* and tell these Sts that they are optimists.

1 VOCABULARY opposite verbs

a **6.1** Books open. Tell Sts they are going to hear five sentences or questions, and they have to write down the main verb from each sentence.

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

Check answers.

6.1

- 1 Did you **find** your keys?
- 2 Did you **send** the email?
- 3 I never **remember** people's names.
- 4 What time does the film **start**?
- 5 Please **turn on** the air conditioning.

Elicit the opposite verbs.

ANSWERS

- 1 lose 2 get / receive 3 forget 4 finish / end 5 turn off

b Tell Sts to go to **Vocabulary Bank Opposite verbs** on p.165.

Vocabulary notes

You may want to highlight:

- the difference between *lend* and *borrow*, i.e. *I lend money to you / you borrow money from me*
- that the opposite of *start* is *finish* or *end* when referring to, e.g. a film or a book, but *stop* when referring to, e.g. an activity, a car, etc.
- the other meaning of *miss*, e.g. *miss your family* (= feel sad because you are not with them)

Focus on **a** and get Sts to match the verbs and photos. Check answers, but don't drill pronunciation yet.

ANSWERS

- 10 arrive 6 break 4 buy 15 download 3 find 7 forget
2 lend 16 love 14 miss 8 pass 17 pick up 1 push
12 send 5 start 11 teach 9 turn on 13 win

Then get Sts to do **b** by writing the verbs in the **Opposite** column in **a**. Point out that the first one (*leave*) has been done for them.

6.2 Now do **c**. Play the audio for Sts to check answers to **b**.

6.2

Opposite verbs

- 10 arrive – leave
6 break – mend / repair
4 buy – sell
15 download – upload
3 find – lose
7 forget – remember
2 lend – borrow
16 love – hate
14 miss – catch
8 pass – fail
17 pick up – drop off
1 push – pull
12 send – get / receive
5 start – finish / stop
11 teach – learn
9 turn on – turn off
13 win – lose

Now either use the audio, pausing after each pair of opposite verbs, or model and drill them yourself. Give further practice of any verbs your Sts find difficult to pronounce.

Focus on **Activation**. In pairs, Sts try to remember the verbs and their opposites. **A** (book open) says a verb and **B** (book closed) says the opposite. Make sure they swap roles.

Tell Sts to go back to the main lesson **6A**.

EXTRA PRACTICE OPTION Use the **6A Vocabulary** photocopiable activity.

- c**  In this video Sts see nine clips which illustrate different verbs from the pairs they have just learned. After identifying the verb from the clip, they then say the opposite one.

Focus on the task and the photo. Use the photo to ask *What's the verb phrase?* and elicit *finish a race*. Then ask what the opposite would be, and elicit *start a race*.

Play the video once the whole way through. Pause at the end when the grid of nine pictures appears (01:22).

Put Sts in pairs and get them to try to write the verb phrase and its opposite for each picture (they don't need to write a full sentence).

Finally, play the video again, pausing after each clip and eliciting the two phrases.

ANSWERS

- 1 finish a race (*opp.* start a race)
- 2 catch a train (*opp.* miss a train)
- 3 drop off sb at the airport (*opp.* pick up sb at the airport)
- 4 fail a test (*opp.* pass a test)
- 5 get / receive an email (*opp.* send an email)
- 6 learn English (*opp.* teach English)
- 7 lose a match (*opp.* win a match)
- 8 pull the door (*opp.* push the door)
- 9 turn off the TV (*opp.* turn on the TV)

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

2 GRAMMAR *will / won't* (predictions)

- a** If you didn't do the **Optional lead-in**, check Sts know what an *optimist* and a *pessimist* are.

Now focus on the eight conversations and go through the **Your friend says** phrases with the class.

Then focus on the **You say** responses and point out that each one has two options, a and b. Tell Sts to label each response with *O* for *optimist* and *P* for *pessimist*.

- b**  **6.3** Play the audio for Sts to listen and check. Check answers.

ANSWERS

- 1 a O b P 2 a P b O 3 a O b P 4 a O b P 5 a O b P
6 a P b O 7 a O b P 8 a P b O

 6.3

See conversations in Student Book on p.48 and answer key

- c** Put Sts in pairs and get them to look at the eight situations in **a** and decide which response they would probably give.

If you didn't do the **Optional lead-in**, get Sts to say whether they are an *optimist* or a *pessimist*.

Get some feedback about various situations. With a show of hands, you could also see if there are more *optimists* or *pessimists* in the class.

- d** Focus on the **You say** responses in **a** and elicit the answer to the question.

ANSWER

the future

- e** Tell Sts to go to **Grammar Bank 6A** on p.144.

Grammar notes

In *English File* Elementary Sts learned that *be going to* can be used to make predictions, e.g. *You're going to be very happy*. This use was revised in **3A**.

In this lesson Sts learn the future form *will / won't* + infinitive, and that it can also be used to make predictions. Sometimes both forms are possible, e.g. *I think the government will lose the election.* / *I think the government is going to lose the election.*

However, there is often a difference in usage: *will / won't* tends to be used more than *be going to* to make instant, on-the-spot predictions in reaction to what another person says, e.g.:

A *I'm going to try that new restaurant tonight.*

B *You won't like it.*

At this level you may prefer to simplify things by telling Sts that both *be going to* and *will / won't* can be used to make predictions.

Sts will learn other uses of the future (*will / won't*) in **6B** (promises, offers, and decisions) and will study the use of *will / won't* in conditional sentences with *if* in **8B**.

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 **be going to for predictions** box and go through it with the class.

Then focus on the exercises for **6A** on p.145. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a** 1 I think they'll lose the match.
2 Will the meeting be long?
3 She won't get the job – she's not qualified enough.
4 Will you see him at work later?
5 I don't want to go. It'll be impossible to park.
6 You won't like that book.
7 I'm sure she'll love the present I bought her.
8 There won't be a lot of traffic in the morning.
9 You'll find a good job, I'm sure.
10 Everything will be OK, so there's no need to worry.
b 1 will be
2 will like
3 will snow
4 will get
5 will pass

Tell Sts to go back to the main lesson **6A**.

EXTRA PRACTICE OPTION Use the **6A Grammar** photocopiable activity.

3 PRONUNCIATION 'll, won't

Pronunciation notes

An important aspect of *will* / *won't* is the pronunciation of the contractions, and Sts get some intensive practice here. Remind Sts that contractions are very common in conversation, but that it is not wrong to use the full uncontracted form.

Sts often confuse the pronunciation of the contracted form of *will not* (*won't* /wəʊnt/) with the verb *want* /wɒnt/ when speaking and listening, so there is also a special focus on this.

- a  **6.5** Focus on **a** and play the audio for Sts to listen and repeat. Encourage them to copy the rhythm. Sts often find the contracted form of *it will* (*it'll*) difficult to say.

6.5

See words and phrases in Student Book on p.48

- b  **6.6** Tell Sts that they are going to hear six sentences and that they have to write them down. Explain that they all include either *won't* or *want to*. Tell Sts that they will hear each sentence twice.

Play the audio once for Sts just to listen.

Now play the audio again, pausing after each sentence to give Sts time to write down what they hear.

Then elicit answers and write them on the board. Get them to spell *want* or *won't* to make sure they have written the correct word.

6.6

- 1 I want to go with you.
- 2 They won't come tonight.
- 3 You won't find a job.
- 4 We want to learn Russian.
- 5 They want to sell their house.
- 6 I'm sure she won't win.

Now ask Sts what sound the pink letters have. Highlight that *want* is always followed by *to* before another verb, which will always help them to be sure which form they have heard.

ANSWERS

won't = /əʊ/
want = /ɒ/

EXTRA IDEA 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.

- c Focus on the instructions and make sure Sts know what they have to do.

Put Sts in pairs. Tell Sts **A** to start by reading the first line of conversation 1 in **2a**. Sts **B** should respond as an optimist. When Sts **A** have read all eight conversations, they swap roles, and this time Sts **A** respond to the situations as pessimists. Encourage them to use optimistic or pessimistic intonation.

Monitor and help, correcting any errors with *'ll* or *won't*.

- d Put Sts in pairs, **A** and **B**, and tell them to go to **Communication You're a pessimist!**, **A** on p.105, **B** on p.111.

Go through the instructions carefully. Now make sure Sts understand what they have to do.

EXTRA SUPPORT Get a student to read you his / her first sentence. Give an example of a pessimistic response.

Sit **A** and **B** face-to-face. **A** says his / her first sentence and **B** responds in a pessimistic way. Then they swap roles. When they have finished, you could get a few Sts to read a sentence and get others to respond.

Tell Sts to go back to the main lesson **6A**.

4 LISTENING taking notes

- a  **6.7** Focus on the instructions and question. Tell Sts that the radio programme is a chat show where one of the guests is an expert on positive thinking.

EXTRA CHALLENGE Before playing the audio, elicit some ideas from the class why positive thinking is good for you.

Play the audio for Sts to listen and answer the question.

Check the answer.

ANSWER

It helps you enjoy life more. Positive people are healthier and live longer.

6.7

(script in Student Book on p.129)

Today's topic is 'positive thinking'. We all know that people who are positive enjoy life more than people who are negative and pessimistic. But scientific studies show that positive people are also healthier. They get better more quickly when they are ill, and they live longer. A recent study has shown that people who are optimistic and think positively live, on average, nine years longer than pessimistic people. So, let's hear what you, the listeners, think. Do you have any ideas to help us be more positive in our lives?

- b Now explain that five people have called the radio programme to give some tips (useful suggestions) to help people be more positive.

Get Sts, in pairs, to try and guess what the missing words in the sentences could be. Tell them not to write them in the sentences, but on a separate piece of paper.

You could elicit some ideas, but don't check answers yet.

- c  **6.8** Play the audio once for Sts to listen and check their guesses and complete the gaps.

Check answers.

ANSWERS

- 1 present, past
- 2 positive, negative
- 3 news
- 4 good things
- 5 language

6.8

(script in Student Book on p.129)

P = presenter, A = Andy, J = Julie, Ma = Martin, Mir = Miriam, Mic = Michael

P Our first caller this evening is Andy. Hi, Andy. What's your tip for being positive?

A Hello. Well, I think it's very important to live in the present and not in the past. Don't think about mistakes you made in the past – you can't change things now. The important thing is to think about how you can do things better now and in the future.

P Thank you, Andy. And now we have another caller. What's your name, please?

J Hi, my name's Julie. My tip is think positive thoughts, not negative ones. We all have negative thoughts sometimes, but when we start having them, we need to stop and try to change them into positive ones. Like, if you have an exam tomorrow and you start thinking,

'I'm sure I'll fail,' then you'll fail the exam. So you need to change that negative thought to a positive thought. Just think to yourself, 'I'll pass that exam'. I do this and it usually works.

P Thank you, Julie. And our next caller is Martin. Hi, Martin.

Ma Hi. Um, my tip is don't spend a lot of time following the news online or on TV. It's always bad news and it just makes you feel depressed. Read a book or listen to your favourite music instead, and you won't feel so bad.

P Thanks, Martin. Good tip! And our next caller is Miriam. Miriam?

Mir Hi.

P Hi, Miriam. What's your tip?

Mir Every week, make a list of all the good things that happened to you, on your phone or on a piece of paper. Then if you're feeling a bit sad or depressed, read the list and it'll make you feel better.

P Thanks, Miriam. And our last call is from Michael. Hi, Michael. We're listening.

Mic Hi. I think it's good to try to use positive language when you speak to other people. You know, if your friend has a problem, don't say, 'I'm sorry' or 'Oh, poor you.' Say something positive, like 'Don't worry! Everything'll be OK.' That way, you'll make the other person think more positively about their problem.

P Thank you, Michael. Well, that's all we've got time for. A big thank you to all our callers.

- d Play the audio again for Sts to write down extra information, e.g. a reason or an example.
Get Sts to compare with a partner, and then play the audio again.
Check answers (see script 6.8).
Finally, in pairs, small groups, or as a whole class, answer the two questions. For the question *Which tips do you think are the most useful?*, you could get Sts to vote for the best tip with a show of hands.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on p.129, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

5 READING understanding a definition and examples

- a Focus on the photo of the girl. Elicit that she is surrounded by revision material and is stressed because she has an exam the next morning. Tell Sts to read what she is thinking, and with a show of hands, find out if Sts think the girl is an optimist or a pessimist.
- b Give Sts time to read the article and check their answer to a. They should also answer the question *What is 'defensive pessimism'?*
Check answers.

ANSWERS

- a She is a pessimist.
b It's a strategy which we use to control anxiety, fear, and worry.

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

- c Now tell Sts to complete the two sentences from the article with the same word.
Check the answer.

ANSWER

wrong

- d Do this as a whole-class activity.

ANSWERS

- 1 The printer isn't working.
- 2 You've got the incorrect number.
- 3 There were no problems on our journey.

- e Focus on the task and make sure Sts understand what they have to do.
When Sts have finished reading the article again, either put them in pairs or do it as a whole-class activity.
If Sts worked in pairs, get some feedback.

POSSIBLE ANSWERS

He can leave home early / check what time the bus leaves.
He can check which terminal the flight leaves from in advance.
He can pack carefully / weigh the luggage before he leaves home.
He can take a jumper or jacket to wear on the plane.
He can take some food of his own, or buy food at the airport.

- f Do this as a whole-class activity and elicit answers from Sts.

6 SPEAKING

Focus on the activity and on the seven questions.

Then focus on the **Responding to predictions** box and go through it with the class. Drill the pronunciation, making sure Sts do not over-stress the word *so* and are clear about the meaning. Point out that the word *so* in *I hope so*, etc. means *yes*, and that *maybe* and *perhaps* have the same meaning.

In pairs, Sts take turns to ask and answer each question, giving reasons for their predictions. They should then decide who is more optimistic.

Finally, get some feedback, e.g. ask how many people in the class think they will pass their next English exam.

- G** *will / won't / shall* (other uses)
V verb + *back*: *come back, call back*, etc.
P word stress: two-syllable verbs

Lesson plan

Sts continue their work on the uses of *will*. In this lesson they learn that as well as making predictions, *will* can be used for making promises, offers, and decisions. The presentation context is an article and a listening about the true story of a couple who fell in love when they were young, lost contact, and found each other again later in life. This is followed by the grammar, presented through some humorous offers, promises, and decisions, and a pronunciation focus on stress in two-syllable verbs, e.g. *promise, decide*. Next, in Vocabulary, Sts focus on the use of certain verbs with *back* (*come back, take back*, etc.), which they then put into practice with a group speaking activity. Finally, Sts learn about colloquial language and write social media messages.

More materials

For teachers

Photocopiables

Grammar will / won't / shall (other uses) p.200

Communicative Guess my sentence p.245 (instructions p.224)

For students

Workbook 6B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *promises* on the board and elicit its meaning. Teach / Elicit that you can *make a promise* and then *keep or break a promise*. Ask *What promises do people in love often make?*. Try to elicit some promises and write them on the board, e.g. *I'll always love you / I'll never leave you / I'll marry you*, etc. Then ask Sts if they think people keep or break these promises.

1 READING & LISTENING understanding the events in a story

- a** Books open. Focus on the task and the two photos. Elicit answers for the two questions from the class. They will find out if they were right later in the lesson.
- b** Now tell Sts to read the article and answer questions 1–4. Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 They were at school together in Nottingham.
- 2 Penny's father ordered Mark to end it, and although he didn't want to, he did.
- 3 Penny left college, got married and divorced twice. Mark went to university and became a hotel manager.
- 4 Because Penny changed her surname when she married.

Deal with any other new vocabulary, e.g. elicit the meaning of *boarding school* and *split up*.

Model and drill the pronunciation of any tricky words.

- c** **6.9** Focus on the task and tell Sts they are now going to find out what happened to Penny and Mark between the two photos. Tell Sts to look at questions 1–4.

Play the audio for Sts to listen and answer the questions. Then play it again if necessary.

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

ANSWERS

- 1 Mark found a picture of Penny on Facebook.
- 2 Penny was sad and angry.
- 3 Penny flew out to the Bahamas to meet Mark.
- 4 Mark asked Penny to marry him and she is going to move to the Bahamas.

6.9

(script in Student Book on p.130)

Pr = presenter, M = Mark, Pe = Penny

Pr At the end of twenty nineteen, Mark was still looking for Penny. Then he found a picture on Facebook.

M I wasn't sure, but I thought it was a photo of Penny, so I messaged the woman, and I asked: 'Is this Penny?'. Penny didn't use Facebook much, so she didn't see my message immediately. But then she replied. And it was her!

Pe Mark told me for the first time what had happened at university. I feel very sad and angry about it. I think my father didn't want a Black son-in-law so he told himself he was doing the right thing. Now attitudes to race have changed a lot.

Pr The couple couldn't travel to see each other at that time because of the Covid nineteen pandemic. They waited eighteen months, and in June twenty twenty-one, Penny finally flew out to the Bahamas, where they met again, aged sixty and sixty-one.

M When we saw each other for the first time, I cried. I couldn't believe she was here in my arms.

Pe I hadn't seen him since I was nineteen, but it was as if we'd only been apart for a year. We hadn't changed at all.

Pr After three amazing weeks with Mark, Penny came back to England. When she returned to the Bahamas in October twenty-one, Mark proposed to her when she got off the plane. Now Penny is going to live in the Bahamas with him.

Pe I feel like a whole new person. I've never loved anyone the way I love Mark.

M The point we met was not our time. Now, we are looking forward to a really great future.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.130, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- d** Put Sts in pairs to discuss the questions.

Get feedback from some pairs. You could join in the class discussion and give your own opinion too.

2 GRAMMAR will / won't / shall (other uses)

- a** Focus on the sentences and the photos. Elicit / Explain any new words or phrases, e.g. *hurt*. Now tell Sts to match the sentences to the photos.

Check answers.

ANSWERS

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

- b** Focus on the instructions and make sure Sts understand *offer* and *promise*. Highlight that they should write the letter of the photo. Point out that the first one (F) has been done for them.

Check answers.

ANSWERS

offering something: C, E
deciding something: A, F
promising something: B, D

- c** Tell Sts to go to **Grammar Bank 6B** on p.144.

Grammar notes

Sts shouldn't worry about being able to distinguish between an offer, a promise, or a decision. Depending on the context, *I'll help you tomorrow* could be an offer, a promise, or a decision.

In some languages the present tense is used for offers and decisions. Highlight that in English you say *I'll help you*. NOT *I help you*.

Shall I...? is only used when an offer to do something is asked as a question, e.g. *Shall I make you a cup of coffee?* NOT *Will I make you a cup of coffee?*

In other future contexts *Will I...?* is used, e.g. *Will I need my passport?* NOT *Shall I need my passport?*

In the past, *shall* was always used instead of *will* in the first person singular and plural. Today, *will* is commonly used for all persons, and *shall* is mainly used in offers (*Shall I turn on the heating?*) and suggestions (*Shall we get a taxi?*).

Focus on the example sentences and play audio **6.10** 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 for **6B** on p.145. Sts do the exercises individually or in pairs.

Check answers, getting Sts, in pairs, to read the full sentences.

ANSWERS

a 1 I 2 H 3 A 4 B 5 C 6 D 7 F 8 E
b 1 Shall I help 2 won't tell 3 'll call 4 will...pay
5 won't forget 6 Shall...take 7 'll get 8 won't buy

Tell Sts to go back to the main lesson **6B**.

EXTRA PRACTICE OPTION Use the **6B Grammar photocopiable activity**.

- d** Focus on the task and give Sts time to write their sentences. Monitor and help. Correct any errors with *will*, *won't*, and *shall*.
Now put Sts in pairs and get them to read their sentences to each other.
Find out if anyone wrote exactly the same as their partner.

3 PRONUNCIATION word stress: two-syllable verbs

- a** Focus on the activity and give Sts, in pairs, time to put the two-syllable verbs in the correct columns.
b **6.11** Tell Sts they are going to hear the verbs being used in sentences. First, they will hear all the verbs that are stressed on the first syllable.

Play the audio for Sts to listen and check.

Check answers. You might want to point out that most two-syllable verbs are stressed on the second syllable.

ANSWERS

1st syllable: offer, promise, borrow, happen, practise

2nd syllable: decide, agree, arrive, complain, depend, forget, invite, prefer, receive, repair

6.11

First syllable

We'll offer him the job.

I promise to come.

Can I borrow your car?

It'll never happen.

Please practise the sentences.

Second syllable

We'll decide later.

I don't agree.

When do you arrive?

They complain about everything.

It'll depend on the weather.

Don't forget your keys.

Let's invite her.

Which do you prefer?

You'll receive it in a week.

Can you repair this, please?

- c** **6.12** Tell Sts that this time they will only hear the verbs and they must listen and repeat them. Either tell Sts to look at the list of verbs in **a**, or get them to close their books.

Play the audio for Sts to practise saying the verbs, making sure they stress them clearly.

6.12

See the verbs in Student Book on p.51

EXTRA CHALLENGE Divide the class into small groups. Tell Sts you are going to give them a verb from **a**, and in their groups they must write a sentence, as quickly as possible, using it. The sentence must have a minimum of five words in it. When they are ready, they should read the sentence out loud. If the sentence is correct and their pronunciation is good, they get a point.

- d** Give Sts time to complete sentences 1–5 in their own words.

Now put Sts in pairs and get them to read their sentences to each other.

Find out if anyone wrote exactly the same as their partner.

4 VOCABULARY & SPEAKING verb + back

- a** Here Sts learn / revise some common verbs with *back*, e.g. *go back*, *pay (somebody) back*. Focus on the question and elicit the answer.

ANSWER

come = to move to or towards a person or place

come back = to return to a place

Vocabulary notes

The key thing for Sts to understand is that by adding *back* to a verb, they are adding the sense of 'returning' an action.

You may want to point out that the object pronoun (*it, them, etc.*) goes between the verb and *back*, e.g. *give it back, send them back*. Word order with these kinds of verbs + prepositions / adverbs (phrasal verbs) is dealt with in detail in **10B**.

Other verbs + *back* that you could also teach are *get back* (= return to where you started from, or return home), *write back, walk back*, etc.

- b** Focus on the phrases in the list. Demonstrate *give back* by giving something to a student and then saying *Give it back, please*.

Give Sts a couple of minutes to read 1–6 and complete them with a phrase from the list.

- c**  **6.13** Play the audio for Sts to listen and check.
Check answers.

ANSWERS

1 go back 2 take it back 3 call you back 4 give it back
5 pay you back 6 send them back

6.13

See conversations in Student Book on p.51 and answer key

Deal with any new vocabulary, e.g. *ping* (= send a message or money, usually by phone). Check Sts know that a Zoom meeting is a virtual / online meeting. Get Sts to practise the conversations in pairs.

- d** Focus on the **Giving examples and reasons** box and go through it with the class.

Now focus on the task and make sure that Sts understand the questions.

Put Sts into groups of three or four and get them to discuss 1–6.

Monitor and help while Sts are talking.

Get some feedback from the class.

EXTRA SUPPORT Demonstrate the activity by answering a couple of questions yourself.

5 WRITING social media messages

Tell Sts to go to **Writing Bank 6** on p.120.

- a** Focus on the instructions. Give Sts time to read the two social media messages.
Elicit what the two events are (Amol is going rock-climbing, Maya is going to the theme park).
Have a show of hands to find out which event Sts would prefer. Ask individual Sts for the reason why.
Deal with any new vocabulary.
- b** Now get Sts to read the messages again and complete the chart.
Get Sts to compare with a partner, and then check answers.

ANSWERS

	Amol	Maya
What's the reason for the event?	birthday	exams finishing
How are they celebrating?	rock-climbing (barbecue and swimming)	theme park
What date is the event?	28 May	3 July
Where are they meeting?	activity centre	Maya's house
Where are they going to eat?	by the river	park picnic area
What do they need to bring?	swimming things	food to share

- c** Focus on the **Colloquial language** box and go through it with the class. Check Sts understand that *colloquial* = very informal. You could tell Sts that using capital letters adds emphasis and if you were speaking, it's like shouting the word(s).

Focus on the highlighted words and phrases in Maya's message.

EXTRA SUPPORT Elicit which part of the Colloquial language box each highlighted phrase is an example of.

Give Sts time to rewrite the sentences. Then get them to compare with a partner.

Check answers. You might want to tell Sts that *guys*, like *everyone*, refers to a group of people who could all be the same gender or different (although *guy*, singular, refers to a man).

ANSWERS

- 1 **Can't wait** to go on holiday.
- 2 **Meet** at the station.
- 3 **Course is FINISHED**. Hurray!
- 4 **Hi guys!**
- 5 There are **loads of** things to see.
- 6 Then **it's lunch** at Pomodora.

- d** Go through the list of events, checking Sts know what they are. Tell them to choose an event from the list or think of something else. Focus on the chart in **b** as a guide for their notes. Give Sts time to plan the details of their message.

EXTRA SUPPORT Put Sts in pairs to choose an event and make notes.

- e** Set the writing in class or for homework. Remind them to refer to the **Colloquial language** box.
- f** Make sure Sts check their messages for mistakes before handing them in.

EXTRA IDEA Get Sts to swap their messages in small groups, read them and decide which event they'd like to go to. Get feedback from some individual Sts.

- G** review of verb forms: present, past, and future
V modifiers
P the letters *ea* and *ear*

Lesson plan

The final lesson in File 6 provides a consolidation of the verb forms studied in the first half of the book. Present, past, and future forms are revised through the context of interpreting dreams. Although the lesson provides a light-hearted look at dreams, the symbols and their interpretations have been taken from serious sources. Sts begin by watching a video of a visit to a psychoanalyst who interprets a patient's dream. After focusing on and revising different forms which are used in the conversation, Sts get the chance to ask and answer questions using all the verb forms they have studied. Then there is a vocabulary focus on modifiers like *quite*, *really*, and *incredibly*. In Pronunciation Sts look at the possible pronunciations of the letters *ea* and *ear*, and the lesson ends with a video listening about the meaning of dreams.

Video material

Listening – *A visit to Dr Stone* (Parts 1–3)

Listening – *What do our dreams really mean?* (extracts, full video)

More materials

For teachers

Photocopiables

Grammar review of verb forms: present, past, and future p.201

Communicative Talk about it p.246 (instructions p.224)

For students

Workbook 6C

OPTIONAL LEAD-IN (BOOKS CLOSED) Ask Sts if they had any dreams last night. If they say *yes*, elicit from three or four Sts what they dreamed about (just the subject, not the details), e.g. *I dreamed I was falling / about my exams*. Write the dreams on the board and quickly ask the class if they know what the dreams mean. Accept any reasonable explanations, and tell them they are going to find out more about the meaning of dreams in the lesson.

1 LISTENING interpreting from visual clues

- a** Books open. Focus on the questions. Put Sts in pairs and get them to discuss the questions.
 Get some feedback from various pairs. You could answer a couple of questions, too.
- b** ▶ This video is a drama where a psychoanalyst interprets a patient's dream. It is in three parts. In part 1 the patient describes his dream, in part 2 the psychoanalyst interprets everything except the last bit of the dream, and in part 3 she interprets the end.
 Focus on the instructions and the photo. Check Sts know the meaning and pronunciation of *patient* /'peɪʃnt/. Go through the list and check Sts know all the words.

Play the video for Sts to watch and number the things in the list in the order the patient mentions them.

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

ANSWERS

- 1 a party 2 champagne 3 flowers 4 a violin 5 an owl
 6 cold feet



See script in Student Book on p.52 and answer key for c

- c** Focus on the conversation and give Sts a few minutes to read it.

Elicit the answer to the first verb (*doing*) and ask Sts what tense is used there (past continuous). Then give Sts time to complete the other verbs. Highlight that the form of the verb will vary depending on the tense of the verb.

EXTRA SUPPORT Put Sts in pairs to do the task.

Play the video again for Sts to watch and check.

Check answers.

ANSWERS

- 1 doing 2 talking 3 drinking 4 were 5 couldn't
 6 playing 7 saw 8 feel 9 remember 10 woke
 11 wearing 12 had 13 mean

- d** Tell Sts that they are going to try to understand the man's dream. In pairs, they must match the things in his dream in the **You dream...** part of the box to interpretations 1–5 in **This means...**

Get Sts to compare with a partner.

- e** ▶ The next part of the video shows Dr Stone interpreting the patient's dream. Focus on the photo and ask Sts how they think the patient is feeling.

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

Check answers.

ANSWERS

- 2 that you're at a party
 5 that you're drinking champagne
 1 about flowers
 3 that somebody's playing the violin
 4 about an owl



P = patient, D = doctor

P So what does it mean, Doctor?

D Well, first the party. A party is a group of people. This means that you're going to meet a lot of people. I think you're going to be very busy.

P At work?

D Yes, at work...you work in an office, I think?

P Yes, that's right.

D I think the party means you're going to have lots of meetings.

P What about the champagne?

D Let me look at my notes again... Champagne means a celebration. It's a symbol of success. So we have a meeting, or meetings, and then a celebration. Maybe in the future you'll have a meeting with your boss, about a possible promotion?

P Well, it's possible. I hope so...What about the garden and the flowers? Do they mean anything?

D Yes. Flowers are a positive symbol. So, the flowers mean that you are feeling positive about the future. So perhaps you already knew about this possible promotion?

P No, I didn't. But it's true, I am very happy at work and I feel very positive about my future. That's not where my problems are. My problem's with my love life. Does my dream tell you anything about that?

D Mm, yes, it does. You're single, aren't you?

P Yes, well, divorced.

D Because the violin music tells me you want some romance in your life – you're looking for a partner, perhaps?

P Yes, yes, I am. In fact, I met a woman last month. I really like her...I think I'm in love with her. I'm meeting her tonight.

D In your dream you saw an owl in a tree?

P Yes, an owl...a big owl.

D The owl represents a wise person. I think you'll need to ask this wise person for help. Maybe this 'wise person' is me? Maybe you need my help?

P Well, yes, what I want to know is, does this woman...love me?

f  Focus on the task and elicit a few ideas from Sts about the meaning of *cold feet* in the patient's dream. You could write some of the ideas on the board.

Now play the video for Sts to watch.

Check the answer.

ANSWER

The woman doesn't love him.



P Well, yes, what I want to know is, does this woman...love me?

D You remember the end of your dream? You were feeling cold?

P Yes, my feet were very cold.

D Well...I think perhaps you already know the answer to your question.

P You mean she doesn't love me.

D No, I don't think so. I think you will need to find somebody else. I'm sorry.

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

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 GRAMMAR review of verb forms

a Look at the sentences and explain that they come from the video conversation, and are examples of the different tenses and forms Sts have studied so far.

Elicit which one is in the present perfect (3). Then give Sts, in pairs, a few minutes to decide what time the other sentences refer to.

Check answers.

ANSWERS

1 P 2 P 3 PP 4 F 5 Pr 6 F 7 Pr 8 F

b Tell Sts to go to **Grammar Bank 6C** on p.144.

Grammar notes

Sts should by now be reasonably confident with the present simple and continuous, the past simple, and *be going to*. With the new forms and tenses, how quickly they assimilate them will depend to a large extent on whether they have a similar form in their L1. Don't over-correct mistakes, but encourage Sts to use these tenses where appropriate and to get the form correct.

Focus on the example sentences and play audio  **6.14** 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 for **6C** on p.145. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

a 1 Do 2 Did 3 will 4 Have 5 Does 6 are 7 Was
8 Were 9 Has

b 1 're having 2 had 3 want 4 Shall...buy 5 have...been
6 was walking 7 decided 8 saw 9 going to be / are
10 've already booked 11 'll be

Tell Sts to go back to the main lesson **6C**.

EXTRA PRACTICE OPTION Use the **6C Grammar photocopyable activity**.

3 SPEAKING

Put Sts in pairs, **A** and **B**. Tell Sts to go to **Communication Revision questionnaire, A** on p.105, **B** on p.111.

Go through the instructions with them carefully and make sure Sts know what they have to do. You could tell Sts that the questions practise all the tenses they have studied so far, and that each student has one question for each tense.

Give Sts time to interview each other, making sure they ask for more information.

Monitor and help while Sts are talking.

Get some feedback from the class.

Tell Sts to go back to the main lesson **6C**.

4 VOCABULARY modifiers

a In this activity Sts revise / learn some useful modifiers.

Focus on the two examples in the chart.

Now make sure Sts understand that they have to complete the chart with the words in the list in order. Elicit the first one (*incredibly*) from the whole class.

b  **6.15** Play the audio for Sts to listen and check.

Check answers.

6.15

- 1 The room was **incredibly** dark.
- 2 The room was **really** dark.
- 3 The room was **very** dark.
- 4 The room was **quite** dark.
- 5 The room was **a bit** dark.
- 6 The room was **not very** dark.

Focus on the **a bit** box and go through it with the class.

Vocabulary notes

You may want to highlight that:

- *incredibly* /ɪnˈkredəbli/ has the stress on the second syllable
- *really* is a little stronger than *very*. Compare *She's very well* and *She's really well*
- *quite* means an intermediate amount – neither a lot nor a little

- c Give Sts time to complete the sentences so that they are true for them, and then get them to compare their answers with a partner, as shown in the example.

EXTRA SUPPORT Complete one or two of the sentences yourself as an example.

Get some feedback from the class.

5 PRONUNCIATION the letters *ea* and *ear*

Pronunciation notes

The combination of vowels *ea* has several possible pronunciations.

The most common is /i:/, e.g. *speak*. /e/ is less common, e.g. *breakfast*. /eɪ/ is very rare, and the only common *ea* words with this sound are *great*, *break*, and *steak*.

ear can also be pronounced in different ways. The most common pronunciation is /ɪə/, e.g. *near*, but can also be /eə/ as in *wear* and /ɜ:/ as in *heard*, *early*.

ear pronounced /ɑ:/ as in *heart* is very unusual.

- a Focus on the activity and the chart. Elicit the six sound picture words and the sounds: *tree* /i:/, *egg* /e/, *train* /eɪ/, *chair* /eə/, *ear* /ɪə/, and *bird* /ɜ:/.

Now tell Sts to put the words in the list in the correct column. Remind Sts that this kind of exercise is easier to do if they say the words aloud.

Get Sts to compare with a partner.

- b  **6.16** Play the audio for Sts to listen and check. Check answers.

6.16

tree /i:/ dream, mean, beach, clean, easy, jeans, meat, speak

egg /e/ already, breakfast, sweater, weather

train /eɪ/ break, great

chair /eə/ wear

ear /ɪə/ really, clear, dear, hear, idea, near, theatre

bird /ɜ:/ earn, learn

Then play it again, pausing after each word or group of words for Sts to listen and repeat.

Now ask Sts what the most common pronunciation of the letters *ea* and *ear* are.

ANSWERS

a /i:/ b /ɪə/

- c  **6.17** Tell Sts they are going to hear four sentences and they must write them down.

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

Now play the audio again, pausing after each sentence to give Sts time to write.

Check answers.

6.17

- 1 What does my dream about the beach mean?
- 2 We've already had breakfast.
- 3 Great – it's time for a break!
- 4 Oh dear! I hear nobody likes your idea.

Finally, put Sts in pairs and get them to practise saying the sentences.

EXTRA CHALLENGE Put Sts in pairs and get them to write three more sentences with the words in a. They should then practise saying the sentences. You could then get pairs to swap sentences and practise saying the new sentences.

6 LISTENING using visual clues to understand key topics

- a  Tell Sts that they're going to watch a video about common dreams and what they mean (first some extracts and second the whole video).

Focus on the instructions.

Play the video extracts and ask Sts to match them to A–E.

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

ANSWERS

A 2 B 4 C 1 D 5 E 3

- b Give Sts time to read the sentences, making sure they understand them.

Then play the video for Sts to complete the sentences.

You could pause after each dream to check answers.

Get some feedback from various pairs.

ANSWERS

Dream 1: decision, friend

Dream 2: journey, talk

Dream 3: confidence, ability

Dream 4: successful, future

Dream 5: strong, love

Meet Tom. Like everyone, Tom likes to get a good night's sleep. And like us all, Tom has about five separate dreams every night. These dreams can last between fifteen and forty minutes. According to experts, our dreams tell us who we are, what we need, and what we believe in, so, for Tom and for everyone else, here is a guide to the most common dreams and their meanings.

Dream one: somebody is running after you.

If you have this dream, it means something is worrying you in real life. Something like a difficult decision or a difficult situation with a friend or a colleague. People often have this dream again and again until they make the decision or deal with the situation that is worrying them.

Dream two: you can't find something you need.

Dreaming about losing something and trying to find it again is surprisingly common. It usually means that you're worried about something stressful that you need to do soon, like going on a long journey or giving a talk in public. In these situations, people sometimes dream about losing their passport or tickets, or losing their notes or memory stick.

Dream three: you're unprepared for an exam.

This dream is common for young adults or children who are under stress, and it can feel very real – sometimes you can wake up sure that you've just failed an important exam or test. If you're not doing any exams in real life, this dream could mean that you don't have enough confidence in your ability to do something.

Dream four: you're flying or falling.

Another very common dream is the flying dream. Sometimes people dream that they are in control. If you feel in control, it means that your life is successful – perhaps you've just passed an important

exam, or your boss has given you a promotion. But usually, people dream that they're out of control, and falling. This means the opposite – your life isn't going well, and you're worried about what's going to happen in the future.

Dream five: you're underwater.

If you dream that you're underwater, but you're feeling happy and comfortable and you can still breathe, it could mean you have very strong feelings for someone. You're probably in love!

Sometimes, dreams come true, but more often, they don't.

Sweet dreams!

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.

- c Ask Sts to discuss the questions in groups or as a class.
Get some feedback from various Sts.

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

Progress Test Files 1–6

GRAMMAR

ANSWERS

1 a 2 c 3 a 4 b 5 c 6 c 7 b 8 a 9 b 10 b 11 a
12 c 13 a 14 b 15 b

VOCABULARY

ANSWERS

a 1 Two-thirds 2 five hundred and fifty 3 lend
4 coming back 5 teaching
b 1 sell 2 pull 3 forget 4 fail 5 lose
c 1 crowded 2 safe 3 noisy 4 hill 5 museum 6 palace
7 harbour 8 bones 9 heart 10 disease
d 1 Very 2 incredibly 3 bit 4 really 5 quite

PRONUNCIATION

ANSWERS

c
1 better /ə/ 2 many /e/ 3 enough /f/ 4 why /w/
5 wear /eə/
d
1 impatient 2 easiest 3 optimist 4 depend 5 forget

CAN YOU understand this text?

ANSWERS

a
She shouted 'Tell them about the dream, Martin. Tell them about the dream' when he was speaking in Washington.
b

1 E 2 F 3 B 4 A 5 C

CAN YOU understand these people?

ANSWERS

1 b 2 c 3 c 4 b 5 a



1 Katelyn

I = interviewer, K = Katelyn

I Do you have more free time than three years ago?

K I actually definitely do have more free time than I did a couple of years ago. So, I actually just graduated from college. This is my first year working full time, so working nine to five frees up your evenings, so definitely more free time than before.

2 Susie

I = interviewer, S = Susie

I What's the most beautiful city you've ever been to?

S That's such a good question. Um, I think probably Athens.

I Why?

S It's, it's just, it's absolutely gorgeous – the Acropolis, the Parthenon, the sights are beautiful. Yeah, it's the best place to go.

3 Anna

I = interviewer, A = Anna

I What do you drink in a typical day?

A In a typical day I usually just drink, er, a lot of coffee and water, sometimes juice.

I Is there anything you drink too much of?

A I probably drink too much coffee.

I Is there anything you don't drink enough of?

A I don't drink enough water most days, but I'm trying to get better.

4 Laura

I = interviewer, L = Laura

I Are you an optimist or a pessimist?

L I am a realist. Um, yeah, more pessimistic than optimistic.

5 Paula

I = interviewer, P = Paula

I Do you often dream about the same thing?

P Yes, I do. I had a really, really awful teacher at high school for history, and she was always really mean. And when I finished high school, I always dreamed that she would say, 'You will never pass your A levels'. And now I always dream of the same teacher from high school telling me, 'You will never finish your degree', so that's kind of weird, yeah.

- G** uses of the infinitive with *to*
V verbs + infinitive: *try to, forget to*, etc.
P weak form of *to*, linking

Lesson plan

The context of this lesson is advice on how to 'survive' new and stressful situations. The lesson begins with Sts watching a video which gives advice and tips for international students coming to study in the UK. In Vocabulary, the focus is on some high frequency verbs which are followed by the infinitive form, and in Grammar, Sts learn when to use the infinitive form with *to* (after certain verbs, after adjectives, etc.). After practising the grammar, they then read and discuss two different articles called *How to survive working from home*. In Pronunciation, Sts practise the weak form of *to* in phrases using an infinitive and linking, and then ask each other questions containing infinitive with *to* in the Speaking practice. Finally, in Writing they write their own *How to Survive* article.

Video material

Listening & Reading – *How to survive coming to study in the UK*

More materials

For teachers

Photocopiables

Grammar uses of the infinitive with *to* p.202
Communicative *I'm going to tell you about...* p.247
 (instructions p.224)

For students

Workbook 7A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *How to survive...* on the board in big letters. Tell Sts that there are websites giving people advice about how to survive many different situations in daily life which might be stressful. Then elicit from Sts stressful situations that they would like to read advice for, and write them on the board.
 You may want to give them a few ideas to start them off, e.g. *a week of exams, a first date*, etc.
 Continue until you have five or six situations. Then ask *What advice would you give?* and elicit ideas.

1 LISTENING & READING

using visual clues and text to understand advice; reading on screen

- a** Books open. Focus on the task, and either do it as an open class question or put Sts in pairs to think of important advice.

You could ask if any Sts know someone who is studying / has studied in a different country, and if they enjoyed it.

Divide the board in half. Label one side *Before you go* and the other *When you get there*. Get some ideas from different pairs and write them on the board in the appropriate half.

- b** This video is a documentary based on one created by students from Birmingham University. It has four sections, each with advice which Sts hear, and then with a 'top tip' which they read. A lot of TV and video nowadays has a significant amount of text on screen, and this video will give Sts practice in both listening and reading on screen.

If you didn't do the **Optional lead-in**, focus on the title of the video and make sure Sts know the meaning and pronunciation of *survive* /sə'vaɪv/ (= to continue to live in or after a difficult time).

Give Sts time to read the instructions and the headings. Highlight that there are four headings, but five verbs (there is one they don't need).

Play the video for Sts to watch and complete the headings.

Get them to compare with a partner, then check answers.

ANSWERS

1 Pack 2 Get 3 Learn 4 Make

EXTRA IDEA Elicit from the class whether any of the pieces of advice on the board are mentioned in the video.



How to survive coming to study in the UK

You have a place to study in the UK, you have your visa and you've found accommodation, and you're ready to go. You're very excited – but you also have so many questions! But don't worry. This guide, compiled with the help of many international students, aims to help make your first year at university or college everything that you have always hoped for. Here are four important tips.

One. Pack intelligently before you come

It's never too early to start packing! Make sure you bring these things:

- suitable clothes. The UK may be colder and wetter than your country, so bring warm clothes and a raincoat!
- adaptors. You can, of course, buy these in the UK, but you will probably want to use your laptop and phone immediately.
- kitchen equipment. If you're planning to cook some of your meals, pack some essential cooking equipment so you can start cooking from day one.

[text on screen: **Top tip:** Remember to bring personal things that will make you feel at home, like photos or pictures.]

Two. Get to know your city

Before you come, have a good look online at the area where you're going to live, for example, on Google Street View. Then check all the places you would like to visit in your new city. There are lots of ways of making city travel cheaper, like the Oyster card in London. You can also get a discount at many places, like museums or cinemas, with your student ID card.

[text on screen: **Top tip:** In your first week go for a long walk all around the area near where you live. Check where to find the bus stops and stations, and any useful shops and cafés or restaurants.]

Three. Learn to manage your money

You may find you have a lot of money in your bank account at the beginning of term, but after a few weeks it's all gone! Try to make a spending plan and stick to it. Many students get part-time jobs, for example in a bar or café, or sometimes on campus. Jobs are also good to put on your CV, and are good work experience, too.

[text on screen: **Top tip:** Shops on university campuses can be expensive. Go to supermarkets and buy 'own brand' products which are cheaper. Many cities have a chain of shops called Poundland where everything costs one pound.]

Four. Make friends

It can be a bit frightening to come to a new country on your own. But don't worry, there are many ways to make friends. All universities have lots of clubs for all kinds of free-time activities like sports,

games, music, and other more unusual things. You can find out about them in the first week of term, usually called 'Freshers' week'. If you're a bit homesick, almost all cultures have their own societies which organize events so you can meet other students from your country.

[text on screen: **Top tip:** *Don't stay in your room on your own! Chat to students in your classes or who have rooms near you, and invite them to have tea or coffee with you. Join clubs or societies for things you already like and things you've never tried.*]

So those are four tips for how to survive coming to study in the UK. Good luck, and have a great time!

- c** Focus on the questions. Give Sts time to read them, and help with any vocabulary problems, e.g. *homesick*. Then play the video again pausing if necessary after the top tips to make sure Sts have had time to read them.

Put Sts in groups of three to answer the questions, remembering the advice and top tips.

Check answers. Sts do not need to give all the information in the top tips but should remember the gist.

ANSWERS

- Suitable clothes, adaptors, kitchen equipment
Top tip: Bring personal things, like photos or pictures
- Google Street View, Oyster card in London, student discount in museums and cinemas
Top tip: Go for a walk around the area to find out about the bus stops, stations, shops, cafés, etc.
- Make a spending plan and stick to it, get a part-time job.
Top tip: Shops on campus are expensive. Go to supermarkets, or cheap shops like Poundland.
- University clubs, join a society to meet students from your own country.
Top tip: Don't stay in your room. Meet other students. Join clubs or societies.

EXTRA IDEA You could also give Sts more information about some specific UK references in the video:

- Oyster card: a travel card for public transport in London. You add money to it so you can pay as you go.
- 'Own brand' products: products that supermarkets sell with just their own name on them. They are usually cheaper than other popular brands.
- Poundland: a shop selling many different products at very low prices. The chain has around 850 shops in the UK and Ireland.
- Freshers' week: the first week of the university year, when new students meet their housemates, classmates, and lecturers, find out about the university and their course, socialize, and join clubs.

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

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** Do this as a whole-class activity if Sts are from the same country. If Sts are from different countries, put them in pairs or small groups and give them time to discuss the question. Then get feedback from some pairs.

2 VOCABULARY & GRAMMAR verbs + infinitive; uses of the infinitive with to

Vocabulary notes

Although Sts are learning these verbs partly in a grammar context, it's important to make sure that they're clear about what they all mean, e.g. *pretend*, *try*, *decide*, etc., and are also clear about the difference in meaning between *would like* and *like*.

- a** Here Sts focus on the verbs before the infinitives. Tell Sts to complete the gaps in 1–3.
Check answers.

ANSWERS

1 want 2 Remember 3 Try

- b** Tell Sts to go to **Vocabulary Bank Verb forms** on p.166.
Focus on **1 Verbs + infinitive**.

Focus on **a** and get Sts to complete the **to + verb** column with the verbs from the list.

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

Check answers.

7.1

Verb forms, 1 Verbs + infinitive

- We've decided **to go** to France for our holiday.
- Don't forget **to turn off** all the lights.
- We hope **to see** you again soon.
- I'm learning **to drive**. My test is next month.
- I need **to go** to the supermarket. I don't have any milk.
- He offered **to help** me with my CV.
- They're planning **to get married** this summer.
- He pretended **to be** ill, but he wasn't really.
- He's promised **to pay** me back when he gets a job.
- Remember **to bring** your dictionaries to class tomorrow.
- It was very cloudy and it started **to rain**.
- I'm trying **to find** a job, but it's very hard.
- I want **to catch** the six o'clock train.
- I'd like **to buy** a new car next month.

Either use the audio to drill the pronunciation of the sentences, or model and drill them yourself. Give further practice of any verbs your Sts find difficult to pronounce. Now do **Activation** and tell Sts, in pairs, to cover the **to + verb** column. They must try to remember and say the full sentences.

Tell Sts to go back to the main lesson **7A**.

! The photocopiable vocabulary activity revises both verbs + infinitive and verbs + gerund, so wait until after the **Vocabulary Bank** in **7B** before using it.

- c** Tell Sts to focus on sentences a–c from the video and rules 1–3. They must match a sentence with a rule.

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

ANSWERS

a 2 b 3 c 1

- d** Tell Sts to go to **Grammar Bank 7A** on p.146.

Grammar notes

The infinitive has two forms in English:

- 1 work** is the form which is given in a dictionary. Sts have seen this used in present simple questions and negatives, e.g. *Do you work? I didn't work*, and after the modal verb *can*.
- 2 to work** Sts should already be familiar with the infinitive with *to* used after some verbs such as *want* and *would like*, e.g. *I want to come with you*.

! The infinitive of purpose is only used to express a positive reason. To express a negative reason we use *in order not to* or *so as not to*, e.g. *We took a taxi so as not to be late*. NOT *We took a taxi not to be late*. At this level it is better not to point this out unless it comes up.

Focus on the example sentences and play audio **7.2** for Sts to listen and repeat. Encourage them to copy the rhythm. You could highlight that in the examples which are negative, *not* comes before *to* and the verb, not between them. Then go through the rules with the class. Now focus on the **Infinitive without to** box and go through it with the class.

Then focus on the exercises in **7A** on p.147. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

a 1 E 2 D 3 F 4 A 5 C

b 1 to meet 2 to do 3 not to be 4 not to make 5 to learn
6 not to drive 7 to look for 8 to pay

EXTRA IDEA Put Sts into small groups. Get them to try to think of at least two answers to each of the questions below, using *to* + infinitive.

Why do people...?

- go to parties
- go on holiday
- go to a gym
- get married
- learn English

Tell Sts to go back to the main lesson **7A**.

EXTRA PRACTICE OPTION Use the **7A Grammar** photocopiable activity.

- e Put Sts in pairs, **A** and **B**. Tell Sts **A** that they will be reading the text on the page, and tell the **Bs** to go to **Communication How to survive...** on p.112.

Go through the instructions with them carefully, and make sure Sts know what they have to do.

A and **B** read their *How to survive working from home* articles. Give them time to try to memorize the information and deal with any vocabulary problems.

EXTRA SUPPORT You could put two Sts **A** and two Sts **B** together first to read the same article and help each other with new vocabulary and understanding. Then put them in **A / B** pairs for the Communication task.

A then tells **B** the five tips from their article. Then **B** tells **A** the five tips in their article and they decide together which tips are the same in both articles.

Finally, Sts discuss in their pairs which tips are the most important.

When they have finished, check answers and get feedback from some pairs about the most important tips and why they think they are important.

ANSWERS

Both articles include tips about finding the right place / a designated place to work and also about communicating with other people so as not to feel isolated.

EXTRA SUPPORT Tell Sts that they can look at the headings, but encourage them to give as much of the extra information as they can from memory.

EXTRA CHALLENGE Highlight any new vocabulary from the two texts that you think might be useful for your Sts, e.g. (in texts A and B) *work remotely, feel isolated, productive*; (in text A) *workspace, motivated, flexible*; (in text B) *distractions*.

Tell Sts to go back to the main lesson **7A**.

3 PRONUNCIATION & SPEAKING weak form of to, linking

Pronunciation notes

Weak form of to

The word *to* is usually unstressed in a sentence (unless it comes at the end of a question, e.g. *Who are you talking to?*) and is pronounced as a weak form /tə/, e.g. *I never speak to /tə/ Jane*.

Linking

It's important for Sts to be aware of the way two consonant sounds are linked (see information box in the Student Book) as this will help them to understand spoken language when this linking occurs.

- a **7.3** Tell Sts to listen to the three sentences and especially to how the word *to* is pronounced.

Play the audio once for Sts just to listen.

Check answers.

ANSWER

to isn't stressed and is pronounced /tə/

7.3

See sentences in Student Book on p.57

- b **7.4** Focus on the **Linking words with the same consonant sound** box and go through it with the class.

Now tell Sts they are going to hear ten questions and they must complete each one with three or four words.

Play the audio, pausing after each question to give Sts time to write. Play again if necessary.

Get Sts to compare with a partner, and then check answers, making sure Sts understand the questions.

7.4

- 1 Have you ever **tried to learn** something new and failed?
- 2 How important is it to know **how to drive**?
- 3 How long do you usually spend deciding **what to wear** in the morning?
- 4 Have you ever **forgotten to turn off** your phone during a class or concert?
- 5 Where are you **hoping to go** for your next holiday?
- 6 Are you **planning to go anywhere** next weekend?
- 7 Would you like **to work or study** in another country?
- 8 Have you ever **pretended to be ill** when you weren't?
- 9 Do you think it's important **to learn to cook** at school?
- 10 Do you think it's possible **to stay friends** with an ex-boyfriend or girlfriend?

- c This speaking activity reinforces the pronunciation presented in **a**, as well as the grammar.
Put Sts in pairs, **A** and **B**. **A** asks the first five questions to **B**, who answers giving as much information as possible. Then **B** asks the next five questions to **A**.
Get feedback from the class.

EXTRA SUPPORT Get Sts to choose questions to ask you first. Encourage them to ask follow-up questions for more information. You could write a few question words, e.g. *Why? When?*, etc. on the board to remind them.

4 WRITING an article giving tips

Books closed. Ask Sts if they have ever been on a holiday with their friends. Elicit reasons why holidays with friends might sometimes be stressful. Write them on the board.
Tell Sts to go to **Writing Bank 7** on p.121.

- a Focus on the instructions. Give Sts time to read article and write the correct paragraph number next to each word in the list.
Check answers.

ANSWERS

Tip 3: activities

Tip 2: bedrooms

Tip 4: housework

Tip 1: money

- b Now focus on the **Topic sentences** box and go through it with the class. Elicit what an imperative is and point out the examples. You could ask Sts to look at paragraph 2 of the article and tell you what the imperatives are (*Don't argue, agree, swap*).
Now go through the table in **b** with the class. Sts reread the article and complete the table.
Get them to compare with a partner.
Check answers.

ANSWERS

Paragraph 2: Agree that the person with the best room pays a bit extra. Or swap rooms after a few days.

Paragraph 3: Don't force people to visit a museum with you. Accept that some people like sightseeing, but others prefer to sunbathe and read.

Paragraph 4: Agree a rota where each day different people do the jobs.

- c Focus on the instructions. Highlight that the context of the tips is different now – *How to survive your first day at work*. Get Sts to look at the list of imperatives. Give them time to complete tips 1–6.
Check answers.

ANSWERS

1 Plan 2 Say 3 Offer 4 ask 5 Don't be, Wait 6 keep

- d Tell Sts they are going to plan their own *How to survive...* article. They can choose from the topics given. Make pairs of Sts who have chosen the same topic. In their pairs, Sts brainstorm problems, which will be the topic sentences for the paragraphs of the article. Remind them about topic sentences by focusing on the highlighted sentences in the article.

Monitor and help if necessary, so that all pairs have four problems. Now give the pairs time to make a note of one or more tips for each problem.

- e Set the writing task for homework. Remind Sts to use imperatives as shown in the information box.
f Sts check their work for mistakes before giving it in.

- G** uses of the gerund (verb + *-ing*)
V verbs + gerund: *like, can't stand*, etc.
P /ŋ/, /ɪ/ + /k/

Lesson plan

Cartoons about happiness posted on Instagram by two well-known illustrators provide the context for Sts to learn three common uses of the verb + *-ing* form (often called the gerund). The lesson begins with the cartoons which lead Sts into Vocabulary and Grammar by focusing on common verbs which are followed by the gerund and other uses of the gerund. Next, Sts listen to a podcast about ways to make yourself feel happier based on advice given by the NHS (National Health Service). In Pronunciation, Sts focus on the /ŋ/ sound, and the lesson ends with a speaking activity, in which Sts talk about things they love / like / don't mind, etc., doing.

Video material

Pronunciation – /ŋ/, /ɪ/ + /k/

More materials

For teachers

Photocopiables

Grammar infinitive with *to* or verb + *-ing*? p.203

Communicative Questions with gerunds p.248 (instructions p.224)

Vocabulary Verbs + infinitive *to* and verbs + *-ing* p.278 (instructions p.267)

For students

Workbook 7B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the following words on the board: *happy sad dark weak*. Ask Sts what kind of word these are, and elicit that they are adjectives. Then tell Sts that by adding four letters to the end of these adjectives, you make them into nouns, and see if anyone comes up with *-ness*. Write the nouns on the board (*happiness, sadness*, etc.), and model and drill pronunciation. You could also teach a few more *-ness* nouns from other adjectives Sts know, e.g. *kindness, laziness, tidiness*, etc.

1 VOCABULARY & GRAMMAR verbs + gerund, uses of the gerund

Vocabulary notes

Although Sts are learning these verbs partly in a grammar context, it's important to make sure that they're clear about what they all mean, e.g. *go on* (= continue), *feel like* (= want to have or do sth), etc.

- a** Books open. Put Sts in pairs and get them to discuss the questions. You could answer the questions yourself first. Get some feedback from various pairs.

EXTRA SUPPORT Do this as a whole-class activity.

- b** Focus on the text and the cartoons. Tell Sts to read the text once and then tick the cartoons they agree with most.

Get some feedback. You could tell Sts which ones you agree with most.

- c** Elicit the answer from the class.

ANSWER

We use a verb in the *-ing* form after *stop*.

Elicit any other verbs Sts know which are followed by a verb in the *-ing* form – they should remember *like, love, hate*, and *mind*.

- d** Here Sts learn some other common verbs which take the gerund. Tell Sts to go to **Vocabulary Bank Verb forms** on p.166 and look at **2 Verbs + gerund (verb + *-ing*)**.

Focus on **a** and get Sts to complete the **gerund** column with the verbs from the list.

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

Check answers.

7.5

Verbs + gerund

- 1 I enjoy **reading** in bed.
- 2 Have you finished **tidying** your room?
- 3 I want to go on **working** until I'm seventy.
- 4 I hate **being** late when I'm meeting someone.
- 5 I like **having** breakfast in a café.
- 6 I love **waking up** on a sunny morning.
- 7 I don't mind **doing** the ironing. It's quite relaxing.
- 8 She spends hours **talking** on the phone.
- 9 It started **raining** at five thirty in the morning.
- 10 Please stop **making** such a noise. I can't think.
- 11 I don't feel like **cooking** today. Let's go out for lunch.

Now either use the audio to drill the pronunciation of the sentences, or model and drill them yourself. Give further practice of any verbs your Sts find difficult to pronounce. Remind Sts that *I don't mind (doing something)* = although I don't enjoy it, it isn't a problem for me. Point out the asterisk by *start* and tell Sts that it can be used with a gerund or infinitive with no difference in meaning, e.g. *It started raining* or *It started to rain*.

Now do **Activation** and tell Sts, in pairs, to cover the **gerund** column. They must try and remember the full sentences.

Tell Sts to go back to the main lesson **7B**.

EXTRA PRACTICE OPTION Use the **7A and 7B Vocabulary photocopiable activity**.

- e** Focus on the task. Either put Sts in pairs or do this as a whole-class activity. If Sts worked in pairs, check answers.

ANSWERS

- 1 a bird landing close without seeing you
- 2 being the first one up; finding money in jeans you haven't worn for a while; getting your old password right on the first guess; your favourite team winning at the last minute; taking off your boots after a long hike
- 3 not seeing any dirty dishes in the sink

- f** Tell Sts to go to **Grammar Bank 7B** on p.146.

Grammar notes

It is very likely that in your Sts' L1 an infinitive form will be used in places where English uses an *-ing* form.

! In British English it is much more common to use a gerund after *like*, *love*, and *hate* especially when you are speaking about general likes and dislikes. However, an infinitive can often be used without any real difference in meaning, and American English uses the infinitive.

Spelling rules

You may want to point out that two-syllable verbs which are stressed on the last syllable also double the final consonant, e.g. *begin* – *beginning*, *prefer* – *preferring*.

! *travel* – *travelling* is an exception: it is stressed on the first syllable, but doubles the final consonant.

Gerund or infinitive?

Sts are asked to discriminate between the gerund and infinitive in the second exercise in the **Grammar Bank**. Before doing it, you could get Sts to quickly look again at the rules for both (see **Grammar Bank 7A p.146**).

! Remind Sts that *like* is usually followed by the gerund, e.g. *I like travelling*, but *would like* is followed by the infinitive, e.g. *I would like to travel around the world*.

Focus on the example sentences and play audio 7.6 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 for **7B** on p.147. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 swimming 2 practising 3 remembering 4 Making
5 messaging 6 not knowing 7 Travelling 8 studying
b 1 Doing 2 to pay 3 to park 4 giving 5 to get
6 raining 7 cooking, doing 8 getting up

Tell Sts to go back to the main lesson **7B**.

EXTRA PRACTICE OPTION Use the **7B Grammar photocopiable activity**.

- g Tell Sts they are going to write a sentence similar to the ones in **b**. Write *Happiness is...* on the board and tell Sts they should write between five and ten words about their idea of happiness.

EXTRA IDEA If your Sts like drawing, you could ask them to illustrate their text.

- h When Sts have finished writing, put them in small groups (of three or four). Tell Sts to read their sentences to the rest of their group. When they have finished reading all of them, they should give their opinion.

Get some feedback from various groups. If Sts have illustrated their work, you could put it up on the wall.

2 LISTENING & SPEAKING understanding official advice and supporting detail

- a Focus on the instructions and the task. Put Sts in pairs to decide which six tips they think they will hear. Tell them to think about where the advice is coming from when they choose their answers. Elicit ideas from the class, but don't tell them if they are right or not.

- b 7.7 Focus on the task. Play the audio once the whole way through.

Check answers.

ANSWERS

- 3 Boost your self-esteem
2 Enjoy yourself
4 Have a healthy lifestyle
6 Learn to deal with your problems
1 Manage your stress levels
5 Talk to other people

7.7

(script in Student Book on p.130)

How to be happier

Happiness is very important for our mental health. These six tips will help you to be happier, more in control, and stronger in difficult times.

Tip one: Manage your stress levels

If you have a lot of stress in your life, organizing your time better will help you to stay in control. Plan regular exercise and make time for yourself every day. Do slow-breathing exercises to help you to relax.

Tip two: Enjoy yourself

Doing things that you enjoy is very good for you. Simple activities like watching sports with a friend, having a hot bath, or meeting friends for coffee can all improve your day. Doing something that you're good at, for example, cooking or dancing, is also a good way not only to enjoy yourself, but also to feel positive about yourself. Try to avoid things that seem enjoyable at the time, but make you feel worse afterwards, for example, going to bed very late or eating junk food.

Tip three: Boost your self-esteem

Self-esteem is the way you feel about yourself. The best way to improve your self-esteem is to treat yourself the same way you would treat a good friend, in a positive, but honest, way. Control negative thoughts. Don't say to yourself, 'You're so stupid for not getting that job'. Instead think, 'Would I say that to my best friend?'. You probably wouldn't. Tell yourself something positive, for example, 'You're an intelligent person, you'll definitely get the next job.'

Tip four: Have a healthy lifestyle

Make healthy choices. A balanced diet which includes the main food groups helps your brain and body work efficiently. Doing moderate exercise releases chemicals in your brain that make you feel happier, and help you to sleep better, have more energy, and keep your heart healthy. Choose an exercise that you enjoy. If it helps, do it with a friend or listen to music.

Tip five: Talk to other people

Communication is important, whether it's with a friend, a family member or even a therapist. Talking about things and sharing your feelings helps you to release tension. It also helps to make your relationships stronger, and to connect with people.

Tip six: Learn to deal with your problems

Resilience is what allows you to cope with life's ups and downs. Making something good out of bad times helps you build your resilience. If you're going through a difficult time, try making something creative out of your bad experiences. Things like writing, painting, or singing can help you to express your worries and see light at the end of the tunnel.

- c Focus on the questions and go through them with Sts.

Then play the audio again for Sts to listen and take notes.

Get Sts to compare their answers with a partner, and play the audio again if necessary pausing after each tip.

Check answers.

ANSWERS

Tip 1: Plan regular exercise; make time for yourself; do slow-breathing exercises.

Tip 2: Simple activities (watching sports, having a hot bath, meeting friends for coffee); doing something that you're good at (cooking, dancing). You shouldn't do things which make you feel worse afterwards, e.g. going to bed very late or eating junk food.

Tip 3: Treat yourself as you would a good friend, and tell yourself positive things.

Tip 4: A balanced diet and moderate exercise

Tip 5: It helps you to release tension. You can talk to a friend, family member, or therapist.

Tip 6: Writing, painting, or singing. They can help you to express your worries.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.130, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- d Put Sts in pairs and get them to discuss the questions.
Get some feedback from various pairs. You could also get Sts to ask you the questions.

3 PRONUNCIATION /ŋ/, /ɪŋ/ + /k/

Pronunciation notes

-ing at the end of a word, as in the gerund, is always pronounced /ɪŋ/. Sts often need practice making this sound as they may not have it in their language.

Sts often have problems with the different pronunciations of the letter o in *going* and *doing*.

- a  Focus on the sound picture and elicit the word and sound (*singer* /ŋ/).
Play Part 1 of the video for Sts to watch and repeat the sound and words.
If necessary, play the video again. Elicit the answer to the question.

ANSWER

In *doing* 'o' is pronounced /u:/ and in *going* 'o' is pronounced /əʊ/.



See sound and words in Student Book on p.59

- b  Focus on the sound pictures and elicit the two words and sounds (*singer* /ŋ/ and *key* /k/).
Play Part 2 of the video for Sts to listen and repeat the sounds and words.



See sounds and words in Student Book on p.59

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

- c  **7.8** Focus on the pairs of words in 1–4 and make sure Sts know what they mean.
Tell Sts they are going to hear all the words and they should try to notice the difference between them.
Now play the audio once the whole way through for Sts just to listen. Then play it again and get Sts to repeat the words and sounds.

7.8

See words in Student Book on p.59

- d  **7.9** Tell Sts they are going to hear one of the words in each pair in c used in a sentence. They just have to decide if it is a or b.
Play the audio once the whole way through, pausing after each sentence. Play it again if necessary.

Check answers.

7.9

- 1 The news about the **bank** really surprised me.
- 2 One **thing** I hate about supermarkets is queuing.
- 3 Please could you put the dirty dishes in the **sink**?
- 4 I think you have a message. I just heard your phone **ping**.

EXTRA IDEA You could teach more pairs of words with the same pronunciation pattern as those in c. Model and drill. Explain or translate any new words.

bring – brink
bling – blink
cling – clink
king – kink
ring – rink
sting – stink
wing – wink
sung – sunk

4 SPEAKING

- a Here Sts get some oral practice of the new vocabulary and grammar. Focus on the task. Highlight that Sts only have to choose five things they want to talk about from the ten possibilities. Give them a minute to choose their five things.

! Highlight that *dream of* is used for daydreaming, i.e. something we would love to do; *dream about* is used for dreaming while actually asleep, e.g. *I dreamed about you last night*.

EXTRA SUPPORT Sts could write down their answers to help prepare them for the speaking.

- b Demonstrate the activity by choosing a few things from the list in a and talking about them yourself. Encourage the class to ask you for more information, e.g. *Why (not)?*
In pairs, **A** tells **B** his / her five things and **B** asks for more information.
When Sts **A** have finished, get them to swap roles.
Monitor and help while Sts are talking. Correct Sts if they use an infinitive instead of an -ing form.
Get some feedback from the class.

EXTRA IDEA Get fast finishers to choose more topics to talk about.

- G** *have to, don't have to, must, mustn't*
V adjectives + prepositions: *afraid of*, etc.
P stress on prepositions

Lesson plan

The title and main context of this lesson were inspired by an article in the British press, where an experiment was done to see how well someone could learn a foreign language in just a month. When the month was up, the person travelled to the country itself and carried out a series of tasks to see how much he had learned. The lesson begins with Sts speaking about whether they use English outside the classroom. Then Sts read an article about British people's problems learning foreign languages, and an experiment to see how much Spanish a British student, Max, could learn in a month. Next is a grammatical focus on verbs expressing obligation: *have to / don't have to* and *must / mustn't*. Then Sts listen to hear how Max got on in Spain when his course finished and he did the challenges themselves. The Vocabulary and Pronunciation focus is on common verb + preposition combinations, e.g. *bad at, afraid of*, etc. as well as stress on prepositions.

More materials

For teachers

Photocopiables

Grammar have to, don't have to, must, mustn't p.204

Communicative In the UK p.249 (instructions p.225)

For students

Workbook 7C

OPTIONAL LEAD-IN (BOOKS CLOSED) Ask Sts what rules there are in their class, and elicit their ideas onto the board, writing them up in imperatives, e.g.
Do homework every day.
Don't miss classes.
Turn off your phone.
Don't speak in (Sts' L1), etc.
 You could leave these up on the board to be referred to later. Then ask Sts which two they think are the most important.

1 SPEAKING

Books open. Here Sts do a short speaking activity based on their experience of using English. Quickly run through the questions before Sts start.

Put Sts in small groups and get them to discuss the questions. Encourage them to use *What about you?* to return the question after they have answered.

Get some feedback from various groups about their experiences. You could also tell them a little about your experience of language learning.

2 READING identifying topic sentences

- a** Focus on the questions and elicit some opinions from the class. Try to get a short discussion going if Sts seem to be interested in the topic.

- b** Tell Sts that they are going to read an article about a language learning experiment. Make sure Sts understand *an experiment* (= a test that you do to find out what will happen or if sth is true).

First, focus on the **Topic sentences** box and go through it with the class.

Now focus on topic sentences A–F and go through them, making sure Sts understand all the lexis, e.g. *a Brit*.

Give Sts time to read the article and match the sentences with the paragraphs.

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

ANSWERS

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

- c** Go through questions 1–6 with the class.
 Give Sts time to read the article again.
 Get Sts to answer the questions with a partner, and then check answers.
 You could ask Sts what they think of the challenge set for Max in paragraphs 4–6. Do they think he will be successful after three hours of language teaching a day for one month? Why (not)?

ANSWERS

- 1 Tourists sometimes try to say a few phrases in a foreign language, but stop as soon as they discover that the waiter speaks a little English; Some British people who live abroad never learn the language at all.
- 2 They think they don't need to learn a language because everyone speaks English.
- 3 It's too difficult.
- 4 By sending one of their journalists on an intensive language course.
- 5 Because he'd like to go to Spain and Latin America. He did a one-month intensive course.
- 6 He went to Madrid with a teacher to do some tests to see if he could survive.

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

3 GRAMMAR *have to, don't have to, must, mustn't*

- a** **7.10** Focus on the tests and rules, and give Sts time to read them.

Now play the audio of Max talking about the tests. Sts listen and complete the gaps.

Check answers.

ANSWERS

1 sandwich 2 follow 3 taxi 4 dictionary 5 speak Spanish
 6 hands

7.10

(script in Student Book on p.130)

There were four tests for me to complete in Madrid. I had to order a drink and a sandwich in a bar, ask the price, and understand it. Then

I had to ask for directions in the street, and follow them, then get a taxi to a famous place, and finally, phone somebody and leave a message on their voicemail. There were just three rules. You mustn't use a dictionary or phrase book app, you must only speak Spanish, and you mustn't use your hands or mime, or write anything down.

- b** Focus on the highlighted phrases in **a** and questions 1 and 2.

Give Sts a few moments to answer the questions, and then check answers.

ANSWERS

- 1 You have to, You must 2 You mustn't

- c** Do this as a whole-class activity.

ANSWER

- 1 I don't need to do this

- d** Tell Sts to go to **Grammar Bank 7C** on p.146.

Grammar notes

must and have to

At Pre-intermediate level, *have to* and *must* can be treated as synonyms as a way of expressing obligation. We tend to use *have to* more often than *must* when there is an external obligation, i.e. a law or a rule, e.g. *You have to wear a seat belt in a car in the UK.*

Watch out for the typical mistake of using *to* with *must*: *I must go to the bank.* NOT *I must to go to the bank.*

Highlight the impersonal use of *You* when we talk about rules and laws, e.g. *You have to drive on the left.*

mustn't and don't have to

The typical mistake here is when Sts use *don't have to* instead of *mustn't*. *You mustn't use your phone in class.* NOT *You don't have to use your phone in class.*

Focus on the example sentences and play both audio

- ① **7.11** and ① **7.12** for Sts to listen and repeat.

Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the information box about **must and have to, mustn't and don't have to**, and **Impersonal you**, and go through it with the class.

Then focus on the exercises for **7C** on p.147. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a** 1 has to 2 have to 3 Does...have to 4 has to 5 have to
6 doesn't have to 7 have to 8 Do...have to
b 1 mustn't 2 ✓ 3 don't have to 4 ✓ 5 mustn't 6 ✓
7 ✓ 8 don't have to

Tell Sts to go back to the main lesson **7C**.

EXTRA PRACTICE OPTION Use the **7C Grammar photocopiable activity**.

- e** Put Sts in pairs, **A** and **B**. Tell Sts to go to **Communication What are the rules?**, **A** on p.106, **B** on p.112.

Go through the instructions with Sts carefully, and make sure they know what they have to do.

Sts **A** look at photos 1–6 and complete the rules. Sts **B** do the same with photos 7–12.

EXTRA SUPPORT You could put two Sts **A** and two Sts **B** together first to complete the rules. Then put them in **A / B** pairs.

A then reads his / her rules in a different order to **B**, who looks at his / her photos and says which photo the rules apply to.

They then swap roles and do the same with photos 7–12.

Finally, check the rules for photos 1–12.

ANSWERS

- 1 You have to / must turn off your phone.
- 2 Children don't have to pay.
- 3 You have to / must wear a jacket.
- 4 You mustn't touch the door.
- 5 You have to / must be over 18 to see this film.
- 6 You mustn't take photos here.
- 7 You don't have to pay anything now.
- 8 You mustn't play football here at night.
- 9 You mustn't put your feet on the seats.
- 10 You don't have to come to class on Mondays.
- 11 You have to / must drive in one direction.
- 12 You have to / must wear sports shoes here.

Tell Sts to go back to the main lesson **7C**.

EXTRA IDEA Ask Sts what rules there are in their school, and if they think they are good rules. You could then also ask Sts to invent some new rules that they would like to see incorporated.

4 LISTENING listening to check hypotheses

- a** ① **7.13** Tell Sts to look at the tests again in **3a** and ask Sts the two questions. Get some feedback from the class.

Then play the audio of Max doing the tests in Madrid. Sts just listen to hear which test was the easiest and which was the most difficult.

Check answers.

ANSWERS

The easiest test was ordering the beer and sandwich. The most difficult was getting a taxi.

① 7.13

(script in Student Book on p.130)

M = Max, P = Paula, W = waiter, Pb = passer-by, T = taxi driver, L = Lola

M I arrived at Madrid airport where I met Paula. *Hola, Soy Max. P Encantada. Soy Paula.*

M Paula took me to my hotel, and that evening we went to the centre of Madrid and it was time for my first test. I had to order a sandwich and a drink in a bar, then ask for the bill. I sat down at the bar and I tried to order a beer and a ham sandwich: *Por favor, una cerveza y un bocadillo de jamón.*

W *En seguida.*

M Fantastic! The waiter understood me first time. My pronunciation wasn't perfect, but I got my beer and my sandwich. I really enjoyed it. But then the more difficult bit. Asking for the bill... *Cuánto es?*

W *Seis noventa.*

M *¿Cómo?*

W *Seis noventa.*

M Six ninety. I understood! Paula gave me eight points for the test. I was very happy with that. Next we went out into the street. Test number two was asking for directions and (very important!) understanding them. We were in a narrow street, and I had to stop someone and ask them for the nearest chemist, *una farmacia*. I stopped a woman. At first I didn't understand anything she said!

Pb *Siga todo recto y tome la segunda por la derecha. Hay una farmacia en esa calle.*

M I asked the woman to speak more slowly.

Pb *Todo recto y tome la segunda calle por la derecha DERECHA.*

M I got it this time, I think. The second street on the right. I followed the directions and guess what? There was a chemist there! Seven points from Paula. Test number three. I wasn't looking forward to this one. I had to get a taxi to a famous place in Madrid. Paula wrote down the name of the place on a piece of paper. It was the name of the football stadium where Real Madrid play. We stopped a taxi. *El Bernabéu, por favor.*

T *Qué? Adónde?*

M He didn't understand me. I tried again, but he still didn't understand. I was desperate, so I said, 'Real Madrid, Stadium, football'.

T *Ah! El Santiago Bernabéu.*

M Finally! Paula only gave me five because I ended up using English. Still, at least I made the taxi driver understand where I wanted to go. And so to the final test. I had to leave a message in Spanish on somebody's voicemail. I had to give my name, spell it, and ask the person to call me back. Paula gave me the number (it was one of her friends called Lola) and I dialled. I was feeling a bit nervous at this point, because speaking on the phone in a foreign language is never easy.

L *Deje su mensaje después de la señal.*

M *Er. Buenas noches. Soy Max. Max. M-A-X. Er... Por favor... llámame esta noche... Oh yes... a las ocho y media er... gracias.* Well, my grammar wasn't right, but I left the message. Half an hour later, at half past eight, Lola phoned me. Success! Paula gave me eight points. That was the end of my four tests. Paula was pleased with me. My final score was seven. I was quite happy with that. So, how much can you learn in a month? Well, of course you can't learn Spanish in a month, but you can learn enough to survive if you are on holiday or on a trip. Now I want to go back to England and try and learn some more. *Adiós!*

b Focus on the task and quickly go through sentences 1–7 before playing the audio.

Play the audio again, pausing to give Sts time to mark them *T* (true) or *F* (false). Play all or part of the audio again if necessary. Remind Sts to correct the *F* ones.

Check answers.

ANSWERS

- 1 F (The waiter **understood** Max.)
- 2 T
- 3 F (It was the **second** street on the right.)
- 4 F (The driver **didn't understand** the name.)
- 5 T
- 6 F (He got **seven**.)
- 7 F (You **can't** learn a language (Spanish) in a month, but you can learn enough to do some simple everyday things.)

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.130, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

c Focus on the task and give Sts time to think of their answers. Put Sts in pairs and get them to discuss their answers to 1–4.

Get some feedback from various pairs for each test.

POSSIBLE ANSWERS

- 1 Can / Could I have a coffee and a cheese sandwich, please?
How much is that?
- 2 Excuse me, where's the nearest chemist's?
- 3 Could you take me to..., please?
- 4 Hi, it's Anna. Could you please call me back? My number is...

5 VOCABULARY & PRONUNCIATION

adjectives + prepositions; stress on prepositions

Vocabulary notes

Certain adjectives are often followed by a particular preposition, which may well be different in Sts' L1. Sts should make a note of adjective + preposition combinations when they meet them.

a Focus on the **Adjectives + prepositions** box and go through it with the class.

Then focus on questions 1–10, and get Sts to complete the gaps with a preposition from the list.

Get them to compare with a partner.

b **7.14** Play the audio for Sts to listen and check.

Check answers.

ANSWERS

1 at 2 at 3 for 4 of 5 in 6 of 7 for 8 to 9 with
10 from

7.14

See questions in Student Book on p.61 and answer key

Pronunciation notes

Sts are normally encouraged not to stress prepositions in sentences and questions. However, there is one situation in which prepositions are stressed, which is when they are the last word in a sentence or question. Pointing this out and getting Sts to practise it will improve their sentence rhythm.

c **7.15** Focus on the instructions. Make sure Sts understand the task.

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

Then play it again pausing after the first pair of questions.

Get Sts to compare with a partner, and then repeat with the second pair of questions.

Check answers.

ANSWERS

at is unstressed in 1 and stressed in 2.
for is unstressed in 3 and stressed in 7.

7.15

See questions in Student Book on p.61 and answer key

Finally, ask *What do you think is the rule for stress on prepositions?* to elicit that prepositions are stressed when they are the last word in a sentence or question.

EXTRA SUPPORT Play the audio one more time, pausing after each question for Sts to repeat it. Monitor to make sure they are stressing the prepositions in questions 2 and 7 only. You could also remind Sts that the *r* at the end of *for* is silent in both cases as it isn't followed by a vowel.

d Put Sts in pairs and get them to ask and answer questions 1–10 in **a**. You could demonstrate the activity by getting Sts to ask you some of the questions first.

Get some feedback from various pairs.

EXTRA IDEA Tell Sts to choose their favourite three questions from **a** and write their answers for homework, giving examples and extra information to support their answers. Collect the homework and correct it.

Running into trouble

Practical English at the pharmacy

Lesson plan

In this episode, the functional language is asking for advice and buying medicine in a pharmacy. In the first scene Ben is at work in the café. He hurts his back lifting boxes and Carla sends him home to rest. Izzy and Ben were planning to go running after work, and Izzy phones to say that Max is going, too. Ben agrees to go, without telling Izzy about his back pain. In the second scene Ben goes to the pharmacy to get some painkillers. Then in the third scene he joins Max and Izzy for the run, which does not go well.

Video material

Pictures of you Episode 4

More materials

For teachers

Oxford English Hub

Quick Test 7

File 7 Test

For students

Workbook Practical English 4
Can you remember...? 1–7

THE STORY SO FAR (books closed)

▶ Play the recap of Episode 3 (*Previously*) to remind Sts of the previous episode of *Pictures of you*. Elicit everything that happened. You could ask Sts about how each of the characters feels about each other and their relationships.

EXTRA CHALLENGE Put Sts in pairs or small groups to remember what happened in the previous episode of *Pictures of you*. Then play the recap for them to check what they remembered.

1 BEN HURTS HIMSELF

a ▶ In this scene Ben hurts his back while working in the café, but still agrees to go for a run with Izzy later on.

Books open. Focus on the photo and the questions and elicit some answers. Don't tell them if they are correct or not yet.

Now play the video once the whole way through for Sts to check their ideas.

Check answers.

ANSWERS

Ben hurt his back picking up a heavy box. He's going to go home.



C = Carla, B = Ben, I = Izzy

C Ben. Can you put those boxes in the back room, please?

B Of course.

C What are you doing after work? Do you have any plans?

B I don't know. I think I'll probably go for a run with Izzy.

C Are you OK?

B Ah! I hurt my back. That box was a little heavier than I thought.

C Here. Sit down.

B I'll be fine. Ah!

C OK. I think you need to go home. I can finish everything here.

B No, I think I'll be OK. Ah!

C I'll get you a cab.

I Hey, Ben. Quick question. Are we still going for a run after work?

B Uh...well...

I Because I mentioned it to Max and he wants to come with us. You remember Max, right?

B Yeah. I do.

I So are you coming?

B Yeah, I'm coming. See you later.

I See you later.

b Focus on questions 1–3 and the possible answers and give Sts time to read them. Check Sts understand all the vocabulary.

Play the video again the whole way through.

EXTRA CHALLENGE Get Sts to choose the answer a, b, or c before they watch the video again. Then play the video for them to check.

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

Check answers.

You could ask what Carla does to try and help Ben when he hurts himself. (She gets him to sit down. Then she calls for a taxi). You could elicit / teach that *cab*, used by Carla, is another word for *taxi*.

ANSWERS

1 b 2 a 3 c

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 AT THE PHARMACY

a ▶ In this scene Ben goes to the pharmacy to get some medicine for his back.

Focus on the **British and American English** box and go through it with the class. You might want to point out that while many UK chains like Boots, Superdrug, etc. call themselves *pharmacies*, most British people use *chemist's* in speech, e.g. they would say, *I need to go to the chemist's* rather than *I need to go to the pharmacy*. However, the person who works there, i.e. the woman in the photo, is called a *pharmacist* in both British and American English.

Get Sts to read the two questions.

Tell them to cover the conversation in b.

Play the video once the whole way through.

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

ANSWERS

1 Ibuprofen

2 Two, every four to six hours



P = pharmacist, B = Ben

- P** Good afternoon. Can I help you?
B Yes, I hurt my back. I need something for the pain.
P Of course. How did you hurt it?
B Well, I was moving some heavy boxes this morning.
P OK, I see...Are you allergic to any medicines?
B No.
P Are you on any medication?
B No, I'm not.
P No problem. This is ibuprofen. It will help with the pain.
B Great. How many do I have to take?
P Take two, every four to six hours, and if it isn't better in two or three days, go and see your doctor.
B OK, thanks. How much is that?
P Three ninety-nine, please.
B Thank you.
P You're welcome.

If necessary, tell Sts that ibuprofen is an anti-inflammatory medicine also often used as a painkiller.

- b** Now focus on the conversation in the chart. Elicit who says the **You hear** phrases (the pharmacist) and who says the **You say** phrases (the customer, here Ben). These phrases will be useful for Sts if they need to go to a pharmacy / chemist's.

Give Sts a minute to read through the conversation and think what the missing words might be. Then play the video again, and get Sts to complete the gaps.

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

ANSWERS

1 hurt 2 medicines 3 pain 4 better 5 doctor 6 £3.99

Go through the conversation line by line with Sts, helping them with any words or expressions they don't understand. Elicit / Explain the meaning of the phrase *to be allergic to something*. Model and drill *allergic* /ə'13:dʒ1k/. Ask a few Sts *Are you allergic to anything?*

You could highlight *Are you allergic to any medicines?* and *Are you on any medication?* and ask Sts why the pharmacist has to ask these questions. (Because she needs to make sure that the medicine she recommends is safe for the patient. An allergy could be dangerous. Medicines can react with each other, which could also be dangerous.)

- c** Now focus on the **You say** phrases and tell Sts they're going to hear the conversation again. They should repeat the phrases when the video pauses. Encourage them to copy the rhythm and intonation.
 Play the video for Sts to watch and repeat the phrases.



Same as previous video with repeat pauses

- d** Focus on the **What's the matter?** box and go through it with the class. Model and drill *hurt* and *pain*. Point out that *What's the matter?* is the question we often use when we think someone has a problem.

Now focus on the role-play. Put Sts in pairs, **A** and **B**. **A** is the pharmacist and **B** is the customer. Tell Sts to read their instructions carefully and think about what they are going to say. Elicit or teach the meaning of *dose* (= how much medicine to take).

EXTRA SUPPORT Demonstrate the activity by taking the role of the pharmacist yourself and getting a confident student to be the patient.

When they are ready, tell Sts to have a conversation in a pharmacy. **A** begins: *Good morning. Can I help you?* Monitor and help if necessary.

When they have finished, Sts should swap roles and have another conversation where the customer has a different medical problem. Again, give Sts time to think / prepare before they start the new role-play.

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

3 GETTING COMPETITIVE

- a** In this scene Ben arrives at the park to find Izzy doing warming up exercises with Max. Despite his bad back he races Max until eventually he has to stop, and Izzy finds out that he had a problem.

Books closed or get Sts to cover the photos. Focus on the title of the scene and ask Sts what they think is going to happen. Then focus on the five photos and the instruction. Put Sts in pairs to discuss what they can see in each photo.

Then play the video for Sts to watch and number the photos.

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

ANSWERS

A 5 B 2 C 1 D 4 E 3



B = Ben, I = Izzy, M = Max

- B** Hey.
I Hey, Ben. Are you OK?
B I'm fine. Let's go.
I Have you warmed up yet?
M I can help you stretch if you like. Warming up is very important.
I Yes. Max has some great ideas for warming up.
B Yeah, I saw them. Thanks, Max. I'm OK. I've warmed up. I ran here. Let's go.
I Ben? What's wrong?
B Just uhh...out of breath...
M OK. Take a break. Here. It's important to drink water when you're exercising.
B It's cool. I'm OK now. Come on.
M Maybe slow down a bit, Ben?
B Don't worry about me. I'm fine.
I Huh. A text from Carla. 'Hi, Izzy. Ben's not answering his texts. How's his back? He went home from work early.' What's the matter with your back?
B It's nothing serious.
I Nothing serious? Look at you.
B OK, I hurt it this morning, moving heavy boxes.
I Why didn't you tell me when I called? Why did you run with a bad back?
B Look, I thought I was OK. I took some ibuprofen.
I Why did you run so fast? You and Max were running like it was the Olympics.
B I don't know what you mean.
I You were being silly, both of you, but especially you, with a bad back.
B Look, I feel fine. What time is it?
I It's six.

- b** Focus on questions 1–5 and go through them. Make sure Sts understand *warm-up exercises*.
Play the video again for Sts to watch and answer the questions. Play again if necessary.
Get Sts to compare answers with a partner.
Check answers.

ANSWERS

- 1 Because he sees Max and Izzy warming up. They are laughing / touching
- 2 Because he ran to the park and because he doesn't like Max
- 3 He suggests Ben drinks some water. No, he doesn't.
- 4 Carla sends Izzy a text asking how Ben is. She says he hurt his back at work.
- 5 She thinks he's behaving irresponsibly.

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. Elicit that *What's the matter?* and *What's wrong?* are both questions used to ask about a problem. Now give Sts time to match a phrase in **A** with 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'll get you a cab.
- 2 Yeah, I'm coming. See you later.
- 3 Just out of breath.
- 4 It's nothing serious.
- 5 I don't know what you mean.

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 **B** to close their books and respond from memory, and then swap roles.

WHAT DO YOU THINK?

Put Sts in pairs and get them to talk about the questions about Izzy, Ben, and Max. You can decide if Sts should answer the questions briefly or have a more elaborate class discussion about them.

Elicit some feedback from the class. You could ask Sts what they think is going to happen in the next episode.

G *should***V** *get: get angry, get lost, etc.***P** /ʊ/ and /uː/

Lesson plan

In this lesson Sts learn to use *should* / *shouldn't* for giving advice. The lesson begins with Sts reading a problem which was sent to a newspaper 'problem page' by a woman wanting advice, and listening to the advice given. This leads into the grammar presentation, which is followed by a pronunciation focus on the /ʊ/ and /uː/ sounds. Then there is a speaking and listening activity where Sts listen to a radio phone-in programme and discuss the advice that is given to three callers. Finally, Vocabulary and Speaking focuses on different meanings of *get*, which are practised in a video activity and recycled in a questionnaire.

Video material

Pronunciation – /ʊ/ and /uː/

Vocabulary – *get*

More materials

For teachers

Photocopiables

Grammar should / shouldn't p.205*Vocabulary get* p.279 (instructions p.267)*Communicative I need some advice* p.250 (instructions p.225)

For students

Workbook 8A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board *I need some advice*. Ask Sts what they think *advice* means, and also elicit that it is a noun, and that the verb is *advise*. Point out that the verb is pronounced /əd'vaɪz/ and the noun is /əd'vaɪs/. Tell Sts that *advice* is uncountable in English – it can't be used with *an* or in the plural, e.g. *My sister usually gives me good advice*. NOT *a good advice* or *good advices*.

1 READING assessing advice

- a** Books open. Focus on the question and give Sts a couple of minutes to discuss it in pairs or small groups. Get feedback from the class.
- b** Give Sts time to read the short text. Elicit the answer to the question, and make sure Sts understand what *an advice column* is.
- Find out if Sts think contacting Annalisa is better than asking a family member or friend. Ask *Why (not)?*
Ask *Would you write to Annalisa with a problem?* Elicit answers from individual Sts.

ANSWER

The two reviews are very positive, so yes, people think Annalisa gives good advice.

- c** Focus on the instructions and give Sts time to read the problem. Elicit the meaning of *vegan* /'viːɡən/

(= someone who doesn't eat meat, fish, or any animal products) and *omnivore* /'ɒmnɪvɔː(r)/ (= someone who eats all types of food). You could check Sts understand the difference between *a vegan* and *a vegetarian* (a vegetarian doesn't eat meat or fish, but does eat eggs and dairy produce).

With a partner, Sts discuss which they think is the best advice from options 1–3.

Elicit some opinions. Ask them what they think Annalisa will advise Heather to do.

- d** Tell Sts to go to **Communication** What Annalisa says on p.107 and read her advice.

Elicit that Annalisa's advice is most similar to option 3 in **c** and find out if that is the one they chose.

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

Tell Sts to go back to the main lesson **8A**.

2 GRAMMAR *should*

- a** Tell Sts to look at the three sentences and answer the questions.
Check answers.

ANSWERS

- 1 b
2 Add *not* / *n't* for negatives; *Should* + subject + infinitive for questions.

- b** Tell Sts to go to **Grammar Bank 8A** on p.148.

Grammar notes

Should does not usually cause problems, as it has a clearly defined use and the form is simple. Remind Sts to use the infinitive without *to* after *should*.

The main problem with *should* is the pronunciation, i.e. the silent *l* (see **Pronunciation notes** in **3**).

Focus on the example sentences and play audio 8.1 for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the **ought to** box and go through it with the class.

Then focus on the exercises for **8A** on p.149. Sts do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a** 1 shouldn't 2 should 3 should 4 shouldn't 5 should
6 should 7 should 8 shouldn't
b 1 should wear 2 should study 3 should book 4 shouldn't be
5 should relax 6 shouldn't drive 7 should spend
8 shouldn't buy

Tell Sts to go back to the main lesson **8A**.

EXTRA PRACTICE OPTION Use the **8A Grammar photocopiable activity**.

- c Focus on the instructions and quickly go through the messages to make sure Sts understand all the lexis, e.g. *it's driving me mad*, etc.

Give Sts time to write a short answer to each message. Tell them to write between 10 and 20 words for each answer.

Monitor and help with vocabulary while Sts are writing.

Put Sts in small groups and get them to read aloud their advice for each problem. They should then choose the best piece of advice.

Get feedback from each group by eliciting the best piece of advice they chose for each problem.

3 PRONUNCIATION /ʊ/ and /uː/

Pronunciation notes

Should (like *would* and *could*) is often mispronounced, partly because of the silent *l*, but also because *ou* is not normally pronounced /ʊ/.

The focus on /ʊ/ and /uː/ will give Sts further practice of /ʊ/ and contrast it with the long /uː/. It is worth pointing out that one of the main problems with these two sounds is words with *oo*, which can be pronounced either way, e.g. *good* /ɡʊd/ and *food* /fuːd/. There is no rule, so Sts need to learn each word as it comes up.

- a  Focus on the sound pictures and elicit the two words and sounds (*bull* /ʊ/ and *boot* /uː/).

Focus on the instructions and questions.

Play the video for Sts to watch and repeat the sounds and words.

Ask the class the first question.

ANSWER

/uː/ is long.

Now ask the second question.

ANSWER

The *l* isn't pronounced in *should* and *would*.

Finally, play the video again for Sts to watch and repeat.



See sounds and words in Student Book on p.64

- b  **8.2** Tell Sts to put the words in the correct group. Remind them that this kind of exercise is easier to do if they say the words aloud. Play the audio for Sts to listen and check. Check answers.

8.2

bull /ʊ/ book, could, look, pull, push

boot /uː/ cool, flew, food, lose, shoes, school

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

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

EXTRA SUPPORT Before putting Sts in pairs, read each sentence aloud and get Sts to listen and repeat.

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

4 SPEAKING & LISTENING understanding a problem; assessing advice

- a Tell Sts that 1–3 are three different pieces of advice for a problem. They should read them and then, with a partner, decide what the problem is.

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

- b  **8.3** Focus on the task and tell Sts they are going to listen to Annabel and Peter phoning a radio programme with their problem. They must listen and make notes about the problem.

Play the audio once the whole way through. Then play it again if necessary.

Check the answer and ask a few comprehension questions to make sure Sts understood the details of the problem. Find out how many Sts guessed correctly in a.

ANSWERS

Their son, Jamie, wants to go on holiday to Mexico with some friends. Annabel and Peter, his parents, don't think he should go. They think he should save his money, so he can get his own place to live.

8.3

(script in Student Book on p.131)

A = Annabel, P = Peter, E = expert

A Hello. I'm Annabel.

P And I'm Peter.

E Hi there, Annabel and Peter. What's your problem?

A We've got a son, Jamie, and he's twenty-five. He's a chef.

P But he still lives with us because he says it's too expensive to rent a flat and he doesn't earn enough money.

A He gives us some money every month for bills – not much, but a bit – and, you know, it's nice to have him at home, but we think he needs to be more independent.

P Yes, absolutely.

A But last week he told us that he's planning a two-week holiday to Mexico with his friends. I mean, it's true that he works full-time and we know he needs a break, but we really think...

P Yes, we don't think he should go on an expensive holiday when he doesn't give us much money. We think he should save his money so that he can get his own place to live. Should we tell him that he can't go to Mexico?

- c With their partner, Sts discuss which advice in a they think is the best.

Elicit some feedback and ask Sts to explain why they chose their advice.

- d  **8.4** Now tell Sts they are going to listen to the expert's advice. They must see if the expert gives the same advice that they chose in c and decide whether it is good advice. They should make notes, so they can then compare it to their advice.

Play the audio once the whole way through. Then play it again if necessary.

Check the answer first, then find out what Sts think of the advice, and if they have any other suggestions.

ANSWER

3 – The expert's advice is to let Jamie go on holiday, but talk to him about paying rent when he gets back.

8.4

(script in Student Book on p.131)

E You know, to be honest, I think you're being a bit hard on him. I mean, he's only twenty-five. It's good that he has a job, and everybody needs a holiday. My advice is that you should let him go to Mexico, but when he comes back, you should sit down with him and talk to him about starting to pay rent. That way he'll understand that he needs to start planning for the future and to start thinking about renting a flat. But I know from talking to other parents that there are a lot of young people still living at home in their twenties and thirties, and some of them don't even have jobs. So in many ways, I think you're lucky.

A You see? That's just what I think...

- e 8.5 / 8.6 Tell Sts they are going to hear another caller, Nick. They should follow the same steps as for Annabel and Peter, i.e. predict the problem, then listen and check and make notes, decide which advice they think is best, and then listen to the advice and see what they think of it.

ANSWER

Nick's girlfriend wants to move to London to get a better job, but he has a good job and doesn't know if he should follow her or not.

8.5

(script in Student Book on p.131)

N = Nick, E = expert

N Hi there. I'm Nick.

E Hi, Nick. So what's your problem?

N Well, I've been with my girlfriend for three years. We have a really great relationship although we're quite different. She's clever and popular, and I'm, er, quiet and hard-working. Anyway, now she wants to move to London because she thinks she can get a better job there, and she wants me to go to London, too – you know, London's much more exciting than Bolton, where we live now. But I have a good job in Bolton and I get a good salary. I mean, the idea of moving and having a new life is like a dream, but for me that's what it is – I mean, it's a dream, it isn't real. What should I do? Should I follow my heart and move to London with her? Or should I stay here, where I know I have a good job, but possibly lose my girlfriend?

ANSWER

1 – The expert's advice is for Nick and his girlfriend to sit down and discuss their future. If they want the same thing, then Nick's girlfriend should move to London and he can visit.

8.6

(script in Student Book on p.131)

E I think you should sit down together and talk about your dreams for the future, and see if they are the same dreams. If they are, and you can see a future together, then the first thing is for her to look for a job in London. If she finds one, then maybe she can move there first, and you can go at weekends and see how you feel about life there.

N Thanks a lot for that. I think that's really good advice.

- f 8.7 / 8.8 Tell Sts they are going to hear a final caller, Jane. They follow the same steps as for Annabel and Peter, and Nick.

ANSWER

Jane has planned a holiday with her friend Susan and is really looking forward to it. However, Susan has now invited another friend, Angie. Jane doesn't know Angie and doesn't want to go on holiday with her.

8.7

(script in Student Book on p.131)

J = Jane, E = expert

J Hello. My name's Jane.

E Hi, Jane. So, why are you calling?

J Well, a month ago, my friend Susan and I decided to go on holiday together this summer, to Italy. So we planned everything and, er, I was really looking forward to it, as Susan's an old friend and I don't see her very often. But the other day, she told me that she was telling another friend of hers about our holiday – somebody I don't know, a woman called Angie – and Angie was really interested, and now Susan has invited her to come, too. Susan never asked me what I thought! I don't even know Angie, and I really don't want to go on holiday with someone I don't know. What should I do?

ANSWER

2 – The expert's advice is to try to get to know Angie first. If Jane likes her, then the holiday will be a success. If not, then she should tell her friend Susan she isn't going.

8.8

(script in Student Book on p.131)

E I think your friend has been a bit insensitive, and she's put you in a difficult position. You have several different options. You could say that you aren't going if Angie goes, but then you'll put Susan in a difficult position. Or you could just cancel, and suggest having another holiday later, with just the two of you. Or you could invite someone else who you like, and then there would be four of you, which is sometimes a better number than three. But in fact, you don't know Angie, and maybe you'll like her. So I think you should try to get to know her first. If you like her, then the holiday will probably be a success. If not, then you should tell your friend you aren't going because you don't think it will work with Angie. You know, a bad holiday is worse than no holiday.

J Yes, that's absolutely true. Thanks a lot.

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

5 VOCABULARY & SPEAKING *get*

- a Focus on the instructions, the three sentences, and the meanings.

Get Sts to match them and then compare with a partner.

Check answers.

ANSWERS

1 c 2 a 3 b

- b Tell Sts to go to **Vocabulary Bank** *get* on p.167.

Vocabulary notes

Get is one of the most common verbs in English, mainly because it has many different meanings and there are also many phrasal verbs with *get*. It's important for Sts to be clear about the four main meanings (*become*, *buy / obtain*, *arrive*, and *receive*) and to begin learning some of the most common phrasal verbs.

When focusing on the first **become** section, highlight the difference between *be angry / divorced*, etc. and *get angry / divorced*, etc.

Highlight the different phrasal verbs for cars (*get into / out of*) and public transport, e.g. buses, planes, and trains (*get on / off*).

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

Get Sts to do **a** individually or in pairs. Many of these words / phrases may already be familiar to them.

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

Check answers.

🔊 **8.9**

- | | |
|--------------------------|-------------------------|
| 7 get angry | 10 get a ticket |
| 3 get divorced | 16 get into a car |
| 5 get fit | 15 get on a bus |
| 4 get lost | 13 get on with somebody |
| 2 get married | 14 get up |
| 1 get nervous | 18 get home |
| 6 get ready | 19 get to school |
| 9 get better / get worse | 17 get to work |
| 8 get colder | 21 get an email |
| 11 get a job | 20 get a present |
| 12 get a newspaper | 22 get a prize |

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

Focus on the **have got** box and go through it with the class. If you would like your Sts to spend more time practising *have got* (it is dealt with at higher levels of *English File*), tell them to go to the Appendix on p.173.

Focus on the example sentences and play audio 🔊 **8.10** for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Then focus on the exercises. Sts do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a** 1 She hasn't got any brothers.
2 Have you got a big flat?
3 We haven't got a lot of work today.
4 Has your sister got a boyfriend?
5 Roger and Val have got a beautiful garden.
6 've got a really good teacher.
7 My brother hasn't got a job at the moment.
8 They've got the same colour eyes.
9 Have we got a meeting today?
10 He hasn't got many friends at work.
- b** 1 haven't got 2 Has...got 3 've got 4 haven't got
5 's got 6 haven't got 7 Have...got 8 's got
9 Have...got 10 haven't got

Tell Sts to go back to p.167.

Finally, do **Activation** and get Sts to cover the phrases and look at the pictures. They can test themselves or a partner.

Tell Sts to go back to the main lesson **8A**.

EXTRA PRACTICE OPTION Use the **8A Vocabulary** photocopiable activity.

- c** 🎥 This video is a series of clips illustrating different phrases with *get*. Focus on the instructions and the photo, and use it to elicit the phrase *get a present*. Ask Sts what *get* means here (= receive).

Play the video and pause at the beginning when the grid appears. Tell Sts they will see nine clips which each show a phrase with *get*. Then play the video once the whole way through, and pause at the end when the grid reappears (01:04).

Put Sts in pairs and get them to use the grid to remind them what was in each clip and to write the phrase.

Play the video again pausing after each clip (from 2 onwards) to elicit the phrase. Ask Sts what *get* means in each phrase.

ANSWERS

- 1 get a present (get = receive)
- 2 get angry (get = become)
- 3 get fit (get = become)
- 4 get married (get = become)
- 5 get a ticket (get = buy)
- 6 get up (phrasal verb)
- 7 get home (get = arrive)
- 8 get a prize (get = receive)
- 9 get colder (get = become)

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

- d** Focus on the questionnaire and go through the questions.

Get Sts to ask you one or two of the questions.

Then get Sts to ask and answer in pairs.

Monitor and help, making sure they are using *get* correctly.

Get feedback from a few pairs.

- G** *if* + present, *will* + infinitive (first conditional)
V confusing verbs: *carry*, *wear*, *win*, *earn*, etc.
P homophones

Lesson plan

This lesson presents the first conditional through the humorous context of 'Murphy's law', which states that if something bad can happen, it will happen. The lesson begins with a reading text about the origins of Murphy's law and Sts try to match two halves of some common examples. This leads into the grammar presentation of the first conditional, which is practised through a video of several 'Murphy's law' situations. There is then a listening activity in which Sts hear two stories about true examples of Murphy's law. The Vocabulary and Speaking focus is on verbs which are often confused, like *know* / *meet* and *borrow* / *lend*, which are practised in a questionnaire. The lesson ends with a pronunciation focus on homophones, e.g. *wear* – *where*, *write* – *right*, etc.

Video material

Grammar – *if* + present, *will* + infinitive

More materials

For teachers

Photocopiables

Grammar *if* + present, *will* / *won't* + infinitive (first conditional) p.206
 Vocabulary Confusing verbs p.280 (instructions p.267)
 Communicative Conditionals race p.251 (instructions p.225)

For students

Workbook 8B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *Murphy's law* on the board and elicit from the class anything they know about it. Try to elicit a concrete example of one of Murphy's laws. If the class don't seem to have much idea, you could ask *What always happens if you drop a piece of bread or toast on the floor? Which way does it fall?* (with the buttered side on the floor). You could use mime to help make this clear.

1 READING identifying examples of behaviour

- a** Books open. Focus on the question. Sts will probably try to express that the queue they were in before will move faster.
- b** Focus on the article and ask them if they notice anything odd about the title (the word *wrong* is upside down!). Make sure Sts understand the meaning of the phrase *go wrong* (= end badly, not work correctly). Focus on the instructions and give Sts a few minutes to read the first two paragraphs and answer the questions.
 Check answers.

ANSWERS

Murphy was an American aerospace engineer.
 His 'law' is 'if there is something that can go wrong, it will go wrong.'

- c** Give Sts time to read the examples of Murphy's law (1–8) and to match them to the correct endings A–H.
 Check answers.

ANSWERS

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

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

- d** In pairs, small groups, or as a whole class, Sts answer the question.
 If Sts worked in pairs or small groups, get some feedback. You could tell Sts if these things happen to you.

2 GRAMMAR *if* + present, *will* + infinitive

- a** In pairs, Sts cover A–H in **1c** and try to remember the laws, using the first half of the sentences in the article as prompts.
- b** Now tell Sts to focus on the full sentences and to decide which structures are used in both parts.
 Check answers and explain that sentences with *if* are often called *conditional sentences*, and that this structure (a sentence with *if* + present, future) is often called the *first conditional*.

ANSWER

The verb after *if* is in the present simple and the other verb is in the future (*will* / *won't* + infinitive).

- c** Tell Sts to go to **Grammar Bank 8B** on p.148.

Grammar notes

Since first conditional sentences refer to future possibilities, some Sts may try to use the future after *if*. A typical mistake is: *If he'll phone, I'll tell him*.

The present simple is also used after *when*, rather than *will*, e.g. *I'll tell him when he arrives*. You may want to point this out in this lesson.

Focus on the example sentences and play audio **8.11** 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 for **8B** on p.149. Sts do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a** 1 D 2 G 3 E 4 F 5 A 6 B
b 1 tell, won't tell 2 don't write, won't remember
 3 Will...call, get 4 'I'll help, ask 5 'I'll phone, hear
 6 'I'll miss, move 7 listen, 'I'll understand 8 won't be, 're
 9 'I'll drive, give 10 don't take, 'I'll rain

Tell Sts to go back to the main lesson **8B**.

EXTRA PRACTICE OPTION Use the **8B Grammar photocopiable activity**.

- d  In this video there are five short scenes, each of which illustrates an example of Murphy's law.

Remind Sts of the original 'law': *If there is something that can go wrong, it will go wrong.*

Focus on the photo and prompt 1, and elicit the meaning of verb *spill*.

Then elicit a possible Murphy's law based on the photo and using the two verbs. Accept any answers that are grammatically correct and make sense, and write them on the board.

Play the video for Sts to watch the first clip. With the whole class, agree the best 'Murphy's law' for this clip.

Now focus on prompts 2–5. Play the rest of the video for Sts to watch and think about the Murphy's law for each clip.

Put Sts in pairs. Play the video again, pausing after each clip for Sts to talk together and write the corresponding law.

- e Put Sts in small groups and get them to read their 'laws' to each other. Ask the class if the laws were mostly similar or the same.

Elicit the laws Sts have come up with. Write them on the board as before and get the class to agree on the best one.

POSSIBLE ANSWERS

- 1 If you wear a (new / clean) white shirt, you'll spill food / spaghetti / tomato sauce on it.
- 2 If you stop waiting for a bus and start walking, the bus will arrive.
- 3 If you find some shoes that you (really) like online, they won't have your size.
- 4 If you put your phone on 'silent', you'll miss an important call.
- 5 If you leave the room during a football match on TV, your team will score a goal.

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

3 LISTENING tuning in to a story using key words and phrases

- a  **8.12** Focus on the photos, and elicit what they can see (a bus going into a tunnel and a tiger in the jungle). Then focus on the instructions and make sure Sts understand what they have to do. Point out that they are just going to hear extracts from the stories first of all. Give them time to read through extracts 1–6.

Play the audio once the whole way through for Sts to listen and complete the task.

Check answers.

8.12

- 1 It was the **recession** and it was very difficult to get a job.
- 2 I **applied for** lots of different jobs.
- 3 We **got cut off** because the bus went into a tunnel.
- 4 I was interested in **either** a trip to see birds **or** a trip to see a tiger.
- 5 I thought it would be really cool to see a tiger **in the wild**.
- 6 We spent **the whole** morning looking for the tiger.

Now put Sts in pairs and get them to discuss what they think the words and phrases they circled mean.

Check answers. Model and drill pronunciation.

ANSWERS

- 1 **recession** = a difficult time for the economy of a country
- 2 **applied for** = sent applications and CVs to possible employers
- 3 **got cut off** = lost phone connection

4 **either...or** = one of two options

5 **in the wild** = in its natural state

6 **the whole** = all of

- b  **8.13** Tell Sts they are now going to listen to both Peter's and Sue's stories in full. They must decide why they are examples of Murphy's law.

Play the audio once the whole way through. You could pause it after Peter's story to give Sts time to complete the task before playing Sue's story.

Check answers.

ANSWERS

Peter waited four months for a job interview, but when the phone call finally came for an interview, the call got cut off.

Sue got up early for a trip to see a tiger, but didn't see one. However, other people who went on a trip to see birds saw the tiger.

8.13

(script in Student Book on p.131)

N = narrator, **P** = Peter, **S** = Sue

N Peter wanted to get a job.

P I did maths at university and normally, after doing maths at university, people get a job in a bank or in IT, but when I finished it was the recession and it was very difficult to get a job. I was unemployed for quite a long time. I was looking for jobs, and I applied for lots of different jobs, but they just answered, 'Sorry, we don't want you,' and I was getting a bit depressed. This went on for about four months, and then one day, I was on a number forty-nine bus in London – I can even remember where I was sitting – and my phone rang. I said hello, and a woman said, 'Hello, you applied for a job with us a few months ago. Are you still interested?' So I said, 'Yes, absolutely. I'm very interested.' So then she said, 'We'd like you to come for an interview'... and then, at that moment, we got cut off because the bus went into a tunnel. And the phone number wasn't on my phone – it just said 'unknown number', and I couldn't remember what the name of the company was because I'd applied for so many jobs. So I thought, 'Four months of nothing, and then when they ring, I get cut off.' Luckily, they called back the next day, and in the end, I had an interview and I got the job.

N Sue wanted to see a tiger.

S This happened when I was at a conference in Thailand. The conference hotel was amazing – it was in a beautiful national park called Khao Yai, north of Bangkok. We were very busy with talks and meetings most of the time, but we had one free morning, and we could choose from different trips or activities. I was interested in either a trip to see birds or a trip to see a tiger. A tiger, not tigers, because they told us that there was only one tiger in the whole park! Well, I chose the tiger trip, because I thought it would be really cool to see a tiger in the wild. But we had to leave really early in the morning because we had to travel quite a long way to the part of the park where the tiger usually was – the bird trip was nearer the hotel. So we tiger-watchers got up at five in the morning, but our guide said that we probably wouldn't see the tiger because, you know, there was only one tiger. We finally got there and we spent the whole morning looking for the tiger, but no luck. But we saw some nice birds, and it was fun, so when we got back to the conference hotel, we felt we'd had a really good morning. But then the other group got back – the ones who went to see the birds – and of course they saw lots of amazing birds, but they also saw the tiger! I suppose that day, it wasn't in its usual part of the park. And I thought, 'Isn't that typical – you go on the tiger trip and you don't see the tiger, but the people on the bird trip see the tiger!'

- c Focus on the task and give Sts time to read sentences 1–6. Play the audio, pausing at the end of Peter's story. Give Sts time to mark 1–3 *T* or *F* and then play Sue's story. Then give Sts time to do the same with 4–6 *T* or *F*. Remind them that they need to correct the *F* sentences.

Check answers.

ANSWERS

- 1 F (Peter did maths at university.)
- 2 T
- 3 F (Peter couldn't call them back because his phone said 'unknown number'.)
- 4 T
- 5 F (The guide wasn't optimistic about seeing the tiger.)
- 6 F (Sue enjoyed her trip.)

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 Do this as a whole-class activity. You could also tell Sts what you think, and tell any Murphy's law stories that you can think of.

4 VOCABULARY & SPEAKING confusing verbs

- a Focus on the question and elicit answers from the class.

ANSWERS

- 1 looking for 2 told

- b Tell Sts to go to **Vocabulary Bank Confusing verbs** on p.168 and get Sts to do a individually or in pairs. Many of these words / phrases may already be familiar to them.

Vocabulary notes

Some of these verbs are often confused because in some Sts' L1, one verb may be used for both meanings. Use the notes below to help clarify where necessary. Encourage Sts to learn the verbs in a phrase, e.g. *know somebody well*, *meet somebody for the first time*, etc.

- **wear / carry:**
You *wear* clothes or jewellery, i.e. have it on your body, e.g. *I wear glasses to read.*
You *carry* something heavy and take it from one place to another, e.g. *He was carrying a suitcase.*
- **win / earn:**
You *win* a sports match, something in a competition, the lottery, etc.
You *earn* money when you work.
- **know / meet:**
know a person = you have met and seen this person before; *meet a person* = to get to know somebody for the first time, e.g. *Nice to meet you*, or to arrange to be with a person in a certain place / at a certain time, e.g. *Let's meet in the café at 6.30.*
- **hope / wait:**
hope = what you want to happen, e.g. *I hope that it's sunny tomorrow.*
wait = sit / stand and do nothing until something happens, e.g. *wait for the doctor*
- **watch / look at:**
You *watch* something where there is movement, e.g. *We watched a cricket match in the park. We watched the children playing.*
You *look at* something static, e.g. a photo, somebody's passport.

- **look / look like:**
We use *look* + adjective, e.g. *You look tired.*
We use *look like* + a noun, e.g. *You look like Brad Pitt.*
- **miss / lose:**
You *miss* a class, a bus, a plane (e.g. if you are late / ill).
You *lose* a sports match or lose an object, e.g. your keys.
- **bring / take:**
This depends on where the speaker is. The teacher (at school) says: *Don't forget to bring your book to class tomorrow.* The student (at home) says: *I must remember to take my book today.*
- **look for / find:**
Look for is the action of trying to locate something you have lost or need, e.g. *I'm looking for a new job.*
Find is used when you have located it, e.g. *I have found a new job.*
- **say / tell:**
Say is used like this:
Jack said, 'Hello.'
Jack said hello to me yesterday.
Tell has the same meaning as *say*, but is always followed by a noun, either a thing or a person.
Susan told a lie.
Susan told me a lie.
- **lend / borrow:**
I lent my brother some money.
My brother borrowed some money from me.
- **hear / listen to:**
hear = be aware of sounds in your ears, e.g. *I heard the baby next door crying.*
listen to = to pay attention to sb / sth that you can hear, e.g. *I listen to the news on the radio every morning.*

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

Check answers.

🔊 8.14

Confusing verbs

- 2 wear jewellery, wear clothes, carry a bag, carry a baby
- 8 win a match, win a medal, win a prize, earn a salary, earn money
- 5 know somebody well, know something, meet somebody for the first time, meet at eleven o'clock
- 1 hope that something good will happen, hope to do something, wait for a bus, wait for a long time
- 3 watch TV, watch a match, look at a photo, look at your watch
- 11 look happy, look about twenty-five years old, look like your mother, look like a model
- 4 miss the bus, miss a class, lose a match, lose your glasses
- 9 bring your dictionary, bring something back from holiday, take an umbrella, take your children to school
- 6 look for your glasses, look for a job, find your glasses, find a job
- 10 say sorry, say hello, say something to somebody, tell a joke, tell a lie, tell somebody something
- 7 lend money to somebody, borrow money from somebody
- 12 hear a noise, hear the door bell, listen to music, listen to the radio

Now either use the audio to drill the pronunciation of the phrases, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Focus on the **hope and expect** and **bring and take** box and go through it with the class.

Finally, get Sts to do **Activation** in pairs. **A** says a verb and **B** a continuation, and then they swap roles.

Tell Sts to go back to the main lesson **8B**.

EXTRA PRACTICE OPTION Use the **8B Vocabulary** photocopiable activity.

- c** Get Sts to read questions 1–10 and circle the correct verb in each one.

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

ANSWERS

1 look like 2 missed 3 listening to 4 earn 5 meet
6 tell 7 lent 8 looking for 9 wear 10 watch

Now put Sts in pairs and get them to ask and answer the questions.

Get some feedback from the class.

5 PRONUNCIATION homophones

EXTRA IDEA You could introduce the concept of homophones by dictating individual words, like *here*, *where*, *no*, etc. Then get Sts, in pairs, to compare how they've spelled them. Finally, elicit some of the words onto the board and explain that both words, e.g. *here* and *hear*, are pronounced exactly the same.

- a**  **8.15** Focus on the **Homophones** box and go through it with the class, stressing that the pronunciation of the words is identical.

Give Sts time to quickly read 1–8.

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

Check answers by eliciting the words onto the board, getting Sts to spell them.

EXTRA SUPPORT Pause the audio after the first one, and elicit the answer to check Sts know what they have to do.

8.15

- 1 **a** What are you going to wear tonight?
b A **Where** are you from?
B I'm from Warsaw.
- 2 **a** I don't know what to do.
b There's **no** milk in the fridge!
- 3 **a** Hi. Nice to meet you.
b Do you want **meat** or fish?
- 4 **a** The maximum weight for hand luggage is ten kilos.
b I'm coming! **Wait** for me!
- 5 **a** Please write soon.
b Is it on the left or on the **right**?
- 6 **a** There's only one ticket left.
b Brazil **won** the match five–one.
- 7 **a** I can't see the board!
b I love swimming in the **sea**.
- 8 **a** Have you ever read *War and Peace*?
b It was cold, so she **wore** a coat.

- b**  **8.16** Tell Sts they are going to hear four sentences and they must write them down. The first time, tell them just to listen, not to write.

Now play the audio again, pausing after each sentence to give Sts time to write.

Check answers, eliciting the sentences onto the board and getting Sts to spell the homophones in each sentence.

8.16

- 1 I can see the sea from here.
2 I write with my right hand.
3 He won one game.
4 I know there's no hope.

Play the audio again, pausing for Sts to listen and repeat the sentences and copy the rhythm.

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

- G** possessive pronouns
V adverbs of manner: *dreamily*, *completely*, etc.
P reading aloud

Lesson plan

The context of this lesson is a short story by the famous American writer O. Henry (1862–1910), which has a characteristic ‘twist’ at the end. Sts read and listen to the first part of the story and then practise reading aloud with good sentence rhythm in Pronunciation. Examples taken from the story lead into the grammar focus on possessive pronouns. Then Sts watch videos of both the first two parts to see dramatized versions of what they have read. They then go on to watch Parts 3 and 4 and discuss the ending. There is then a vocabulary focus on using adverbs of manner and finally Sts go to the **Writing Bank** and write a short story containing dialogue.

This lesson provides a good opportunity to remind Sts of the value of reading Graded Readers (sometimes called Easy Readers) in English. Reading Graded Readers helps to consolidate what Sts already know and to build their vocabulary. Most Graded Readers also have accompanying audio and are available as e-books, which can be used to help to improve Sts’ listening comprehension and pronunciation. You could recommend the Oxford Bookworm series level 2, which has a selection of other O. Henry stories in a book called *New Yorkers*.

Video material

Listening – *Girl* (Parts 1–4)

More materials

For teachers

Photocopiables

Grammar possessive pronouns p.207

Communicative Reading questionnaire p.252 (instructions p.225)

For students

Workbook 8C

OPTIONAL LEAD-IN (BOOKS CLOSED) Write this question on the board and get Sts to ask each other in pairs:
Which of these things do you read in English?

- *school or university textbooks*
- *websites*
- *social media*
- *movie subtitles*
- *video or computer game instructions*
- *song lyrics*
- *graded readers*
- *anything else*

Remind Sts that Graded Readers are English books which are written in simple language, using grammar and vocabulary according to level.

Get feedback from the class and use this opportunity to stress the importance of reading in English outside class. If you haven’t already done so, draw Sts’ attention to Graded Readers, particularly if your school has a library. If not, you could consider starting a class library by getting Sts to buy one book each and then swapping the books among all the Sts in the class. You could also have a wallchart recording the books Sts have read and a brief comment or score.

1 READING understanding a short story

- a** Books open. Focus on the task and tell Sts to look at the all the photos in the lesson. Elicit answers from the class.
- b** **8.17** Tell Sts they are going to read and listen to an extract from *Girl* by O. Henry. You might want to tell them that his real name was William Sydney Porter (1862–1910) and that he was a famous American author.
- Play the audio once the whole way through while Sts follow **Part 1** of the story.

8.17

See Part 1 in Student Book on p.68

Then give Sts time to read **Part 1** again without the audio. In pairs, Sts answer questions 1–4 and the *Think about the story so far* question.

Check answers to 1–4 and elicit ideas for *Think about the story so far*.

ANSWERS

- 1 He gave Hartley Vivienne’s address. He offered to follow her.
- 2 He left the detective’s office and went to find where Vivienne lived.
- 3 She looked about 21, her hair was red gold, and her eyes sea-blue.
- 4 Because she didn’t answer his letter

- c** **8.18** Before telling Sts to read and listen to **Part 2**, go through the **Glossary** with them.

Then play the audio once the whole way through while Sts read **Part 2** of the story.

8.18

See Part 2 in Student Book on p.68

Now give Sts time to read **Part 2** again without the audio. In pairs, Sts answer questions 1–5 and the *Think about the story so far* question.

Check answers to 1–4, elicit ideas for 5 and *Think about the story so far*.

- !** At this stage of the story, Sts will probably assume that Hartley is in love with Vivienne and wants her to come and live with him. They will also probably imagine that Héloïse is his wife. Don’t confirm or reject these assumptions.

ANSWERS

- 1 She doesn’t think she would enjoy living in the suburbs.
- 2 He told her she could come to the city whenever she wants.
- 3 At the Montgomerys’
- 4 Because there is someone else

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

2 PRONUNCIATION reading aloud

Pronunciation notes

Reading aloud in class is an activity which divides teachers. Some feel that it can give Sts valuable pronunciation practice, while others find it painful. We believe that in small doses, it can be helpful to improve Sts' awareness of word and sentence rhythm. However, we believe that reading aloud needs to be focused, with short pieces of text which all Sts can work on (with teacher correction). This can be much more effective than just getting Sts to read a text aloud around the class, with each person reading a different sentence.

- a  **8.19** Focus on the task and on the last four lines of the story on p.68 (from 'Vivienne,' said Hartley masterfully to the end). Get Sts to read the two questions, and then play the audio.
Check answers.

ANSWERS

- a punctuation b the adverbs, i.e. *masterfully, calmly*

8.19

See last four lines of Part 2 in Student Book on p.68

Play the extract again and ask Sts to focus on the rhythm of the sentences, and how the speaker pauses.

Now give Sts a few moments to read the text aloud (quietly) to themselves. Tell them to try to get the correct rhythm, to pause momentarily when there is a comma, and to read the two lines with adverbs (*masterfully* and *calmly*) in the appropriate way.

Then choose a couple of Sts to read the text aloud to the class with good rhythm, correcting them as necessary.

- b  **8.20** Play the audio, pausing after each name for Sts to listen and repeat.

8.20

See names in Student Book on p.69

- c Focus on the **Reading aloud** box and go through it with the class.

Put Sts in pairs, **A** and **B**. Then focus on the instructions. Remind Sts that they need to pay attention to the adverbs, e.g. *slowly*, etc. as they read. They also need to stress words which should be stressed and to pause momentarily when there is a comma.

Give Sts time, in pairs, to read their section of **Part 2** of the story. Monitor helping Sts with the rhythm and stress. When they have both had their turn reading, you could focus on any words or phrases that Sts were mispronouncing.

EXTRA IDEA If you think your Sts would enjoy it, you could put them in groups of three, with one student playing Hartley, one Vivienne, and one being the narrator, as they heard on the audio. When they have finished, get a group to perform in front of the class.

3 GRAMMAR possessive pronouns

- a Tell Sts to look at the two sentences from the story, and to complete the gaps.

Check answers. You could ask Sts what the difference between the two words is (*my* = possessive adjective and *mine* = possessive pronoun).

ANSWERS

- 1 my 2 mine

- b Tell Sts to go to **Grammar Bank 8C** on p.148.

Grammar notes

Sts will probably need reminding of how possessive adjectives (*my, your, his*, etc.) are used, and in particular, how they agree with the subject of a sentence, not the object (e.g. **Jack** helps **his** sister a lot. NOT ~~Jack helps her sister a lot.~~) and how they never change (e.g. *your books* NOT ~~yours books~~).

When Sts learn possessive pronouns, e.g. *These are yours / hers / ours*, they may then tend to start adding an s to possessive adjectives.

Focus on the example sentences and play audio  **8.21** 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 for **8C** on p.149. Sts do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 my 2 yours 3 ours 4 her 5 mine 6 their 7 theirs
8 your 9 hers
b 1 Hers 2 him 3 their 4 ours 5 theirs 6 us 7 our
8 its

Tell Sts to go back to the main lesson **8C**.

EXTRA PRACTICE OPTION Use the **8C Grammar** photocopiable activity.

- c  **8.22** Focus on the instructions and the example.

Tell Sts they are going to listen to seven sentences, and each time, they must change the object for a possessive pronoun.

Play the audio, pausing after each sentence for Sts to make the transformation.

8.22

- 1 It's my book. (*ping*) It's mine.
2 It's her scarf. (*ping*) It's hers.
3 They're our coats. (*ping*) They're ours.
4 It's his bike. (*ping*) It's his.
5 It's your phone. (*ping*) It's yours.
6 It's their house. (*ping*) It's theirs.
7 They're your sweets. (*ping*) They're yours.

Then repeat the activity, eliciting responses from individual Sts.

4 LISTENING using visual clues to understand a story

- a** Focus on the instructions. Sts close their books. Play the video the whole way through for Sts to watch Parts 1 and 2 of the story.



See Parts 1–2 in Student Book on p.68

- b** Tell Sts they are going to watch **Part 3** of the story and they must answer two questions and the *Think about the story so far* question. Give them time to read the questions. Play **Part 3** of the video once the whole way through. Then play it again if necessary. Get Sts to compare with a partner, and then check answers to 1 and 2. Elicit ideas for *Think about the story so far*, but don't tell Sts if they are right yet.

ANSWERS

- 1 He said Héloïse must go.
2 She promised Hartley she would be his.



H = Hartley, V = Vivienne, N = narrator

H Héloïse will go. I haven't had one day without problems since I met her. You're right, Vivienne. Héloïse must go before I can take you home. But she will go. I've decided.

V Then...my answer is yes. I will be yours.

H Promise me.

V I promise.

H I will come for you tomorrow.

V Tomorrow.

N *An hour and forty minutes later, Hartley stepped off the train when it stopped in the suburbs. He walked to his house, went inside, and walked up the stairs.*

- c** Now tell Sts they are going to watch **Part 4** and they must answer questions 1–3. Play **Part 4** of the video once the whole way through. Then play it again if necessary. Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 Hartley's wife 2 The Montgomerys' cook 3 Hartley's cook



HW = Hartley's wife, H = Hartley

HW My mother's here. But she's leaving in half an hour. She came to have dinner, but there's nothing to eat.

H I have something to tell you.

HW Oh, Mother! What do you think? Vivienne is coming to be our cook! She is the cook that was with the Montgomerys. She's going to be ours!

H Yes.

HW And now, dear, you must go to the kitchen and tell Héloïse to leave. She's been drunk again all 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.

- d** Do this as a whole-class activity. You could tell Sts your reaction the first time you read and watched the story.

5 VOCABULARY adverbs of manner

Vocabulary notes

Some Sts at this level still have problems distinguishing between adjectives and adverbs.

If necessary, remind them that adverbs describe actions (verbs) and elicit the basic rules for the formation of adverbs:

adjective	adverb	
quiet	quietly	add -ly
sad	sadly	
possible	possibly	change -ble to -bly
comfortable	comfortably	
lazy	lazily	change -y to -ily
angry	angrily	
good	well	irregular
fast	fast	
hard	hard	

- a** Focus on the instructions and give Sts time to underline six adverbs in **Part 2** of the story.

Get Sts to compare with a partner, and then check answers. Sts may underline the adverb *well* (*I remember so well the evening...*). You could also accept this as an answer.

ANSWERS

dreamily (line 01) slowly (line 02) completely (line 11)
suddenly (line 19) masterfully (line 25) calmly (line 27)

- b** Focus on the instructions and get Sts to make adverbs from the adjectives in the list.

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

ANSWERS

angrily lazily quietly sadly seriously slowly

- c** **8.23** Get Sts to read sentences 1–6 and to think what the missing adverbs from the list in **b** might be.

Now play the audio the whole way through. Then play it again, pausing after each sentence for Sts to write an adverb to describe how the person is speaking.

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

ANSWERS

1 sadly 2 angrily 3 slowly 4 quietly 5 lazily 6 seriously

8.23

See sentences in Student Book on p.69 and answer key

- d** Focus on the task, and remind Sts that at the end of the story, Hartley's wife tells him to tell the cook (Héloïse) to leave. In pairs, give Sts, e.g. five minutes to write their short scene. Tell them that they should also include at least two adverbs in their dialogues after *said*.

Get Sts to perform their dialogues in front of the class. You could get them to vote for the best ones.

EXTRA IDEA You could get pairs to read their scenes to each other and see how similar they are.

6 WRITING a short story

Tell Sts to go to **Writing Bank 8** on p.122.

- a** Focus on the photo and ask Sts where the people are and what they are doing. Now focus on the instructions and get Sts to read Lola's story and choose a title for it from the three options.

Check answer.

ANSWER

c

- b** Tell Sts to read the story again and answer the questions.

Get Sts to compare with a partner.

Check answers.

ANSWERS

- 1 Lola was with her three-year-old son.
- 2 They were at Victoria Coach Station in London.
- 3 They were waiting for a coach to the airport.
- 4 There was only one seat left on the coach.
- 5 They got a taxi with the man behind them.
- 6 They got their flight home.

- c** Now focus on the **Punctuating dialogue** box and go through it with the class. Make sure Sts know all the words used to describe punctuation marks.

Focus on the instructions and the highlighted examples in the story. Give Sts time to find six examples of dialogue.

Put Sts in pairs to compare answers and to answer the questions.

Check answers.

ANSWERS

'But I've booked two seats on this coach for my son and me,' I said, angrily. 'Our flight is at 6.15.'

He just looked at me and said, 'There's room for one more passenger.'

A man behind us said, 'You're going to miss your flight. Do you want to get a taxi with me?'

'That's a great idea!' I said, quickly.

'How much is it?' I asked when we arrived.

'I'll pay. Go and get your flight,' the man said.

- d** Sts could do this individually or in pairs.

Check answers. You could invite Sts up to write their answer on the board. Correct any mistakes in punctuation.

ANSWERS

- 1 'I can't find my phone,' she said.
- 2 He said, 'Look at that strange light in the sky.'
- 3 'Where have you been?' he asked.
- 4 I said, 'We're nearly there.'
- 5 'You're wrong!' they said.

- e** Tell Sts they are going to plan their own short story about something which happened to them. Focus on the instructions and remind Sts that they will need a title and also some dialogue in their story. They should use the questions in **b** to help them plan.

Give Sts time to plan what to write. Monitor and deal with any difficulties.

- f** When Sts are ready, focus on the instructions and set the writing task for homework.

- g** Sts check their work for mistakes before giving it in.

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 c 3 b 4 c 5 b 6 a 7 a 8 c 9 c 10 b 11 a
12 b 13 b 14 c 15 b

VOCABULARY

ANSWERS

a 1 meet 2 tell 3 miss 4 hope 5 wears
b 1 forget 2 learn 3 feel like 4 promise 5 hate 6 mind
7 enjoy 8 finish
c 1 with 2 in 3 of 4 at 5 for
d 1 lost 2 home 3 better 4 tickets 5 on 6 divorced
7 presents

PRONUNCIATION

ANSWERS

c 1 choose /u:/ 2 look /u/ 3 love /v/ 4 doing /ŋ/
5 know /n/
d 1 survive 2 happiness 3 afraid 4 pretend 5 borrow

CAN YOU understand this text?

ANSWERS

a 1
b 1 c 2 a 3 f 4 b 5 d 6 e

▶ CAN YOU understand these people?

ANSWERS

1 b 2 c 3 b 4 c 5 a



1 Susie

I = interviewer, S = Susie

I What's your idea of happiness?

S That's a difficult question. Um, my idea of happiness is probably relaxing with friends in my home, listening to nice music, with lovely food for everyone.

2 Tarquin

I = interviewer, T = Tarquin

I What foreign languages do you speak?

T I speak French.

I How well do you speak it?

T Quite well. Not fluently, but well enough to get around.

3 Katelyn

I = interviewer, K = Katelyn

I If you have a problem, who do you ask for advice, friends or family?

K When I have a problem, I usually ask close friends for advice.

I Why?

K My parents are a lot older than me, so their advice is really great for certain things, but most of the things I'm going through right now, my friends are pretty good.

4 Joseph

I = interviewer, J = Joseph

I What advice would you give someone who can't sleep at night?

J If someone couldn't sleep at night, I'd usually advise them to do something like meditation, so some kind of breathing exercises which would calm them down, um, and also just to be in an environment where they feel comfortable and safe I guess, rather than in an environment that stresses them out, maybe keep their phone out of the bedroom, or something like that.

5 Alison

I = interviewer, A = Alison

I Do you think the British are bad at learning languages?

A I think we do tend to be rather bad at learning languages.

I Why?

A I think we can be a bit lazy, because everybody else speaks English.

G if + past, *would* + infinitive (second conditional)

V animals and insects: *lion*, *tiger*, *goat*, etc.

P word stress

Lesson plan

The context of this lessons is animals and insects, and the second conditional is presented through a survival quiz.

The lesson begins with a video which introduces the vocabulary focus. Sts learn the names of common animals and insects, and Pronunciation focuses on how to pronounce words for animals which may be similar in Sts' own language, but stressed on a different syllable. Next, Sts watch a documentary about the five most dangerous animals in the UK. This leads to Reading and Speaking, where Sts read and answer questions in a quiz and then find out if they have chosen the best option. Questions from the quiz are used to lead into Grammar, where the second conditional is analysed and practised. Finally, both the grammar and vocabulary are recycled and practised in Speaking.

Video material

Vocabulary – animals and insects

Listening – *The UK's most dangerous animals*

More materials

For teachers

Photocopiables

Grammar if + past, *would* / *wouldn't* + infinitive (second conditional) p.208

Vocabulary Animal quiz p.281 (instructions p.268)

Communicative I think you'd... p.253 (instructions p.225)

For students

Workbook 9A

OPTIONAL LEAD-IN (BOOKS CLOSED) Give Sts, in pairs, three minutes to brainstorm words they know for animals.

Elicit answers, getting Sts to spell the words, and write them on the board. Elicit the correct pronunciation. You could also write the animals in columns, depending on whether they are wild animals, farm animals, insects, etc.

1 VOCABULARY & PRONUNCIATION animals and insects, word stress

Vocabulary and Pronunciation notes

Many animal words are similar in other languages, but the pronunciation can be very different as the stress is often in a different place. Also Sts may have problems with spelling, e.g. *crocodile* /'krɒkədaɪl/ in English is *cocodrilo* in Spanish.

a Books open. In this video images of different animals are gradually revealed, along with sound effects of the noise they make.

Focus on the photo and ask Sts what animal they think is going to be revealed. Then play the video for them to check the answer to 1.

Now tell Sts that they are going to see eight more animals. Tell them to put their hand up as soon as they think they know what the animal is. Play 2, and as soon as a student puts their hand up pause the video and ask them what they think it is. Don't tell them if they are right yet or not. Continue, allowing more Sts to put their hands up if they have a different answer, until the animal is finally revealed. Then elicit the name and pronunciation, and get Sts to spell it and write it on the board.

Continue with the remaining animals.

EXTRA IDEA With 2, pause the video when the first circle appears (00:31) and elicit guesses. Do the same with the second and third circles. When the picture is revealed, give any Sts who guessed correctly after the first three circles a point. At the end the person with most points is the winner.

ANSWERS

1 chicken (or hen) 2 horse 3 monkey 4 snake 5 cat
6 dog 7 lion 8 bull

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 Animals** on p.169.

Focus on the four headings and make sure Sts understand them. Model and drill the pronunciation of *insects* /'ɪnsektz/ and *wild* /waɪld/.

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

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

Check answers.

9.1

Animals

Insects

4 bee
2 butterfly
6 fly
3 mosquito
5 spider
1 wasp

Farm animals

8 bull
10 chicken
12 cow
7 goat
13 horse

11 pig

9 sheep

Wild animals

16 bat
18 bear
21 bird
14 camel
26 crocodile
28 deer
17 elephant
15 giraffe
22 kangaroo
20 lion

19 monkey

23 mouse

25 rabbit

27 rat

29 snake

24 tiger

Sea animals

32 dolphin

30 jellyfish

33 shark

31 whale

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 the **bite and sting** box and go through it with the class.

Finally, do **Activation** and get Sts to cover the words and look at the photos. They can test themselves or a partner.

Tell Sts to go back to the main lesson **9A**.

EXTRA PRACTICE OPTION Use the **9A Vocabulary photocopiable activity**.

c Tell Sts to look at the animal words in the list and to underline the stress.

EXTRA SUPPORT You could elicit the stress on the first word *camel* with the whole class as an example.

d **9.2** Play the audio for Sts to listen and check.

Check answers. If you are teaching a monolingual class, ask them if the stress is in the same place in their L1.

EXTRA SUPPORT Either use the audio to drill the pronunciation of the words or model and drill them yourself.

9.2

camel
crocodile
dolphin
elephant

giraffe
kangaroo
lion
mosquito

e Quickly go through questions 1–7, making sure Sts understand them.

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

Get some feedback from the class by asking individual Sts for some of their answers.

2 LISTENING using visual clues to rank information

a Focus on the pictures and the task. Elicit some ideas for the most dangerous animals or insects. Don't tell Sts if they are right yet.

EXTRA SUPPORT Refer Sts back to **Vocabulary Bank Animals** on p.169 if they can't remember the names of the animals and insects.

b This video is a short documentary about the most dangerous animals or insects in the UK. Focus on the chart and tell Sts that as they watch the video and check their answers to **a**, they should write the names of the animals or insects in the five headings. Tell them not to worry about the rest of the chart.

Play the video for Sts to watch and check.

Check answers.

ANSWERS

5th a snake (the adder) **4th** cows **3rd** red deer **2nd** dogs
1st wasps and bees



Most people think that there are no dangerous animals in the UK. Now it's true that compared to Africa, Australia, or parts of South America, where there are many more dangerous creatures like snakes and spiders, wildlife in the UK is relatively safe. But some creatures that live here can be dangerous, and today I'm going to tell you about the top five.

So, starting in reverse order, at number five, is a snake, the adder. The adder is the only poisonous snake in the UK. They can be about one metre long, and they're quite common in some parts of the country. They don't normally attack people, except when people step on them by accident. A bite from an adder can be very painful, and, occasionally, can kill. However, the last death from an adder bite was more than forty years ago.

So, to number four. The fourth most dangerous animal in the UK, you may be surprised to hear, is cows. People think cows are slow and a bit stupid, but in fact, cows kill at least one person every year. However, nearly all attacks happen when people are walking dogs in a field of cows, and they usually happen in spring or early summer, when young cows are with their mothers. So that's when you need to be careful. In third place are red deer. These are large animals – they can weigh a hundred kilograms. You need to be especially careful in the autumn, when the male deer can get very aggressive. They also cause frequent accidents on the road by running out in front of cars – there are about seventy-four thousand car accidents a year which involve deer.

The second most dangerous animal in the UK is dogs. They are responsible for around two hundred thousand attacks a year in the UK, and although most attacks aren't serious, a small number actually cause death. Certain breeds of dog like German Shepherds, Rottweilers, and Pit Bulls, are more aggressive than others. One reason for this is that they were traditionally hunting dogs or guard dogs. Dog attacks can happen at any time, and some dogs even attack their owners.

Finally, in first place are wasps and bees. They cause more deaths in the UK than any other type of animal or insect. About five people a year die from bee or wasp stings, and it's nearly always because they have an allergic reaction. About twenty-five per cent of the population in the UK have a bee or wasp allergy, some more serious than others. However, people are usually allergic to either bees or wasps, but not both. Bees and wasps only sting in self-defence or when they're provoked, but wasps are more aggressive than bees. So if you ever see a wasp's nest in your garden, make sure you call a professional to come and destroy it.

So now you know what to look out for if you're in the UK. Good luck!

c Tell Sts they are going to watch the video again but before they do, they need to see what they can remember, and try to circle the correct information in the chart. Go through the information in the chart, making sure Sts understand all the lexis, e.g. *by accident*, *owners*, etc.

Give Sts time, individually or in pairs, to circle the correct information.

Now play the video again. You could pause it after each animal or insect is mentioned to give Sts time to check, and if necessary change, their answers.

Check answers.

ANSWERS

1 step on them by accident **2** 40 **3** every year **4** dogs
5 summer **6** 100 **7** autumn **8** 74,000 **9** few
10 their owners **11** five **12** Wasps **13** bees

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

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 Do this as an open-class question. You could tell Sts about your own experience if you have one.

3 READING & SPEAKING understanding reasons

a Focus on the list of animals, and elicit the pronunciation of each one.

Now focus on the instructions and the quiz. Tell Sts, in pairs, to just complete each gap in the questions with one of the animals or insects in the list.

Check answers.

ANSWERS

1 dog **2** bee, wasp **3** snake **4** cows **5** jellyfish **6** shark

b Go through the three alternatives for each quiz question, and deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

Focus on the **Glossary** at the bottom of the quiz and the list of verbs. Get Sts to read the quiz again to complete the Glossary with these verbs, using the context in the text to work out the meaning.

Get Sts to compare answers with a partner.

Check answers, using mime if necessary to help them with the meaning or translating into Sts' L1. Model and drill the pronunciation.

ANSWERS

1 suck 2 rub 3 shout 4 float 5 wave 6 keep still 7 tie

Now give Sts a few minutes to read the questions again and choose their answers, a, b, or c.

Get Sts to compare their choices with a partner.

EXTRA CHALLENGE Encourage Sts to try to say why they have chosen each option.

- c Put Sts into groups of three. Tell them to go to **Communication Would you know what to do?**, **A** on p.107, **B** on p.111, and **C** on p.112. Explain that all Sts **A** are going to read the answers to *In the city*, Sts **B** to *In the country*, and Sts **C** to *In the sea*.

! If the number of Sts you have does not divide into groups of three, have one or two pairs where they read and tell each other the answers to **A** and **B**, and then simply read the answers to **C**.

Go through the instructions with them carefully. Monitor and help with vocabulary while they are reading.

When Sts have read their answers, put them back into their groups, so they can tell each other what the correct answers are and why the others are wrong.

When they have finished, they could see who in their group got the most answers correct.

Tell Sts to go back to the main lesson **9A**.

- d Do the questions as a whole-class activity. If you have been in any of the situations, tell the class about it.

4 GRAMMAR *if* + past, *would* + infinitive

- a Focus on the task. Get Sts, in pairs, to look at questions 1–6 in the quiz in **3**, or go through them with the whole class.
Check answers.

ANSWERS

They are all about an imagined future situation.

The tense of the verb after *if* is the past simple. The other form is *would* + infinitive.

- b Tell Sts to go to **Grammar Bank 9A** on p.150.

Grammar notes

Sts may find it strange to be using past tenses in the *if* half of these conditional sentences, and it needs emphasizing that they do not refer to the past, but rather to a hypothetical situation.

Sts have seen and used *would* / *wouldn't* + infinitive before with the verb *like*, so should not have problems with the form of *would*. You may want to tell them *would* is a modal auxiliary verb (like *will* or *should*) and that one of its uses is to express unreal or imaginary situations. It is often the equivalent of the conditional tense in other languages.

Focus on the example sentences and play audio 9.3 for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the **be in second conditionals** box and go through it with the class.

Go through the **first or second conditional?** note with the class. Sts learned about first conditional in **8B**. The two example sentences here help to make the difference in use clear.

Then focus on the exercises for **9A** on p.151. Point out that these exercises only practise second conditional. Sts do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

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

- b 1 would / could get, had
2 tried, 'd like
3 wouldn't buy, didn't like
4 hired, could
5 'd see, lived
6 wouldn't go, were / was
7 'd learn, did
8 'd cycle, wasn't / weren't
9 Would...work, found
10 wouldn't be, had to

Tell Sts to go back to the main lesson **9A**.

EXTRA PRACTICE OPTION Use the **9A Grammar photocopiable activity**.

5 SPEAKING

Go through the questions and make sure Sts understand them all.

Then focus on the **Talking about imaginary situations with *would* / *wouldn't*** box and go through it with the class.

Get some Sts to choose a question to ask you. Answer, giving as much detail as you think Sts will understand, and trying to use some of the phrases in the box.

Put Sts into groups of three, and tell them to take turns to choose a question they want to ask their partners. They should also answer that question themselves. Encourage Sts to ask for more information (*Why?*, etc.).

Monitor and help Sts, correcting any misuse of tenses in the second conditional.

Get some feedback from the class, asking if anyone found their partners' answers surprising / funny, etc.

EXTRA SUPPORT Before Sts start, you might also want to elicit some useful phrases for them to use when they are discussing the questions in their groups, e.g. *Me too., I don't think that's a good idea because..., Really? Why (not)?, etc.*

- G** present perfect + *for* and *since*
V words related to fear: *afraid*, *frightened*, etc.
P sentence stress

Lesson plan

The context of this lesson is phobias, and Sts study the present perfect with *for* and *since* to talk about unfinished actions or states. The lesson begins with some online information about phobias, and comments from people who have them, and through the texts Sts learn some words related to fear. Then in Listening and Speaking, Sts hear a woman talking about a phobia she suffers from. Examples of the present perfect are taken from the listening activity and analysed before Sts go to the **Grammar Bank**. Sts then practise using phrases with *for* and *since*, and finally practise the structure in a video activity. In Pronunciation, Sts work on sentence stress in present perfect sentences to prepare them for the speaking activity – a survey in which Sts find out how long their classmates have done certain things.

Video material

Grammar – present perfect + *for* and *since*

More materials

For teachers

Photocopiables

Grammar present perfect + *for* and *since* p.209
 Communicative Famous phobias p.226
 (instructions p.254)

For students

Workbook 9B

OPTIONAL LEAD-IN (BOOKS CLOSED) Play *Ten Chances* with the word *phobia* (see p.31 for instructions on how to play). When Sts have worked out the word, elicit the pronunciation (reminding Sts that *ph* is usually pronounced /f/). Then ask *How do you feel if you have a phobia of something?* and elicit *afraid* (or *frightened* / *scared*).

1 READING & VOCABULARY

understanding social media posts, words related to fear

- a** Books open. Do this as a whole-class activity. You could tell Sts if you are afraid of any of the things.
 Then elicit any other things Sts can think of that people sometimes have phobias of, and write them on the board.
- b** Focus on the text. If you didn't do the **Optional lead-in**, make sure Sts understand *phobia*. You may also need to explain here that *fear* is the noun from *afraid* (though this is focused on later). Now tell Sts to read the text and complete each heading with one of the phobias shown in the photos.
 Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 Fear of driving 2 Fear of butterflies 3 Fear of public speaking
 4 Fear of heights 5 Fear of crowds

- c** Tell Sts that five people have written comments online about their phobias. Sts need to read each comment and match it to a phobia in **b**.

Give Sts time to match comments A–E to phobias 1–5.

Get Sts to compare with a partner, and then check answers. You could ask Sts which words helped them to match the comments and fears.

ANSWERS

A 3 B 1 C 2 D 5 E 4

- d** Focus on the instructions and give Sts time to match the seven highlighted words and phrases in the phobias and comments to definitions 1–6.

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

ANSWERS

- 1 fear 2 terrified 3 scared, frightened 4 panic
 5 suffers from 6 freeze

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

- e** Focus on the task and example.

Put Sts in pairs or small groups to discuss the three questions.

Get some feedback from the class.

2 LISTENING

listening for key information

- a** **9.4** Focus on the instructions and give Sts time to read the questions. Make sure Sts understand the meaning of *therapy* (= a way of helping people who are physically or mentally ill).

Play the audio for Sts to listen and answer the questions.

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

Check answers.

ANSWERS

- 1 spiders 2 when she was a child 3 in her 20s
 4 London Zoo 5 She still has it, but it's much better.

9.4

(script in Student Book on p.132)

I = interviewer, J = Jo

I Do you have any phobias?

J Yes, I'm very scared of spiders.

I And how long have you had this phobia?

J I've had it since I was a child, so for more than forty years.

I Did something happen to start the phobia?

J Um, well, not really, I've always been a bit afraid of spiders, maybe because my sisters used to chase me with them when I was a child, and I think as I got older, my fear got worse. But then something happened when I was in my twenties that made me think I had a real problem. I was in the car with my boyfriend, he was driving, and the road was very busy, and suddenly I saw a huge spider on the floor of the car, next to my foot. I was terrified, and my instinct was to try get away from the spider as quickly as possible, so I opened my door, while he was still driving. It was really dangerous. Luckily he managed to stop and nothing happened, but I knew then that I had

to do something about my phobia, have some therapy, you know, get some professional help.

I What kind of therapy did you have? How long did it take?

J I did a 'spider phobia' course, it was a one-day course at London Zoo. Er, we were a group of about fifteen people. First there was a session with a doctor. We learned a lot of facts about spiders, and talked about what we were afraid of, and we did a hypnotherapy session. Then we went to the spider house. The other people on the course went up close to the glass to look at the spiders, and they were saying, 'Ah, I'm cured, I feel fine'. But I stayed at the back of the group, and I was crying because I was still terrified. But, a bit later, I was able to pick up a small spider with a piece of paper and a glass over the top of it and walk across the room. And by the end of the day, I could hold a tarantula, which was amazing.

I Do you still have the phobia now?

J Well, yes I do, but now if I see one, I am more logical about it, my first reaction is to be frightened, but then with a little bit of talking to myself, and if it's not too big, I can usually deal with it.

b Focus on the list of four words about *The incident that made her realize her phobia was serious*. Make sure Sts understand they are listening for the significance of the four things. Play the audio again, pausing before the section about therapy. Put Sts into pairs to recreate the incident, using the words in the list.

Check answers.

Tell Sts they are going to listen to Jo talking about her therapy again. Then play the audio through to the end. Again, Sts in their pairs discuss the therapy that Jo had, using the words in the list.

Check answers.

ANSWERS

- 1 She was in the car with her boyfriend. She saw a spider on the floor by her foot. She opened the car door while they were driving. Her boyfriend stopped the car.
- 2 They had a session with a doctor (with hypnotherapy). They went to see spiders and the other people on the course felt fine, but she didn't. Later she could pick up a small spider with a piece of paper and a glass. At the end of the day she could hold a tarantula.

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.

c Do this as a whole-class activity, making sure Sts know the meaning of *rational* (= based on reason rather than emotions). You could also tell them what you think. Elicit more common phobias from the class.

EXTRA SUPPORT If Sts have difficulty coming up with phobias, you could write some of the following on the board (phobia only) and see if they can guess or know what they are, explaining those which are new to them.

- claustrophobia – small, enclosed spaces
- aerophobia – flying
- nosophobia – developing a specific disease
- ophidiophobia – snakes
- nyctophobia – the dark
- musophobia – mice and rats
- coulrophobia – clowns

3 GRAMMAR present perfect + *for* and *since*

a Tell Sts to focus on the extract from the interview with Jo and to answer the questions.

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

ANSWERS

- 1 When she was a child
- 2 Yes

b Tell Sts to go to **Grammar Bank 9B** on p.150.

Grammar notes

The present perfect with *for* and *since* can be tricky for Sts as they may use a different structure in their language to express this concept, e.g. the present tense. Typical mistakes include using present instead of present perfect and choosing incorrectly between *for* and *since*: *I have lived here for three years*. NOT *I live here since three years*.

The important thing to highlight is that the present perfect with *for* and *since* is used to say how long a situation has continued from the past until now, i.e. we use it for situations which are still true, e.g. *I've been in this class for two years* (= I started two years ago and I am still in this class now).

In the following lesson, the present perfect for unfinished actions / periods of time will be contrasted with the past simple for finished actions / periods.

Focus on the example sentences and play audio  **9.5** 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 for **9B** on p.151. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full questions and sentences.

ANSWERS

- a**
- 1 How long have you been afraid of flying?
 - 2 How long has your sister had her new car?
 - 3 How long have they lived in this town?
 - 4 How long has your dad been a teacher?
 - 5 How long have you known your boyfriend?
 - 6 How long has Spain been in the EU?
 - 7 How long have you had your cat?
 - 8 How long has Dan been in this class?
- b**
- 1 've been afraid of flying since
 - 2 's had her car for
 - 3 've lived in this town for
 - 4 's been a teacher for
 - 5 've known my boyfriend since
 - 6 's been in the EU since
 - 7 've had our cat for
 - 8 's been in this class since

Tell Sts to go back to the main lesson **9B**.

EXTRA PRACTICE OPTION Use the **9B Grammar** photocopiable activity.

c Give Sts time to complete the phrases with *for* or *since*. Get them to compare with a partner.

d  **9.6** Play the audio for Sts to listen and check. Check answers. You might want to point out to Sts the linking between *for* and *since* and the words that follow when they start with a vowel, e.g. *for ages, for about, since I*, etc.

9.6

since nineteen ninety
for about twenty years
since I was a child
since the fourth of May
since then
since eight-fifteen

for a long time
for ages
for six months
for a few weeks
since I got up this morning
for five minutes

Get Sts, in pairs, to practise saying the phrases.

- e This video uses clips of people in different situations, and Sts hear questions with *How long...?* which they have to answer with full sentences in the present perfect, and using the time expression which appears on screen with either *for* or *since*.

Focus on the photo and ask Sts how the little girl feels. Elicit that she is afraid of the dog. Then elicit the question *How long has she been afraid of the dog?*

Play the video and pause it when the phrase *she was a baby* appears. Tell Sts to answer the question *How long has she been afraid of dogs?* using the present perfect + *for* or *since* and the phrase on screen. Give them a few minutes to write their sentences. Then continue playing the video for them to hear the correct answer, and check how many of them got it right.

Play the video for clip 2 and pause when *2020* appears. Continue the process giving Sts time to write their sentences and checking answers as they go along.

EXTRA CHALLENGE Repeat the activity, but ask Sts to close their notebooks and answer the questions orally.



- 1 How long has she been afraid of dogs? (*ping*) She's been afraid of dogs since she was a baby.
- 2 How long has she been a teacher? (*ping*) She's been a teacher since twenty twenty.
- 3 How long has she had her car? (*ping*) She's had her car for two weeks.
- 4 How long have they lived in this flat? (*ping*) They've lived in this flat since last week.
- 5 How long has he worked here? (*ping*) He's worked here for six months.
- 6 How long has he known his girlfriend? (*ping*) He's known his girlfriend for two years.
- 7 How long have they had their cat? (*ping*) They've had their cat for three weeks.
- 8 How long has she been ill? (*ping*) She's been ill since Wednesday.

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

4 PRONUNCIATION sentence stress

- a **9.7** Here Sts practise sentence rhythm in the present perfect to prepare for the speaking activity in 5.

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

Now play it again, pausing after each section for Sts to repeat, building up to the whole sentence or question. Encourage them to copy the rhythm.

9.7

See phrases and sentences in Student Book on p.75

Finally, get Sts to practise in pairs.

- b **9.8** Now tell Sts they are going to hear five sentences / questions and they must write them down.
Play the audio once for Sts just to listen.

Now play it again, pausing after each line to give Sts time to write. Play the audio again if necessary.

Check answers.

9.8

- 1 How long have you worked here?
- 2 They've been married for twenty years.
- 3 She hasn't travelled by plane since two thousand and five.
- 4 How long has he lived in Italy?
- 5 We've known them for a long time.

In pairs, get Sts to practise saying the sentences.

5 SPEAKING

- a Focus on the chart and instructions. Tell Sts to look at the group of *have* questions and think what the tenses should be for the first and third questions. Elicit from the class that the first prompt (*have / a pet*) is a present simple question, and the third one (*How long / it?*) is present perfect.

ANSWER

The two verb forms are the present simple and the present perfect.

Elicit the four questions for *have*: *Do you have a pet / tablet? How long have you had it?* Now focus on the first prompt for *be* and elicit the first and third questions (*Are you a fan of a football team? How long have you been a fan?*).

Then put Sts in pairs to say all the remaining questions in the chart.

- b **9.9** Play the audio for Sts to listen and check.
Check answers.

9.9

have

Do you have a pet? What is it? How long have you had it?
Do you have a tablet? What kind? How long have you had it?

live

Do you live in a modern flat? How old is it? How long have you lived there?

Do you live near this school? Where exactly? How long have you lived there?

know

Do you know anybody from another country? Where is he or she from? How long have you known him or her?

be

Are you a fan of a football team? Which team? How long have you been a fan?

Are you a member of a club or organization? Which one? How long have you been a member?

Are you married? What's your partner's name? How long have you been married?

- c Focus on the example. Explain to Sts that they are going to do a mingle activity and ask the questions to different Sts. When they find a student who answers *Yes, I do* or *Yes, I am* for a question, they should ask the second question and write the student's name in the chart next to that question. They should try to find someone different for each question. Encourage Sts to ask for and give as much information as they can so that the survey becomes more of a conversation, rather than just question and answer.
When Sts have finished, get some feedback.

EXTRA SUPPORT Check Sts can make the questions correctly by getting them to ask you a few first. Give short, natural answers with *for* and *since*, and some more information if you can, as a model for how Sts should answer.

- G** present perfect or past simple? (2)
V biographies
P word stress, /ɔː/

Lesson plan

The main focus of this lesson is how to describe your or somebody else's life, and the contrast between the past simple for completed actions or situations in the past, and the present perfect for situations or actions which started in the past, but are still true now. This is taught through reading and listening texts about famous actors. The lesson begins with Sts learning the vocabulary for verb phrases often used in biographies. Then there is a pronunciation focus on the word stress in these phrases, and on the /ɔː/ sound. This lexis is recycled in Reading, where Sts read about the lives of two prominent black actors; Sidney Poitier and Denzel Washington. The contrast between the verb forms used for Poitier (who is dead) and Washington (who is still alive) is used to show Sts a fundamental difference between how the past simple and the present perfect are used in English. In Listening, Sts watch a video documentary about another famous actor: Diana Rigg. The lesson finishes with a speaking activity where Sts talk about the life of an older person who they know well. This leads into Writing, where Sts are asked to write a short biography about a living actor of their choice.

Video material

Pronunciation – /ɔː/

Listening – *An icon for 60 years*

More materials

For teachers

Photocopiables

Grammar present perfect or past simple? (2) p.210

Communicative Like father, like son p.255 (instructions p.226)

For students

Workbook 9C

OPTIONAL LEAD-IN (BOOKS CLOSED) Ask Sts, in pairs, to choose a famous actor whose work they like and brainstorm everything they know about them. Elicit some answers, getting Sts to tell you important biographical information about the actors, and write their names on the board.

1 VOCABULARY & PRONUNCIATION

biographies; word stress, /ɔː/

- a** Books open. Focus on the list of phrases. Elicit / Teach the meaning of *events* (= things which happen to you). Go through the list, making sure Sts understand them all. Now tell Sts to number the events in a logical order between *be born* and *die*. Put Sts into pairs and get them to compare their order with a partner. Do they agree?

Finally, elicit from the class a typical order of the events.

POSSIBLE ANSWERS

- 2 go to primary school 3 go to secondary school
 4 leave school 5 go to university 6 get a job 7 fall in love
 8 marry sb / get married 9 have children 10 separate
 11 divorce sb / get divorced 12 retire

EXTRA IDEA You could get Sts to mark the expressions: *E* = everybody does it, *M* = most people do it, *S* = some people do it.

- b** **9.10** Give Sts time to look at the highlighted words and mark the stress.

Play the audio for Sts to listen and check.

Check answers.

9.10

marry somebody / get married

go to primary school

have children

go to secondary school

go to university

separate

divorce somebody / get divorced

retire

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

Pronunciation notes

The most common spellings of the /ɔː/ sound are *or* (when it is stressed), *al*, and *aw*.

However, words beginning *wor* are pronounced /ɜː/, e.g. *work*, *world*, *worse*, etc., which is confusing for Sts, who often pronounce these words with the /ɔː/ sound.

Learning the rule here should help them to avoid this common pronunciation error.

- c** Focus on the sound picture and elicit the word and sound: *horse* and /ɔː/.

Then play the video for Sts to watch and repeat the sound and words. Encourage them to copy the mouth position.



See sound and words in Student Book on p.76

- d** Focus on the words in the list and tell Sts that some of them have the /ɔː/ sound. Sts should say the words and circle the ones with the /ɔː/ sound. Remind them that it is easier if they say the words aloud to themselves. Get Sts to compare with a partner.

- e** **9.11** Play the audio for Sts to listen and check.

Check answers.

ANSWERS

more, small, walk, talk, ball, form, bought, four

9.11

See words in Student Book on p.76

Now ask *What rule can you hear for words with wor + consonant?* and elicit the answer.

ANSWERS

wor + consonant words are normally pronounced /ɜː/.

You may want to point out that after other consonants, or is usually pronounced /ɔː/, e.g. *more*, *born*, *horse*, etc.

Now play the audio 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.

2 READING understanding the order of life events

- a Tell Sts they are going to read a text about two actors, Sidney Poitier and Denzel Washington. Focus on the photos and ask the class if they have heard of them.

Explain what the title *Brothers in arms* means (= men who develop a close relationship because they fight side by side in a conflict or struggle – in this case, racism in the film industry).

Focus on the task. Give Sts time to read the facts.

Check answers.

ANSWERS

They are both black actors, both won Oscars, their mothers both had prophecies about them; the prophecies said that they would be famous.

Ask Sts if they have seen either of the films mentioned, or any other Denzel Washington films.

Deal with any new vocabulary, e.g. some American English terms in the text: *dishwasher* (AmE) = *kitchen assistant* (BrE) (in a restaurant); *beauty parlour* (AmE) = *beauty salon* (BrE). Model and drill the pronunciation of any tricky words.

- b Focus on the task and tell Sts, in pairs, to read six more facts and decide if each one refers to Poitier or Washington.

Then they decide on the order of the new facts as they add them to the text.

EXTRA SUPPORT First get Sts to decide which facts belong to which to which person, check answers, then order facts.

- c  **9.12** Play the audio for Sts to listen and check.

Check answers.

ANSWERS

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

9.12

See text in Student Book on p.76 and p.77 and answer key

Deal with any other new vocabulary. The adjective *iconic* /aɪˈkɒnɪk/ in fact F (= related to a famous person or thing that people see as a symbol) and related noun *icon* are useful for this lesson. Model and drill the pronunciation of any tricky words.

Glossary: Point out that the equivalent of ‘Sir’ for a woman is ‘Dame’ (e.g. Dame Judi Dench, Dame Diana Rigg).

- d Elicit / Explain the meaning of *What else do they have in common?* (= what other things are similar about them and their lives).

Books closed. Put Sts in pairs, to share what they can remember about the two actors.

Check answers

POSSIBLE ANSWERS

They both got married and had children.
They both received many awards.

3 GRAMMAR present perfect or past simple? (2)

- a Give Sts time to answer the questions about sentences 1–6.

Check which sentences are about Denzel Washington.

ANSWERS

Sentences 2, 3, and 6

Now ask Sts why the tenses in the sentences about Sidney Poitier (1, 4, and 5) are different to the ones in the sentences about Denzel Washington.

ANSWERS

The sentences about Sidney Poitier are all in the past simple because he has died. The ones about Denzel Washington are in the present perfect because he is alive, and the actions or situations are true about his life up to now.

- b Tell Sts to go to **Grammar Bank 9C** on p.150.

Grammar notes

The contrast between the past simple and the present perfect was first focused on in **4B** (see **Grammar Bank 4B** p.140).

Highlight that the present perfect is used in the examples about Denzel Washington because his career as an actor hasn’t finished. He is still an actor and will probably be in more films.

The past tense is used for Sidney Poitier because the sentences refer to a finished period of time. Poitier won’t play any more roles now because he is dead, so *played* is used. If he were still alive, then *has played* would be used (as it is for Denzel Washington).

Focus on the example sentences and play audio  **9.13** 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 for **9C** on p.151. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 Martyn left 2 I lived 3 Hana’s been 4 My sister had
5 I’ve worked 6 The city has changed 7 They were
8 I met, was
b 1 has he lived, moved
2 did Picasso die, did he live, left
3 have they been, ’ve been, met, did...go

Tell Sts to go back to the main lesson **9C**.

EXTRA PRACTICE OPTION Use the **9C Grammar** photocopyable activity.

4 LISTENING using visual clues to understand biographical information

- a Focus on the photos and the questions, and elicit answers. Don’t worry if none of your Sts know her name; however, they may know some of the roles she played, e.g. Lady Olenna Tyrell. Tell them that they will find out all about her in the video.

- b  This video is a biopic of Diana Rigg.

Focus on the task. Go through the headings and all the places, things, and people in the list with Sts.

Play the video once the whole way through. Sts should just watch and not make notes.

Put Sts in pairs to do the task.

Play the video again, pausing after each section for Sts to discuss.

Check answers.

ANSWERS

Her early life: India – It's where she lived for the first eight years of her life.

Her education: Fulneck Girls' School – It's where she acted in many plays

RADA – it's where she studied drama.

Her early career: The RSC – It's where she played important roles in theatre.

Secret Agent Emma Peel – It's the role she got in a popular TV series called *The Avengers*.

£150 → £450 a week – It's the increase in salary she got per week in her second season.

Her later career: *On Her Majesty's Secret Service* – It's the film in which she played the only woman James Bond married.

Lady Olenna Tyrell – It's the role she played in the hit series *Game of Thrones*.

Last Night in Soho – It's the horror film where she played the villain in her last role.

Her private life: Rachael – She's her daughter with her second husband.

A big party – She had a party on her 80th birthday where she invented a cocktail and danced all night.

'Oh, but I've had such a life!' – One of the last things she said to her daughter before she died.



In an acting career which covered sixty years in theatre, in film, and on TV, from Shakespeare, to Bond, to *Game of Thrones*, Diana Rigg was an icon not only for her acting talent, but also for her incredible style.

Diana was born in Doncaster, in the north of England, but she lived for the first eight years of her life in Jodhpur, in India, where her father, Louis, was a railway engineer.

Diana returned to the UK with her older brother, Hugh, and her mother, Beryl, in nineteen forty-five.

She went to boarding school, where she acted in many plays. Her teachers recognized her talent, and when she finished school, she studied drama at RADA, the Royal Academy of Dramatic Art.

After RADA, in nineteen fifty-nine, she got a job with the Royal Shakespeare Company. Diana made her debut in nineteen sixty-one, playing important roles such as Helena in *A Midsummer Night's Dream*, and Cordelia in *King Lear*. She was part of a group of brilliant young actors, including Judi Dench.

Diana didn't earn much money in the theatre, so she also worked as a model, and had some small TV roles. However, in nineteen sixty-five, she got the role of secret agent Emma Peel in a very popular TV series called *The Avengers*. Overnight she became a star, but she continued to work with the Royal Shakespeare Company. She filmed *The Avengers* during the day, and then played Shakespearean roles in the theatre at night.

At this time, women actors were usually paid less than men, but in her second season in *The Avengers*, she fought to get paid the same as the male star, Patrick McNee. Her salary went up from one hundred and fifty pounds a week to four hundred and fifty pounds, though she said later that no other women in the profession supported her.

After leaving *The Avengers*, she had many roles in successful films. In nineteen sixty-nine, she was a Bond girl in the film *On Her Majesty's Secret Service*, and played the only woman James Bond ever married. Diana won many awards for her acting, both in the US and in the UK, including an Emmy for her role in *Rebecca* in nineteen ninety-seven. In nineteen ninety-four, she was made a Dame Commander of the Order of the British Empire, or DBE.

For many of the younger generation, who did not know her in her early roles, Diana became a star again in the hit Netflix series *Game of Thrones*, when, from twenty thirteen to twenty seventeen, she played Lady Olenna Tyrell, 'Queen of Thorns'.

Her last role was in twenty twenty-one, in the horror film *Last Night in Soho*, where she played the main villain. The film was still

in production when she died in September twenty twenty, aged eighty-two, and it is dedicated to her.

Diana Rigg married twice, and had a daughter, Rachael, with her second husband, Archie Stirling, a theatre producer. When she discovered that Stirling was having an affair, Diana divorced him and took all his suits to the nearest charity shop!

Diana Rigg loved life, and lived it to the full. On her eightieth birthday, she had an enormous party where she invented a cocktail called Dame Diana's Dynamite, and danced all night. One of the last things she said to her daughter before she died was, 'Oh, but I've had such a life!'

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

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

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.

c Do the questions as a whole-class activity and elicit opinions. You could tell Sts what you think.

5 SPEAKING

a In this activity Sts put into practice the contrast between the past simple and the present perfect through talking about an older person – a friend or member of their family.

Focus on the activity and give Sts five minutes to think about who they are going to talk about and to prepare their answers to the questions. Stress that it should be an older person, not a younger one, because they will have had more experiences.

Focus on the question prompts. You could demonstrate the activity by getting the class to ask you about one of your grandparents, older relatives, or a friend.

b Sit Sts in pairs, ideally face-to-face. Set a time limit for Sts to interview each other. Encourage Sts answering to give as much information as possible, and Sts asking the questions to ask for extra information where possible.

Then Sts swap roles.

Find out if their two people had anything in common.

6 WRITING a biography

Tell Sts to go to **Writing Bank 9** on p.123.

a Focus on **a**. Give Sts time to read the list of events. Deal with any new vocabulary.

Sts read the biography of Michelle Yeoh and do the ordering task. Point out that the first one has been done for them.

Get them to compare answers with a partner.

Check answers.

ANSWERS

3 She first appeared on TV.

7 She achieved international fame.

8 She won her first Oscar.

1 She was born in Malaysia.

6 She became very famous in Asia.

2 She failed to become a dancer.

5 She gave up acting.

4 She got an important part in a martial arts film.

- b** Now focus on the **Using tenses: past simple, present perfect, present simple** box and go through it with the class.

Sts read the Michelle Yeoh biography again and find another example of each tense.

Check answers.

POSSIBLE ANSWERS

Past simple: she hurt her back; she decided to study creative arts instead

Present perfect: she has received many awards; she has worked for several wildlife organizations

Present simple: Michelle Yeoh is a Malaysian actor

- c** Now Sts read a paragraph about another actor, Ke Huy Quan, and complete it by putting the verbs in brackets in the past simple, present perfect, or present simple.

Get Sts to compare answers with a partner.

Check answers.

ANSWERS

1 was born 2 moved 3 starred 4 gave up 5 returned
6 won 7 has changed 8 has received 9 lives

- d** Sts choose an actor who is still alive – but not too young! – and use the table to make notes about them. They could do this individually or in pairs. If you did the books closed lead-in and Sts chose an actor who is alive, you could suggest that they write about them.
- e** Focus on the highlighted phrases in the biography of Michelle Yeoh. Tell them to use some of these in their own biography.
- Sts do the writing task in class, or for homework if you want them to research the person they are writing about. They could also attach a photo of the actor.
- f** Make sure Sts check their biography for mistakes, especially in their use of tenses.

EXTRA IDEA If Sts wrote their biographies for homework, when they bring them in, get them to swap with other Sts, or put them up round the class for people to read, and then ask the class which ones they found most interesting.



What's going on with Max?

Practical English following directions

Lesson plan

In this episode Sts learn functional language for directions, particularly on public transport.

The episode begins with Ben discussing his relationship problems with Carla and Emma. He has to go to another of Izzy's work events and does not want to. Then in the next scene he calls Izzy to get directions to the bar where the work event is taking place. In the final scene, Ben arrives at the event and misunderstands the situation between Izzy and Max. Izzy is embarrassed by his behaviour, and this leads to a big argument, which ends the episode.

Video material

Pictures of you Episode 5

More materials

For teachers

Oxford English Hub

Quick Test 9

File 9 Test

For students

Workbook Practical English 5

Can you remember...? 1–9

THE STORY SO FAR (books closed)

▶ Play the first part of the video – the recap of Episode 4 (*Previously*) to remind Sts of the previous episode of *Pictures of you* and use it to elicit from Sts what happened.

EXTRA CHALLENGE Put Sts in pairs or small groups to remember the previous episode of *Pictures of you*. Then play the recap for them to check what they remembered.

1 THE REAL PROBLEM

a ▶ In this scene Ben explains to Carla and Emma why he doesn't like the way his relationship with Izzy is going because she has changed so much.

Focus on the photo and elicit that Ben and Emma are in the café chatting to Carla.

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

Now play the video once. Get Sts to discuss the questions with a partner.

Check answers.

ANSWERS

- 1 He's going to one of Izzy's work events. He doesn't want to go.
- 2 Carla



C = Carla, E = Emma, B = Ben

C What's the matter?

E Ben has another one of Izzy's work events tonight.

C And that's a bad thing?

B This is what it's like: Nice to meet you, Ben. So you work in a café? Aw, you're so lucky. I love coffee. People always need coffee. Neh, neh, neh, neh. Ha ha ha.

C Really? Are they all like that?

E But that's not the real problem, is it Ben?

B No, it isn't. It's Izzy. She's different when she's with the people from work.

C Well, she's working. We're all different at work, aren't we? Hi, can I help you? Hi, can I help you? To have here or take away? Thanks very much. Have a nice day!

E Well, I'm not different at work.

C You work on a farm! You spend most of your time talking to animals!

B I know it's because she's at work, but...she's always at work. I don't want to spend all our free time with her work friends, especially Max.

C Well, I'm sure you're going somewhere really nice this evening.

B This evening, I would just like to have a pizza with my girlfriend on the sofa in her apartment. I don't want to have to dress up and go out to a nice restaurant. I want it to be like before. I want Izzy back!

C Izzy is still here.

E Is she...?

B I don't know.

b Focus on the list and give Sts time to read all the items. Make sure they understand the instruction.

Play the video again so Sts can watch and tick the relevant items in the list.

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

ANSWERS

Sts should tick:

- having to go to Izzy's work event
- how Izzy's colleagues talk to him
- how Izzy is different at work
- having to put on smart clothes this evening

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 FOLLOWING DIRECTIONS

a Focus on the photos and elicit that Izzy is giving Ben directions on the phone. Now focus on the map and explain that this is a simplified version of part of the London Underground train system. Tell Sts that the Underground is usually referred to as *the Tube*.

Point out the four words for direction: *north, east, south, west*.

Put Sts in pairs to answer the four questions.

Check answers.

Now give Sts more time in their pairs to discuss what the **bold** words mean.

Go through the meanings with the class, eliciting ideas from Sts and confirming or correcting the answers.

! The map in the Student Book has been adapted and is simplified rather than strictly accurate.

ANSWERS

- 1 five 2 It's an eastbound train. 3 The Victoria line
4 Oxford Circus

stop = station where the underground stops

eastbound / westbound = (trains) going in the direction of east / west

line = section of a transport system – for the London Underground, this is a railway line between two or more destination stations, e.g. the Central line

get (a line) = take a particular underground line

get off = get out of a train

change to (a different line) = get off a train at a station in order to take another train on a different line

- b  In this scene Ben asks Izzy for directions to the evening work event.

Focus on 1 and 2 and the a, b, c options.

Play the video once, and then tell Sts to choose the correct answers.

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

ANSWERS

- 1 b 2 c



B = Ben, I = Izzy

B Hey, yeah. I'm on my way. What's the best way to get to the bar?

I By Tube. Get the Piccadilly line westbound to King's Cross.

B OK, and then?

I Then change to the Victoria line southbound and get off at Warren Street. It's only two stops.

B Could you say that again?

I Get the Piccadilly line westbound to King's Cross. Then change to the Victoria line southbound and get off at Warren Street. It's only two stops.

B Where's the bar?

I Turn right out of the station, then go straight on about fifty metres and take the second right. That's Grafton Way. The place is on the left. It's called The Conversation Bar.

B Got it, thanks. See you soon.

I And Ben...

B Yeah...

I Please don't be late.

- c Now focus on the conversation in the chart. Elicit that the **You say** phrases are what Ben says and the **You hear** phrases are said by Izzy, who is giving Ben directions. These phrases will be useful for Sts if they need to ask for and follow directions.

Give Sts a minute to read through the conversation and think what the missing words might be. Then play the video again and get Sts to complete the gaps. (Note that the complete dialogue is on the unit page, but not on screen for the 'listen and repeat' video.) Play again if necessary.

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

ANSWERS

- 1 line 2 change 3 stops 4 right 5 straight 6 left

Go through the conversation line by line with Sts, helping them with any words or expressions they don't understand. Make sure Sts are confident with *left*, *right*, and *straight on*.

- d  Now focus on the **You say** phrases and tell Sts they're going to hear the conversation again. They should repeat the phrases when the video pauses. Encourage them to copy the rhythm and intonation.

Play the video again for Sts to watch and repeat the phrases.



Same as previous video with repeat pauses

Put Sts in pairs, **A** and **B**. **A** is Izzy and **B** is Ben.

Get Sts to read the conversation aloud, and then swap roles.

- e Focus on the role-play. In their pairs, Sts role-play asking for and giving simple directions to a particular tube stop using the tube map. Go through the instructions with them. Get them to find Euston station on the map. Remind Sts that Ben asked *Could you say that again?* to get Izzy to repeat the directions. Model and drill the phrase and tell Sts **B** to use it if they need it.

A starts the role-play with *Get the...line...bound*.

Monitor and help if necessary.

EXTRA SUPPORT Demonstrate the activity by taking the **A** role yourself and getting a confident student to follow your directions and tell the class the destination.

When they have finished, they should swap roles. This time **B** gives directions. **B** can decide if **A** starts at Euston or another tube station.

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

3 IZZY'S WORK PARTY

- a  In the final scene Ben arrives at the magazine party to see Izzy putting her hand on Max's shoulder as they pose for a work photo. He misunderstands the situation and causes a scene. Izzy is very embarrassed and they have a row.

Focus on the photos and the task.

Elicit ideas, but don't tell them if they are right or not.

Play the video once the whole way through.



B Hey! What are you doing?

I What's wrong with you?

B Look, I made a mistake, OK?

I I'm so embarrassed. Couldn't you see it was a work photo?

B I said I'm sorry, OK! But it's always a work 'something' with you these days. Is that all you think about? Your wonderful job?

I What? Are you annoyed that I'm successful?

B No, of course not. I'm very proud of you, but...but there's never any time for us. And what's going on with Max?

I Max? Oh, come on, Ben. Now you are acting like a child. Max is my boss. I work with him. I work for him. There's nothing going on...Do you really think I would do that to you?

B I don't know. I feel like I don't know who you are anymore.

I That's not fair. I'm me. I'm Izzy. If you don't like who I am, then I...

B Then what?

I I can't have this conversation with you right now.

B I'm not following you, if that's what you want.

- b Now give Sts time to read the *Who...?* questions in the list. Check they understand all the vocabulary, e.g. *got the wrong idea* (= thought something which was not true), *apologizes* (= says sorry).

Play the video again the whole way through for Sts to watch and write *B* or *I* for each question. Play it again if necessary.

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

ANSWERS

1 B 2 I 3 B 4 B 5 I 6 I

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. Highlight that they are all from the video.

Now give Sts time to match a phrase in **A** with 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 could highlight that Izzy uses the phrase *Oh, come on* to show she is annoyed or angry with Ben and that it is stupid of him to think she is interested in Max. You could also tell Sts that we use *What's going on with...?* to ask for an explanation of a situation.

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

ANSWERS

- 1 Look, I made a mistake, OK?
- 2 I said I'm sorry, OK!
- 3 No, of course not.
- 4 Max? Oh, come on, Ben.
- 5 That's not fair.
- 6 Then what?

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 **B** to close their books and respond from memory, and then swap roles.

WHAT DO YOU THINK?

Focus on the **What do you think?** box and go through it with the class.

Put Sts in pairs and get them to discuss their answers to the questions. You can decide if Sts should answer the questions briefly or have a more elaborate class discussion about them.

Elicit some feedback from the class.

- G** expressing movement: *go over*, etc.
V sports: *team*, *player*, etc.; expressing movement: *into*, *through*, etc.
P word stress

Lesson plan

The context of this lesson is sport, and Sts learn how we express movement in English using a verb and an adverb or preposition, e.g. *walk under the bridge*, *go out of the door*. At the start of the lesson, in Vocabulary and Pronunciation, Sts identify various sports in a video, as well as focussing on verbs that go with sports. They then work on the word stress in names of sports, before doing a questionnaire about which sports they like and don't like, etc. In Vocabulary and Grammar, Sts focus on prepositions of movement (*up*, *down*, *along*, *through*, etc.) and they learn how to combine these words with a verb to express movement. In Reading and Speaking, Sts read an article about athletes who are or were bad losers, and talk about others that they have heard of. Finally, in Writing, Sts read an article about public running events, and then write an article of their own about an activity they enjoy in their free time.

Video material

Vocabulary – sports

Vocabulary & Grammar – expressing movement

More materials

For teachers

Photocopiables

Grammar expressing movement p.211

Vocabulary Expressing movement p.282 (instructions p.268)

Communicative The race p.256 (instructions p.226)

For students

Workbook 10A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board the names of four famous current sports people (two male, two female) that you think your Sts will have heard of, ideally each from a different sport e.g. *Kylian Mbappé* (France, football), *Carlos Alcaraz* (Spain, tennis), *Simone Biles* (USA, gymnastics), *Elaine Thompson* (Jamaica, athletics). Ask Sts what their sports are, where they are from, and if Sts have ever seen them on TV. Finally, elicit the verbs to use with their sports, e.g. *play football / tennis, do gymnastics / athletics*.

1 VOCABULARY & PRONUNCIATION sports; word stress

Vocabulary and Pronunciation notes

Some words for sports in other languages are similar to the English word, or even the same. However, they are sometimes spelled differently, e.g. *tennis* is spelt with one *n* in several languages and the pronunciation is usually different, especially the stress e.g. *karate* is *karate* in Portuguese. This means that there may often be interference from Sts' L1 when they use the English word for a particular sport.

The way the verbs *do*, *play*, and *go* are used with sports may also be different in your Sts' L1. *Play* is generally used for ball sports, and *do* for *athletics*, *martial arts*, *gymnastics*, and for sport and exercise in general, e.g. *I do a lot of exercise*.

It is also important for Sts to understand the difference between, e.g. *swim* and *go swimming* which was referred to in **2A**. All sports ending in *-ing* (*sailing*, etc.), can also be used as normal verbs, e.g. *We sailed to the island, and had lunch there*.

- a** This video shows clips of different sports. Focus on the instructions and tell Sts not to write.
 Play the video all the way through for Sts to watch.
 Set a time limit, and put Sts in pairs to remember the ten sports.
 Check answers.

ANSWERS

athletics, basketball, tennis, skiing, cycling, football, rugby, gymnastics, karate, volleyball

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

- b** **10.1** Books open. Focus on the list of sports and check Sts know them all. Use the photos to help. Give Sts time to underline the stressed syllable in each one.
 Play the audio once for Sts to listen and check.

10.1

athletics, baseball, basketball, cricket, gymnastics, handball, hockey, ice skating, karate, rugby, sailing, windsurfing

EXTRA CHALLENGE Before playing the audio, put Sts in pairs and get them to say together how they think the sports are pronounced, and to underline the stressed syllable.

- c** Now focus on the questions. Put Sts in pairs to discuss the answers, looking at the list in **b**.

EXTRA SUPPORT As an example, elicit whether we use *play* or *do* with the first sport in the list, *athletics* (do).

Check answers.

For 1, you could point out that these are gerunds (*-ing* forms).

You could elicit that we most often use *play* when talking about sports with a ball.

ANSWERS

- 1 ice skating, sailing, windsurfing; *cycle* is used when referring to a means of transport e.g. *I often cycle to work*, or to doing the sport professionally, e.g. *He cycles three hours a day when he's training*. *Go cycling* = the activity done for pleasure, e.g. *We're going cycling this weekend*.
- 2 a play: baseball, basketball, cricket, handball, hockey, rugby
b do: athletics, gymnastics, karate

2 SPEAKING

Now focus on the sports questionnaire and go through the questions, making sure Sts understand them. Point out that *live* in the penultimate question is an adjective and is pronounced /laɪv/. Elicit or teach the meaning and pronunciation of *memorable* /'memərəbl/ in the last question. Demonstrate the activity by answering some of the questions yourself.

Put Sts in pairs and get them to ask and answer the questions. Encourage them to ask for and give more information, so that this becomes a conversation, rather than just questions and answers.

Get some feedback from the class.

3 VOCABULARY & GRAMMAR expressing movement

- a 10.2 Focus on the task. Give Sts time to look at the illustration and read the passage.

Tell Sts they will hear some of the commentary before and after the passage in the Student Book.

Play the audio once the whole way through for Sts to complete the gaps. Then play it again if necessary.

Check answers.

ANSWERS

- 1 past 2 towards 3 over 4 into

10.2

England really need a goal now: they're losing two-one, with only five minutes left. But here comes Matthews. What can he do here? He goes past one defender, and another! The goalkeeper's coming towards him. Matthews shoots. And the ball goes over the goalkeeper, and into the goal! That is a fantastic goal! That is the Matthews magic! England two, Germany two!

- b Tell Sts to go to **Vocabulary Bank Expressing movement** on p.170 and get them to do a individually or in pairs.

Vocabulary notes

Sts may not be clear about the difference between *to* and *towards*. Highlight that *He walked to the car* = he reached the car, and *He walked towards the car* = he walked in the direction of the car.

- 10.3 Now do b. Play the audio for Sts to listen and check. Check answers.

10.3

Expressing movement

- | | |
|----------------------|--------------------|
| 6 under the bridge | 3 over the bridge |
| 11 along the street | 12 up the steps |
| 10 round the lake | 7 past the church |
| 8 through the tunnel | 9 towards the lake |
| 4 into the shop | 1 down the steps |
| 2 across the road | 5 out of the shop |

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

Focus on the **across or through** box and go through it with the class.

Then focus on the **away and back** box and go through it with the class.

Finally, focus on **Activation**. Get Sts to cover the words in a and look at the pictures. From memory, they take turns to tell their partner where the woman and her dog went.

Tell Sts to go back to the main lesson 10A.

EXTRA PRACTICE OPTION Use the 10A Vocabulary photocopiable activity.

- c This video consists of seven clips from the video in 1a which clearly show the movement in each of the sentences. Check that Sts understand the verbs in the list. Elicit / Teach the meaning of *hoop*, *net*, *track*, and *line*. Focus on the photo and elicit what the sport is (*athletics – the high jump*). Now focus on the task and the example sentence, and tell Sts they are going to watch a video to see the movements in sentences 1–7. Play the first clip and let Sts complete the sentence, and check the answer. Now play the rest of the video. The pause when the movement is frozen should give Sts enough time to complete the sentences.

Check answers.

ANSWERS

- 2 throwing, through (= basketball)
3 hitting, over (= tennis)
4 skiing down (= skiing)
5 cycling round (= cycling)
6 kicking, into (= football)
7 running towards (= rugby)

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

- d Tell Sts to go to **Grammar Bank 10A** on p.152.

Grammar notes

In English, movement is usually expressed by adding a preposition or adverb of movement to a verb, e.g. *walk up the steps*, *climb over the wall*. In your Sts' L1, this may be expressed in a different way, e.g. by just using a single verb.

Focus on the example sentences and play the audio

- 10.4 for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the **come or go?** and **in or into? out or out of?** box and go through it with the class.

Then focus on the exercises for 10A on p.153. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 to, into 2 past 3 along 4 over 5 towards 6 over, into 7 round 8 across
b 1 over 2 in 3 up 4 into 5 out 6 away 7 down

Tell Sts to go back to the main lesson 10A.

EXTRA CHALLENGE With a class which is very keen on sport, you could get Sts to practise more sports rules. Put Sts in groups of four: **A, B, C,** and **D**. **A** thinks of a sport he / she knows well. The others have to guess it by asking a maximum of ten *yes / no* questions, e.g. *Is it a team sport? Do you play it inside? Do you have to throw the ball?*, etc. When they have guessed, **B** thinks of a sport, etc.

EXTRA PRACTICE OPTION Use the **10A Grammar** photocopiable activity.

4 READING & SPEAKING reading and retelling key events

- a** Do this as a whole-class activity. If Sts aren't into sport themselves, they could think of a friend or family member instead.
- b** Focus on the instructions and the photos A–E. Put Sts in pairs to identify the sports.
Give Sts time to read the article and check their answers. They also need to match the photos and paragraphs.
Get Sts to compare with a partner, and then check answers.
Get Sts to read the **Glossary**. Explain that *soccer* = American English for *football*; *football* in the USA = American football, a different sport.

ANSWERS

- A** football, paragraph 5
B athletics, paragraph 3
C soccer, paragraph 1
D tae kwon do, paragraph 4
E tennis, paragraph 2

- c** Tell Sts to read the article again. Put them in pairs and get them to cover the article and retell each story from looking at the photos in **b**.
Check answers.

ANSWERS

- A** Robert Bauer showed seven fingers to the fans.
B Jon Drummond lay down on the track because he was disqualified. He was crying for so long he became dehydrated.
C Hope Solo made her opponent wait while she changed her gloves, and then was upset after losing the match. She called the Swedish team cowards. Later she was given a six-month ban.
D Angel Matos kicked the referee and attacked a judge. He was banned from all competitions for life.
E Serena Williams lost her temper twice and shouted at the umpire. She lost the match.

Deal with any other new vocabulary, either explaining in English, translating into Sts' L1, or getting Sts to check in their dictionaries. Model and drill the pronunciation of any tricky words.

- d** Put Sts in small groups to discuss the questions or do this as a whole-class activity. If Sts did the task in groups, get some feedback. You could give your own answers to the questions too.

5 WRITING an article

- a** Do this as a whole-class activity.
- b** Tell Sts to go to **Writing bank 10** on p.124 and to do **a**.
When they have finished, check the answer.

You could find out whether Sts already knew about Parkrun and what they think of it.

ANSWER

She enjoys doing exercise with other people.

Now tell Sts to focus on the instructions for **b**. Sts look at the topic in each paragraph of the article. Get them to match 1–4 to the correct summary.

Get Sts to compare answers in pairs.

Check answers.

ANSWERS

Paragraph 4: A

Paragraph 2: B

Paragraph 1: C

Paragraph 3: D

Now focus on the **Organizing notes into paragraphs** box and go through it with the class.

For **c**, point out the groups of notes around the article. Get Sts to complete them with notes 1–8.

Get Sts to compare answers in pairs.

Check answers.

ANSWERS

a 5 **b** 1 **c** 4 **d** 7 **e** 3 **f** 8 **g** 2 **h** 6

- d** Now tell Sts to choose an activity that they enjoy doing in their free time – explain that it doesn't have to be a sport; it can be any free-time activity. Focus on the title. Tell them they must then write an article with four paragraphs by following the model. Give Sts time to make notes about their activity and then organize the notes into four groups.

For **e**, point out the highlighted phrases in the article. Sts should make a list of useful phrases for their activity. Sts could do the writing in class, or you could set it as homework.

In **f**, Sts should check their article for mistakes.

EXTRA IDEA In small groups, Sts swap and read each other's articles. Find out if any Sts wrote about the same activity. Finally, find out if any Sts would like to try an activity they read about.

G word order of phrasal verbs

V phrasal verbs: *look up*, *look after*, *find out*, etc.

P linking

Lesson plan

This lesson provides an introduction to phrasal verbs both as the grammatical and lexical focus. Phrasal verbs are an important feature of English, and are used very frequently by native speakers. Sts will probably have already learned some in *English File Elementary*, such as *wake up*, *get up*, *turn off*, and here they revise ones which have come up so far during the course, learn some more common ones, and learn how they work grammatically. The context is about being a morning person (*lark*) or an evening person (*owl*). The lesson begins with a video documentary about larks and owls and Sts interview each other to find out which category they fall into. In Vocabulary, the focus is on common phrasal verbs, and in Grammar, the word order of phrasal verbs is analysed. In Listening, Sts listen to a radio programme about the advantages of getting up early. Then in Pronunciation, Sts have more practice of linking. The lesson finishes with Speaking, where the phrasal verbs Sts have learned are recycled and practised in a questionnaire.

Video material

Listening – *Larks and owls* (Parts 1–2)

More materials

For teachers

Photocopiables

Grammar word order of phrasal verbs p.212

Vocabulary Phrasal verbs p.283 (instructions p.268)

Communicative Phrasal verb conversations p.257 (instructions p.226)

For students

Workbook 10B

OPTIONAL LEAD-IN (BOOKS CLOSED) Draw a clock on the board and quickly revise telling the time.

Then say a few 'digital times' to Sts (e.g. *eight fifteen*, *eleven forty*, etc.) and elicit the other way of saying them (*a quarter past eight*, *twenty to twelve*).

Then tell Sts to continue in pairs, **A** and **B**. **A** says a digital time and **B** has to say it the other way. Then **B** says a digital time, etc. Stop the activity when you think Sts have had enough practice.

Now ask Sts what they consider to be a very early time to get up, and whether they ever get up at that time.

1 LISTENING & READING

categorizing information, taking notes for retelling

- a** ▶ This video is the first part of a documentary about the difference between *larks* (morning people) and *owls* (evening people).

Focus on the two photos and the bird icons, and also the two photos of the birds at the top of the page.

Explain that the one in the picture on the right is an owl

and the one in the picture on the left is a lark. You may want to translate *lark* into Sts' L1, and tell them that it's a bird which sings early in the morning.

Get Sts to read the instruction and question.

Play the video. Then elicit the answer to the question.

ANSWER

It's describing the differences between morning and evening people. Larks are people who get up early and are at their best in the morning. Owls are people who get up late and are at their best in the evening.



Are you a lark? Do you jump out of bed early in the morning with a smile on your face? Or are you an owl? Do you prefer to stay up late at night?

Larks are at their best early in the day, and tend to go to bed earlier. Owls like to get up late, but they are at their best late in the day. However, it's not just about what time you get up in the morning and go to bed at night. It's about when you feel most active.

- b** ▶ Tell Sts they will now watch Part 2 of the video. Go through the questions with them and elicit / explain the meaning of *night shifts* and *self-disciplined*. You could also check whether they know who the people in 1 and 2 are. Play the video all the way through.

Get Sts to do the task, and then compare answers in pairs.

EXTRA IDEAS

- You could pause the video at 02:24 and ask Sts to predict who they think the documentary will say are happier, larks or owls.
 - As a whole-class activity, you could ask Sts to remember one thing from the video which was new to them or they found especially interesting. Elicit answers from some individual Sts.
- c** Play the video again for Sts to check their answers to **b** and answer the questions.

ANSWERS

b 1 L 2 O 3 O 4 L 5 O 6 L 7 B 8 L 9 O

- c** Larks are usually happier.; If you're an owl and you'd like to be more like a lark, you can get up earlier, keep busy during the day and practise going to bed earlier.



Most people think that people who get up early do better in life and get more done. Many very successful and super-productive people get up between four and six a.m., for example, Tim Cook, Richard Branson, and Oprah Winfrey.

However, not all successful people are larks. Famous night owls include Barack Obama, Charles Darwin, and Elvis Presley.

It's a good idea to match your job to your type, so owls are more suited to evening work or night shifts.

Let's look at some other factors.

More women are larks. More men are owls. Teenagers of either sex are usually owls. Older people are usually larks.

But actually, around sixty per cent of people are a mix of the two types.

Type is also linked to personality. Larks are normally more self-disciplined and orderly, but owls are more extrovert and open. So, the big question is...who is happier? The larks? Or the owls? Well, studies have shown that...larks are happier! Morning people are generally happier with life and have fewer mental health problems. Owls are more at risk of depression.

But scientists think that it is possible to change your type. If you want to become a lark, you can stop using digital devices in the evening, practise going to bed earlier, and give yourself an early-morning reward, for example, a delicious cup of coffee or some time on your iPad.

There's good news for owls, though. If you keep busy and motivated during the day, it might be easier to go to sleep earlier at night. So the next day, you can fly out of bed, happy as a lark!

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

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 Focus on the two photos and check Sts understand what their jobs are (*entrepreneur* = a person who starts or manages businesses).

Put Sts in pairs, **A** and **B**, and tell them to go to **Communication My morning routine, A** on p.107, **B** on p.113.

Go through the instructions for **a** with them carefully, and check that they understand their questions.

Get Sts to read their text and answer the questions with short notes on a separate piece of paper.

ANSWERS

Student A (about George Foreman)

- 1 5.30 a.m.
- 2 He sets five or six alarms.
- 3 He checks his phone.
- 4 Yes, he drinks coffee and eats a bowl of cereal or Greek yogurt with fruit.
- 5 7.30 a.m.
- 6 Between 11.00 p.m. and midnight
- 7 Students' own answers

Student B (about Ashley Eckstein)

- 1 5.00 a.m.
- 2 She sets an alarm.
- 3 She checks her phone.
- 4 Yes, she drinks coffee and eats cereal, yogurt, and fruit or toast.
- 5 Any time, but she tries to send any important emails first thing in the morning.
- 6 11.00 p.m., although her bedtime constantly changes because of all the travelling.
- 7 Students' own answers

Then sit Sts **A** and **B** face-to-face if feasible to do **b**. **A** tells **B** about George's routine, using his / her notes. Then in **c**, **B** tells **A** about Ashley's routine, using his / her notes.

When they have finished, they should answer the questions in **d** about George and Ashley and about themselves.

Get some feedback from various pairs.

ANSWER

George and Ashley are more 'lark' because they both get up early, and Ashley likes to go to bed early. However, George also goes to bed quite late, especially if he has a problem to solve.

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

Tell Sts to go back to the main lesson **10B**.

e Read the questions with the class, making sure they understand all the words and can tell you the difference between *wake up* and *get up*.

Get Sts to discuss the questions in pairs. You could demonstrate the activity by answering some of the questions yourself.

Get some feedback from the class.

f Do this as a whole-class activity. Get some brief feedback from Sts about their partner.

2 VOCABULARY & GRAMMAR phrasal verbs

Vocabulary notes

Technically, a phrasal verb is a verb + particle. The particle can be a preposition or an adverb. However, at this level it is probably easier to call them *prepositions*, which many of them are, rather than confusing Sts with a new term.

Some Sts have a 'phobia' of phrasal verbs and are convinced that they are impossible to learn. It is important to make Sts realize that at the end of the day, they are just more vocabulary items. They can often use an alternative verb (e.g. *continue* instead of *go on*); however, there are some concepts which can only really be expressed with a phrasal verb (e.g. *get up*, *get on with*), and native speakers often use them, so it is important for Sts to gradually increase their knowledge.

a Focus on the **Phrasal verbs** box and go through it with the class.

Now focus on the instructions. Put Sts in pairs and give them a few minutes to work out what the highlighted verbs mean in the six sentences.

Check answers.

ANSWERS

goes off = rings

go back to sleep = start sleeping again

work out = do exercise

stay up = remain awake and not go to bed

b Now elicit answers for questions 1–3. You might want to point out that *get on* is only followed by *with* before another person, e.g. *I don't get on very well with my brother*, but you can also say *My brother and I don't get on well*.

ANSWERS

- 1 look for 2 try on 3 get on with

c Tell Sts to go to **Vocabulary Bank Phrasal verbs** on p.171 and get them to do **a** individually or in pairs.

10.5 Now do **b** and play the audio for Sts to listen and check.

Check answers.

10.5

Phrasal verbs

- 9 The match will be over at about five thirty.
- 11 My alarm goes off at six o'clock every morning.
- 15 We set off for the airport at six thirty.
- 4 I want to give up chocolate.
- 1 Don't throw away that letter!
- 10 Turn down the music! It's very loud.
- 5 Turn up the TV! I can't hear.
- 7 He looked up the words in a dictionary.
- 2 Could you fill in this form?
- 13 I want to find out about hotels in Madrid.
- 8 It's bedtime – go and put on your pyjamas.
- 12 Could you take off your boots, please?
- 3 My sister's looking after Jimmy for me today.
- 6 I'm really looking forward to the holidays.
- 14 She works out every morning.

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 the information box explaining the three types of phrasal verbs and go through it with the class, making sure Sts understand the difference between them.

Now focus on **Activation**. For **a**, get Sts to cover the sentences and look at the pictures. They can test themselves or a partner. Encourage them to say phrases, e.g. *throw away a letter*, *fill in a form*, as learning phrasal verbs in context makes it easier to remember their meaning.

Now tell Sts to focus on **b**. Elicit the meaning of these phrasal verbs from Sts, or if you know your Sts' L1, translate them.

Tell Sts to go back to the main lesson **10B**.

EXTRA PRACTICE OPTION Use the **10B Vocabulary** photocopiable activity.

d Here Sts focus on the grammar of phrasal verbs. Focus on the photo and instructions.

Get Sts to compare which words they have underlined. Check answers.

ANSWERS

1 the alarm clock **2** the alarm clock **3** it

e Focus on the instructions and check Sts know the difference between a noun and a pronoun. Use the sentences in **d** to elicit the difference. Get Sts to read and complete the rules.

Check answers.

ANSWERS

1 noun **2** pronoun

f Tell Sts to go to **Grammar Bank 10B** on p.152.

Grammar notes

Sts will probably ask *How do we know if a phrasal verb which takes an object is type 2 or type 3?* There is no easy rule. Tell them:

- 1** to always put new phrasal verbs into an example sentence, and if they are type 2, to write the object in the middle, e.g. *turn (the radio) down*.
- 2** in a dictionary, a type 2 phrasal verb will always be given with *sth / sb* between the verb and the particle, e.g. *turn sth down*.

Focus on the example sentences and play audio **10.6** for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class, and remind Sts that type 1 are the green phrasal verbs in the **Vocabulary Bank** on p.171; type 2 are red; and type 3 are blue.

Now focus on the exercises for **10B** on p.153. Sts do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a** **1** look after my little sister **2** go out this evening **3** ✓
4 looking for a new job **5** ✓ **6** try them on **7** ✓
8 get on with her **9** take it back **10** get up in the morning
b **1** them up **2** it on **3** it up **4** them in **5** it back
6 it on **7** it down

Tell Sts to go back to the main lesson **10B**.

EXTRA PRACTICE OPTION Use the **10B Grammar** photocopiable activity.

3 LISTENING identifying reasons

a **10.7** Focus on the task and items 1–6. Point out that the first one has been done for them. Give them time to quickly read 2–6.

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

- 2** He does exercise for 30 minutes.
3 He goes for a walk around a local park.
4 He starts work at 9.00 a.m.
5 He studies German at 5.20 a.m. on Thursdays.
6 He works 70 hours a week.

10.7

(script in Student Book on p.132)

Tim Powell isn't a morning person. Which is surprising because on weekdays, he gets up very early. While most of us are still asleep, Powell wakes up at five forty-five, does exercise for thirty minutes in his home gym, and has a big breakfast. Then he gets ready for work and drives to the office. When he gets to the building where he works, he goes for a walk around a local park, then he goes inside to start work at nine. And on Thursdays, he gets up even earlier, at five twenty a.m., to study German.

Powell is a lawyer. He works seventy hours a week, and he says that getting up early helps him to do more during the day. He isn't the only one – many busy, successful people get up very early.

b Now play the audio again for Sts to complete the sentence about Tim.

Check answers.

ANSWER

...it helps him to do more during the day.

c **10.8** Focus on the task. Point out that Sts are going to hear the next part of the programme and give them time to read the three sentences.

Play the audio once the whole way through.

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

Check answers.

ANSWERS

- 1** quiet **2** go to bed **3** do things, energy

10.8

(script in Student Book on p.132)

Experts agree that getting up early is a big help if you have a lot of things to do. There are three main reasons for this. The first reason why it's good to get up early is that the early morning is quiet. Nobody phones you at six a.m. There aren't any important emails or messages to answer. There aren't any meetings. There aren't any people. The morning is your time.

The second reason is that if you get up early, you go to bed early. Most people don't do anything useful in the evenings. People who go to bed late spend many hours watching TV, seeing their friends, and spending time on social media. So if you want to do a lot, it's better to go to bed early, and have shorter evenings and longer mornings.

The third reason is that it's better to do things in the morning, when you have energy. Most people are tired after a day at work or

college. And when you're tired, the last thing you want to do is to exercise, or to study, or to practise a musical instrument. And if you find it impossible to get up early? Set your alarm five minutes earlier than you usually get up. And the next day set it five minutes earlier again. After three weeks, you'll have nearly two hours that you never had before!

- d** Tell Sts to listen and write down examples the presenter gives for each reason in **c**. Sts should also listen for the advice he gives to people who have problems getting up early.
- Play the audio again, pausing after each reason to give Sts time to write.
- Get Sts to compare with a partner, and then play again if necessary.
- Check answers.

ANSWERS

- 1 Nobody phones you at six a.m. There aren't any important emails or messages to answer. There aren't any meetings. There aren't any people.
- 2 Most people don't do anything useful in the evenings. People who go to bed late spend many hours watching TV, seeing their friends, and spending time on social media.
- 3 Most people are tired after a day at work or university. And when you're tired, the last thing you want to do is to exercise, study, or practise a musical instrument.

Now ask Sts what advice the expert gave for people who have problems getting up early.

ANSWER

Get up five minutes earlier every day.

Finally, ask Sts what they think of this advice.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on p. 132, 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 share your ideas with the class and also find out who gets up the earliest and who gets up the latest.

4 PRONUNCIATION linking

- a** **10.9** Here Sts practise deciphering connected speech, and all the examples involve phrasal verbs. Write on the board as an example *get up* and remind Sts that when a word ends with a consonant sound and the next word begins with a vowel sound, they are linked together and sound like one word, especially when people speak quickly. Draw a linking mark on the board between the *t* in *get* and the *u* in *up*.

get up

Point out that the first one (*Please turn it off*) has been done for them. Play the audio once for Sts to hear the six sentences. Tell them just to listen, not to write.

Then play the audio again, pausing after each sentence to give Sts time to write.

Check answers, eliciting the sentences onto the board and drawing the linking marks.

10.9

- 1 I can't concentrate with the radio on. Please **turn it off**.
- 2 There's a wet towel on the floor. **Pick it up**.
- 3 If you don't know what the word means, **look it up**.
- 4 Why have you taken your coat off? **Put it on!**
- 5 This book was very expensive. Please **look after it**.
- 6 Why are you wearing your coat in here? **Take it off!**

- b** Play the audio again, pausing for Sts to repeat the sentences and copy the rhythm.
- Put Sts in pairs and get them to practise saying the sentences.

5 SPEAKING

- a** Go through the questionnaire with Sts, making sure they understand all the vocabulary.
- Then give Sts some time to think about their answers.
- b** Put Sts in pairs, and get them to interview each other with the questionnaire. Tell them to ask alternate questions, and to return the questions to each other with *What about you?*
- Get some feedback from various pairs.

EXTRA SUPPORT Get Sts to choose a few questions to ask you before they interview each other.

Inventions that changed the world

G the passive

V people from different countries

P /ʃ/, /tʃ/, and /dʒ/

Lesson plan

This lesson focuses on inventions – firstly, things that were invented by different nationalities in different centuries, and in the final listening, things invented by women. The lesson begins with Vocabulary and Pronunciation, where Sts look at nationality adjectives and the three sounds: /ʃ/, /tʃ/, and /dʒ/.

Inventions through the ages provide the context for the introduction of the present and past passive in Grammar. Next, in Speaking, Sts ask each other quiz questions that use the passive. Finally, the lesson ends with a listening, where Sts watch a programme about six things invented by women.

Video material

Pronunciation – /ʃ/, /tʃ/, /dʒ/

Listening – *Invented by women* (extracts, full video)

More materials

For teachers

Photocopiables

Grammar the passive p.213

Communicative General knowledge quiz p.258 (instructions p.227)

For students

Workbook 10C

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the following phrase on the board:

The most important invention in the last 100 years was...

Give Sts, in pairs, two or three minutes to complete the sentence.

Get feedback and write Sts' ideas on the board.

Then get Sts to vote, with a show of hands, for the most useful invention.

1 VOCABULARY & PRONUNCIATION people from different countries; /ʃ/, /tʃ/, and /dʒ/

Vocabulary notes

Talking about people of different nationalities is a complicated area in English. In this lesson we just focus on people in general from different countries, rather than individuals (*an Englishman, a Dane*, etc.).

the + nationality adjective: Remind Sts that while there are contexts (as in this lesson) in which it is fine to talk about people from a country, they should avoid stereotyping.

a Books open. Do this as a whole-class activity.

ANSWERS

- 1 American, Belgian, Hungarian (all end in *an*)
- 2 Chinese, Swiss, French, Dutch, Danish, Spanish

b Focus on the **Talking about people from different countries** box and go through it with the class.

Focus on the countries in the list and get Sts to decide, in pairs, how to say the word for the people from each country.

c **10.10** Play the audio for Sts to listen and check. Check answers. Then either use the audio to drill the pronunciation of the words, or model them yourself.

EXTRA SUPPORT You could get Sts to mark where the main stress falls in each word.

ANSWERS

the English, the Brazilians, the Russians, the Vietnamese, the Argentinians, the Italians, the Japanese, the Irish

10.10

England, the English

Brazil, the Brazilians

Russia, the Russians

Vietnam, the Vietnamese

Argentina, the Argentinians

Italy, the Italians

Japan, the Japanese

Ireland, the Irish

Pronunciation notes

The most common spelling of the /ʃ/ sound is *sh*.

However, *ti* and *ci* before another vowel are also pronounced /ʃ/, as in *invention* and *musician*. Another spelling of this sound is 'ch' as in *machine*, particularly in words of French origin e.g. *chef, chauffeur*, etc.

The most common spelling of the /tʃ/ sound is *ch* or *tch*.

The most common spelling of the /dʒ/ sound is *j, g* before *e, i, or y*, and *dge*.

d Focus on the three sound pictures and elicit the words and sounds: *shower* /ʃ/, *chess* /tʃ/, and *jazz* /dʒ/.

Now play the video for Sts to watch and repeat. Tell them to focus on the mouth position for the three sounds.



See sounds and words in Student Book on p.84

e **10.11** Focus on the task. Remind Sts that this type of activity is easier if they say the words aloud to themselves. Put Sts in pairs and give them time to complete the task. Play the audio for Sts to listen and check. Check answers.

EXTRA CHALLENGE Elicit the sounds before Sts listen to the audio.

ANSWERS

- 1 Chinese /tʃ/, invention /ʃ/
- 2 French /tʃ/, cheese /tʃ/, Spanish /ʃ/
- 3 Japanese /dʒ/, watch /tʃ/
- 4 German /dʒ/, technology /dʒ/
- 5 Belgian /dʒ/, musician /ʃ/

10.11

See sentences in Student Book on p.84

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

Finally, put Sts in pairs and get them to practise saying the sentences.

2 GRAMMAR the passive

- a** Focus on the instructions and the photos. Make sure Sts know the meaning of *a century* (= a period of 100 years) and *invent* (= to make or think of sth for the first time).

Put Sts in small groups and tell them to complete sentences 1–10 with the things in the list.

EXTRA SUPPORT Before they do the task, get Sts to match each photo with one of the things in the list.

Tell them to look carefully at the verbs (*was / were*) to see if the item should be in the singular or plural.

Elicit some ideas, but don't tell Sts if they are right.

- b**  **10.12** Tell Sts they are now going to hear the answers as well as some extra facts about each item. First, they just need to listen and check their answers to **a**.

Play the audio, pausing after each item to check the answer.

ANSWERS

1 guns 2 glasses 3 the hot-air balloon 4 stamps
5 the saxophone 6 the biro 7 Lego 8 CDs
9 the mobile phone 10 Siri

10.12

(script in Student's Book on p.132)

The thirteenth century

Guns were invented by the Chinese. The first guns were quite large, like small cannons. The oldest gun that still exists today was made in about twelve eighty.

Glasses were invented by the Italians in about twelve eighty-six. Sunglasses were invented even earlier, in the twelfth century.

The eighteenth century

The hot-air balloon was invented by two French brothers, Joseph and Jacques Montgolfier. The first flight with people was in seventeen eighty-three, and the balloon flew three kilometres over Paris.

The nineteenth century

Stamps were invented by an English teacher, Rowland Hill. The first stamp, from eighteen forty, was called the Penny Black, and it showed the head of the young Queen Victoria.

The saxophone was invented by a Belgian musician in eighteen forty-six. His name was Adolphe Sax. Saxophones were first used mainly in military bands, but are now used in all kinds of music.

The twentieth century

The biro was invented in the nineteen thirties by a Hungarian journalist, László Bíró. His invention was successful because the ink from the pen dried very quickly on paper. In nineteen forty-three, Bíró moved to Argentina because of the war in Germany, and he died there. The word 'biro' is now the most used name for any ballpoint pen.

Lego was invented in nineteen thirty-two by a Danish businessman, Ole Kirk Christiansen. The name *Lego* comes from the Danish phrase *leg godt*, which means 'play well'. Twenty billion pieces of Lego are produced every year.

CDs were invented by a Dutch company, Philips, in nineteen seventy. Sony also worked on CDs, and they were designed to play seventy-four minutes of music because that was the length of Beethoven's *Ninth Symphony* – the Sony boss's favourite piece of music.

The mobile phone was invented by an American company. It was first produced by the company Motorola. On the third of April nineteen seventy-three, Martin Cooper, a Motorola researcher and executive, made the first mobile telephone call. His phone weighed one point one kilograms.

The twenty-first century

The virtual assistant Siri was invented by three American engineers in two thousand and ten. They later sold it to Apple for two hundred million dollars. It speaks, recognizes voice commands, and can do things like answer questions, turn things on and off, and pay bills. The voice of Siri is provided by different actors in different countries and,

in addition to male and female voices, in twenty twenty-two Apple added a gender-neutral voice option called Quinn.

- c** Tell Sts they are going to listen again and they need to write down one more piece of information about each invention.

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

Elicit any information Sts understood about each invention.

ANSWER

See script 10.12

- d** Focus on the task and the example. Tell Sts to write four more true sentences using information from each column once only.

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

ANSWERS

The first stamp was called the Penny Black.
Twenty billion pieces of Lego are produced every year.
The saxophone was invented by Adolphe Sax.
A gender-neutral voice option was added in 2022.

- e** Focus on the two sentences, a and b, and read the three questions aloud to the class. Elicit answers from the whole class, getting a majority opinion on each one and confirming if it is right or wrong.

ANSWERS

1 yes 2 b 3 a

- f** Tell Sts to go to **Grammar Bank 10C** on p.152.

Grammar notes

This lesson provides an introduction to the passive and Sts are taught present and past forms only.

The form of the passive is not difficult for Sts as it is composed of known items: the verb *be* and a past participle.

The passive is often used in English where other languages use an impersonal subject.

Focus on the example sentences and play audio  **10.13** for Sts to listen and repeat. Make sure they pronounce the *-ed* endings in the participles correctly, and encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the exercises for **10C** on p.153. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a** 1 was developed 2 are educated 3 was, discovered
4 was woken up 5 is played 6 were written 7 are made
8 are sung 9 aren't usually seen 10 was opened
b 1 St Paul's Cathedral was designed by Christopher Wren.
2 This olive oil is produced by an Italian company.
3 The first toothpaste was developed by the Egyptians.
4 The Star Wars films weren't directed by Spielberg.
5 The *Mona Lisa* was painted by Leonardo Da Vinci.
6 Glass wasn't invented by the French.
7 The Harry Potter books were written by JK Rowling.
8 Kia cars are made in Korea.

Tell Sts to go back to the main lesson **10C**.

EXTRA PRACTICE OPTION Use the **10C Grammar** photocopyable activity.

3 SPEAKING

Put Sts into pairs, **A** and **B**, and tell them to go to **Communication Passives quiz, A** on p.108, **B** on p.113. Give Sts time to complete their sentences and circle the correct answers. Get Sts to sit face-to-face if possible. **A** reads his / her sentences to **B**, who listens and says if **A**'s sentences are right or wrong, and corrects the wrong answers. Sts then swap roles. Monitor and help as Sts do the task, making sure they are forming the passive and pronouncing the past participle correctly. End the activity when the majority of pairs have finished. Tell Sts to go back to the main lesson **10C**.

4 LISTENING

using visual clues to understand specific information

- a** Focus on the photos and tell Sts to match the words and phrases to the photos. Check answers.

ANSWERS

A dishwasher **B** disposable nappies **C** windscreen wipers
D lipstick **E** solar technology **F** washing machine **G** life raft
H video entryphone **I** stockings

Then give Sts, in pairs, a couple of minutes to guess which six things were invented by women. Don't check answers yet.

- b**  Play the video for Sts to write the letters of the inventions next to each inventor 1–6. Tell them not to complete the texts yet, only watch and listen. Check answers.

Get feedback to find out if Sts had guessed the six inventions correctly.

Make sure Sts understand key words mean, e.g. *disposable* (= you throw it away after you have used it once). Model and drill pronunciation.

ANSWERS

1 B 2 A 3 C 4 H 5 G 6 E

- c** Give Sts time to read through the gapped texts so they can predict what information they need to try to catch. Play the video all the way through for Sts to watch and complete the task. Pause after each invention to give Sts time to write their answers. Get Sts to compare with a partner, then play the video again if necessary. Check answers.

ANSWERS

1 cotton, eco-friendly
2 hotels, restaurants
3 open, windows, safer
4 nurse, husband, engineer
5 Titanic, survivors
6 technology, environment



Hello, and welcome to *Science Now*. When we think of famous inventors, we usually think of men – like Alexander Graham Bell, Guglielmo Marconi, and Thomas Edison. But many of the things which make our lives easier or safer today were invented by women. And on today's show, we're going to look at six of them.

One invention that definitely improved the lives of millions of people was the disposable nappy. They were invented by a woman called Marion Donovan. Her father and uncle were inventors and, when she had young children, she invented a nappy that you could use and then throw away. Before her invention, babies wore nappies made of cotton – like these. And this meant a *lot* of washing. Although she invented the disposable nappy in the nineteen forties, it wasn't until nineteen fifty-one that an American company bought Donovan's idea. Today, millions of disposable nappies are used every day, and Donovan's invention is now more eco-friendly. You can buy biodegradable nappies!

And now another invention which has made life easier. The dishwasher was invented by a woman called Josephine Cochrane in eighteen eighty-six. She was a rich American who gave a lot of dinner parties. But she was annoyed that her servants often broke plates and glasses when they were washing up after a party. Oops! So, Cochrane decided to invent a machine which could wash a lot of plates and glasses safely. She said, 'If nobody else is going to invent a dishwasher, then I will!'. She designed the machine, and then she found a company to make it. At first, only hotels and restaurants bought Cochrane's new machine, but today, the dishwasher is used in homes all over the world. The car was invented by a man, but it was a woman, Mary Anderson, who solved one of the biggest problems of driving. On a trip to New York in nineteen oh three, Anderson noticed that drivers had to open their windows to see where they were going when it was raining. When she returned to her home in Alabama, she invented windscreen wipers, which made driving a lot safer.

Our fourth invention made life safer for people living in flats or apartments – video entryphones. They were invented in nineteen sixty-six by Marie Van Brittan Brown, a nurse who lived in New York. Her neighbourhood was quite dangerous and Brown was often at home alone, so she decided to invent something that would make her feel safer. With the help of her husband, an electrician, she developed a camera that you could put by the front door. This camera sent a picture of the person at the door to a screen inside the flat, and there was also a microphone so you could talk to the person outside. If the person was a welcome visitor, you pushed a button to let them in. If not, you could push another button to contact a security company. This system is now common all over the world. And now an invention that has saved a lot of lives. The modern life raft was invented by Maria Beasley in eighteen eighty and then improved in eighteen eighty-two. Before her invention, life rafts were just wooden platforms, and many people died in accidents at sea. Four of her life rafts were used on the *Titanic*, alongside the ship's normal lifeboats. When the *Titanic* sank in nineteen twelve, only seven hundred and six people survived, and nearly two hundred of them were in the life rafts designed by Beasley. Our last invention is one of today's most important green technologies. Mária Telkes, a Hungarian-American scientist, worked at the Massachusetts Institute of Technology in the United States in the nineteen forties. She was so interested in the power of the sun, that her nickname was 'the Sun Queen'. In nineteen forty-eight, she designed the first house which was heated completely by the sun. The system worked for three years. The solar technology we use today is very different from Telkes's invention, but – like all our female inventors – she showed the world what was possible. And today solar technology has the power to change our lives and save our environment.

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

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** Go through the questions with the class. Remind Sts that they should think about all the inventions on the page, in all the photos. Give them time to think, then put them in small groups to discuss. Alternatively do this as a whole-class activity.

If Sts worked in groups, get feedback from each group. You could also give your own opinion.

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

GRAMMAR

ANSWERS

1 b 2 c 3 a 4 c 5 c 6 a 7 c 8 a 9 c 10 a 11 c
12 b 13 b 14 c 15 b

VOCABULARY

ANSWERS

a 1 goat (the others are insects)
2 lion (the others are farm animals)
3 spider (the others live in the sea)
4 retire (the others are to do with marriage)
5 cycling (the others are sports with a ball)
b 1 for 2 for 3 since 4 since 5 for
c 1 through 2 into 3 along 4 towards 5 past 6 off
7 up 8 down / off 9 forward 10 out
d 1 Japanese 2 French 3 Swiss 4 Belgians 5 Spanish

PRONUNCIATION

ANSWERS

c 1 giraffe /dʒ/ 2 work /ɜ:/ 3 divorce /ɔ:/ 4 invention /ʃ/
5 Dutch /tʃ/
d 1 butterfly 2 retire 3 secondary 4 athletics 5 karate

CAN YOU understand this text?

ANSWERS

a 4 competitions 2 equipment 1 history 3 rules
5 top players
b 1 1976 2 skiing accident 3 wheelchair athlete
4 (tennis) wheelchair 5 twice 6 sport 7 four 8 talented

▶ CAN YOU understand these people?

ANSWERS

1 b 2 a 3 b 4 c 5 a



1 Hope

I = interviewer, H = Hope

I What animal would you most like to see in the wild, for example on a safari?

H Oh, that's a really good question. Probably an elephant.

I Why?

H I think they're amazing. They're so big, and just, they sort of live in the wilderness, and yeah.

2 Mairi

I = interviewer, M = Mairi

I Do you have a phobia?

M I'm frightened of spiders.

I How long have you had it?

M Er, since I was about five or six I think, but I'm not sure.

I How does it affect your life?

M Um, I normally have to check a room to see if there's a big spider in it before I go to sleep, because, one time a spider, er, joined me in my bed.

3 Dave

I = interviewer, D = Dave

I Who's the oldest person you know well?

D My great aunt is a hundred and four, living in California.

I What kind of life has she had?

D She has had a great life. She's still travelling at a hundred and four.

4 Sarah

I = interviewer, S = Sarah

I Do you do any sport or exercise?

S I run and I hike, and I do yoga.

I Do you enjoy it?

S I love hiking, hiking is my favourite, and I just love being in nature and outdoors, and experiencing nature on foot.

5 Kathy

I = interviewer, K = Kathy

I Are you a morning or evening person?

K Um, I'm a morning person. Um, I feel a lot more awake in the morning than in the evening, um, so I tend to get up early, even when I'm not at, even when I'm not at work. Um, and I prefer to go to bed earlier.

G *used to*

V school subjects: *history, geography, etc.*

P *used to / didn't use to*

Lesson plan

The context of this lesson is education and school experiences, and Sts learn to use *used to* to talk about repeated past actions. The lesson begins with a vocabulary focus on school subjects. Then Sts read an article about three famous people who have learning differences. Extracts from the article are used to present the grammar of *used to / didn't use to*. This is followed by a pronunciation focus on the linking in *used to*. In Listening and Speaking, Sts hear six people talking about whether they liked school or not and why, which leads into a speaking activity where Sts talk about their own experiences at primary or secondary school. Finally, Sts develop their writing skills by producing a formal email to a language school.

More materials

For teachers

Photocopiables

Grammar used to / didn't use to p.214

Communicative My past p.259 (instructions p.227)

For students

Workbook 11A

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the following on the board: *maths history biology*
Elicit that they are school subjects, i.e. things you study at school. Model and drill the pronunciation of *subjects* /'sʌbdʒekts/.

Then write these verbs on the board:

love like not mind not like hate

Put Sts into pairs and tell them to make a sentence about themselves for each subject, e.g. *I liked maths, I didn't mind history, etc.*

Get feedback from different pairs.

1 VOCABULARY school subjects

a **11.1** Books open. Focus on the instructions. Tell Sts they are going to hear nine teachers in their classrooms. If you didn't do the optional lead in, model and drill the pronunciation of *subjects* /'sʌbdʒekts/.

Play the audio for Sts to listen and number the lessons they hear.

Get Sts to compare with a partner.

11.1

T = teacher, **SS** = students, **S** = student

1

T OK, so now repeat after me: *du pain*.

SS *Du pain.*

T *De la salade.*

SS *De la salade.*

T *Des saucisses.*

SS *Des saucisses.*

2

T So last week, we looked at percentages, and today, we're going to look at fractions. Can someone give me an example of a fraction?

S Er, three quarters?

T Yes, exactly. And what would that be as a percentage?

S Seventy-five per cent.

3

T Can anybody tell me the dates of the First World War?

S Oh, me sir, me sir!

T Angela?

S Nineteen thirty-nine to nineteen forty-five, sir.

T No, that's the Second World War. Try again.

4

T So we're going to start by defining a few words and phrases. I'm going to dictate the terms and I want you to write a short definition. So, for example, if I said the word *cookies*, what would you write?

S Biscuits?

T Very funny, Carl. Anna?

S Er, pieces of text that, er, websites put onto your computer?

T That's right. And what do internet cookies do?

S They record details of the websites you've visited and, er, how long you've spent on them.

5

T OK. Act three, scene one. OK, Jack, you can be Hamlet. This is a very important speech. Are you ready?

S Yes. *To be, or not to be, that is the question. Whether...*

6

T So I have a small piece of sodium here – about one cubic centimetre – and we're going to see what happens when we add it to water. So if you could all stand back a bit...further back...OK... Here we go...

7

T Today, we're going to look at two self-portraits from different centuries. Take a look at these.

S The one on the right looks like you, sir!

T Thank you, Jasper. Now, I want you to start by thinking about two questions. When do you think the self-portraits were painted? And how old do you think the artists were when they painted them?

8

T OK, we're going to warm up first. I want you to run round the track three times.

SS Can't we play football?

T No, come on, three times round the track. Ready, steady, go.

9

T There are no active volcanoes in the UK, but there are quite a lot in the rest of Europe. Can anyone tell me a European country that has active volcanoes?

S1 Erm, France?

T Not France, no...

S2 Italy? Italy has Mount Etna.

T Yes, Italy. In fact, Etna is the highest active volcano in Europe, at over three thousand three hundred metres.

b **11.2** Play the audio for Sts to listen and check. Sts could note down the words which helped them to identify them next to the subject list.

Check answers by asking the subject and which words helped Sts guess.

POSSIBLE ANSWERS

- 1 foreign languages (French): *repeat after me*, all French words
- 2 maths: *percentage, fraction, three quarters, 75%*
- 3 history: *First World War, 1939 to 1945, Second World War*
- 4 computing: *cookies, website, computer, internet*
- 5 literature: *act, scene, speech, Hamlet*
- 6 science (chemistry) *sodium, add, water*
- 7 art: *self-portraits, painted, artists*
- 8 PE: *warm up, run, track, football*
- 9 geography: *active volcanoes, European country, Mount Etna*

11.2

- 1 foreign languages (see script 11.1)
- 2 maths (see script 11.1)
- 3 history (see script 11.1)
- 4 computing (see script 11.1)
- 5 literature (see script 11.1)
- 6 science (see script 11.1)
- 7 art (see script 11.1)
- 8 PE (see script 11.1)
- 9 geography (see script 11.1)

- c **11.3** Play the audio for Sts to listen and repeat the subjects.

11.3

See words in Student Book on p.88

Then repeat the activity, getting individual Sts to repeat. Point out that *history* /'hɪstri/ and *literature* /'lɪtrətʃə/ each have a syllable which isn't pronounced (the **o** in *history* and the **e** in *literature*).

- d Focus on the task and elicit answers to the first question. Write the subjects on the board. Now focus on the second question and the three options. Point out the speech bubble and the use of *at* after *good*, *OK*, and *bad*. Demonstrate the activity by talking about the subjects yourself. Put Sts in pairs and give them a few minutes to talk to each other. Get some feedback from various pairs.

2 READING understanding and comparing specific information in short texts

- a Focus on the task and give Sts time to look at the title and photos. Elicit what the three people are famous for. Then ask the question to the whole-class, and elicit ideas.
- b Give Sts time to read the article to check their answer to a. Point out the **Glossary**. Check answers. Make sure Sts understand and can pronounce *neurodiverse* /nɪʊərəʊdaɪ'vɜːs/ and the lexis for the learning differences: *dyslexia* /dɪs'leksiə/, *dyscalculia* /dɪskæl'kjuːliə/, *ADHD* /eɪ diː ɛtʃ 'diː/.

ANSWER

They are all neurodiverse – they think and learn differently. Michael Phelps has ADHD, Cher has dyslexia and dyscalculia, and Richard Branson has dyslexia.

- c Focus on the instructions and questions 1–7, making sure Sts understand all the lexis, e.g. *learning strategy*, etc. Highlight that some answers may refer to more than one of the three people.

Give Sts time to read the article again and answer the questions.

Check answers.

ANSWERS

1 C 2 MP, RB 3 C, RB 4 RB 5 MP 6 C 7 MP

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

- d If your Sts are from the same country or region, do this as an open class question. If not, put them in pairs and get feedback.

3 GRAMMAR used to

- a Tell Sts to read the three sentences from the article and answer the questions.

Check answers.

ANSWERS

1 b 2 a

- b Tell Sts to go to **Grammar Bank 11A** on p.154.

Grammar notes

Used to only exists in the past, and is used for past habits or states. Sts may not have an equivalent form in their language. If they do have an equivalent verb, it may also exist in the present (for present habits), which means Sts may try to say *I use to* for present habits when they should use the present simple and an adverb of frequency. *I usually go to the gym every Friday.* NOT *I use to go to the gym every Friday.*

! Sts might confuse *used to* + infinitive with the past of the verb *use*, e.g. *I used my dictionary when I did my English homework.*

Focus on the example sentences and play audio **11.4** for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the **used to or usually?** box and go through it with the class.

Then focus on the exercises for **11A** on p.155. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 He used to have
2 He didn't use to wear
3 He didn't use to have
4 He used to play / like / love / be interested in
5 He didn't use to wear
- b 1 Angie used to hate maths, but she loves it now.
2 Did you use to work hard when you were at university?
3 I didn't use to like reading when I was a child.
4 What did you use to do in the summer holidays when you were young?
5 The British didn't use to cook with olive oil, but now it's very popular.
6 This restaurant used to be a cinema in the 1960s.
7 Did your wife use to eat meat, or has she always been a vegetarian?
8 I didn't use to be interested in athletics, but now I always watch it.
9 Did you use to have a motorbike when you were a student?
10 Telegrams used to be the quickest way to send important messages.

Tell Sts to go back to the main lesson **11A**.

EXTRA PRACTICE OPTION Use the **11A Grammar** photocopiable activity.

4 PRONUNCIATION *used to / didn't use to*

Pronunciation notes

As mentioned earlier, Sts might confuse *used to* + infinitive with the past of the verb *use*. As well as having a completely different meaning, the two verbs are also pronounced differently (*used to* is pronounced /'ju:stə/ and *used* (past of *use*) is /ju:zd/).

The final /t/ in *used* and the /t/ in *to* are run together and make one /t/ sound. For this reason, *use to* or *used to* sound the same, and Sts sometimes write *Did you used to...*?

- a**  **11.5** Focus on the **Pronouncing *used to*** box and go through it with the class. Model and drill the pronunciation of *used to* /'ju:stə/.
- Now focus on the task. Play the audio once for Sts just to listen.
- Play the audio again for Sts to listen and repeat.

11.5

See sentences in Student Book on p.89

Then repeat the activity, eliciting responses from individual Sts.

- b**  **11.6** Focus on the task and the example. Tell Sts that for the first four sentences, they must make positive *used to* sentences; for the next four, negative ones; and questions for the final four.
- Play the audio, pausing after each phrase to give Sts time to make the transformation.

11.6

Positive sentences

have a lot of friends (*ping*) I used to have a lot of friends.
be lazy (*ping*) I used to be lazy.
wear a uniform (*ping*) I used to wear a uniform.
play football (*ping*) I used to play football.

Negative sentences

like exams (*ping*) I didn't use to like exams.
do much homework (*ping*) I didn't use to do much homework.
be good at maths (*ping*) I didn't use to be good at maths.
enjoy PE (*ping*) I didn't use to enjoy PE.

Questions

work hard (*ping*) Did you use to work hard?
like school (*ping*) Did you use to like school?
do sport (*ping*) Did you use to do sport?
have long hair (*ping*) Did you use to have long hair?

Then repeat the activity, eliciting responses from individual Sts.

5 LISTENING & SPEAKING *understanding attitude*

- a** Focus on the instructions and make sure Sts understand what they have to do. Point out that the first one (P) has been done for them.
- Get Sts to compare with a partner, and then check answers.

ANSWERS

No, not really. I didn't like it at all. **N**
I didn't hate school, but I don't think I liked it very much. **N**
Sometimes. Yeah, most of the time. **P**
Well, yes and no. **B**
Yes, overall, I really enjoyed school. **P**

- b**  **11.7** Focus on the task and tell Sts that all the speakers are answering the same question as in **a**, *Did you like school?*

Play the audio, pausing after each speaker to give Sts time to match the speaker to their answer in **a**. Play again if necessary.

Check answers.

ANSWERS

Speaker 4: I didn't like it – I absolutely loved it!
Speaker 2: No, not really. I didn't like it at all.
Speaker 1: I didn't hate school, but I don't think I liked it very much.
Speaker 5: Sometimes. Yeah, most of the time.
Speaker 3: Well, yes and no.
Speaker 6: Yes overall, I really enjoyed school.
Speaker 4 enjoyed school the most.

11.7

(script in Student Book on p.132)

I = interviewer, S = speaker

1

I Did you like school?

S1 I didn't hate school, but I don't think I liked it very much. I used to enjoy PE, I used to enjoy sport, um, I quite liked English, but there were lots of subjects I didn't like. I didn't like maths very much, history was boring, and I found science difficult. I had a small group of friends – not many, but a close group of friends – and I used to spend time with them talking about sport, talking about music. So it wasn't too bad, but I didn't like it very much. I've never been back to school – I've never been to a school reunion, or anything like that.

2

I Did you like school?

S2 No, not really. I didn't like it at all.

I Why not?

S2 It was a boys' school and I got bored with just being with boys all the time. And I didn't really like any of the subjects.

3

I Did you like school?

S3 Well, yes and no. Some things I really loved, some things I thought 'this isn't much fun', but I used to enjoy quite a lot of the subjects.

I Like what?

S3 I liked English and I liked maths.

I And what didn't you enjoy?

S3 I hated geography. And I hated PE. The PE teacher once caught me reading a book on the football pitch, and I was punished for that.

4

I Did you like school?

S4 I didn't like it – I absolutely loved it! I liked all the subjects, especially English and history. I remember one time when I was about six or seven, I got ill during the Easter holidays and I was really, really sad, and my mum thought I was sad because I was ill during the holidays, but in fact I was terrified that I'd never get better and I'd never go back to school.

5

I Did you like school?

S5 Er, sometimes. Yeah, most of the time.

I What did you like about it?

S5 Well, I had some good friends, and I liked learning things, but there were some subjects that I didn't like very much and I hated PE. I used to invent a lot of excuses, like saying that I was ill, because I didn't want to do it.

6

I Did you like school?

S6 Yes, overall I really enjoyed school, though there were some things I didn't like.

I Like what?

S6 In English I found reading long texts very hard, as I have dyslexia, and because of this my handwriting was also slow and messy. And I struggle with numbers, too, so maths and physics were very difficult for me.

I What things did you like?

S6 Um, I discovered I was interested in history, because my teachers were passionate about what they taught, which made me want to learn. But I enjoyed visual and active learning much more, so subjects like drama, art and cooking were some of my favourites.

- c** Tell Sts that they are now going to hear the people again and they must make a list of the subjects they liked and disliked.

Play the audio again and then check answers. Elicit other details if possible.

ANSWERS

Speaker 1: He liked PE and English, but didn't like maths, history, and science.

Speaker 2: He didn't really like any of the subjects.

Speaker 3: He liked English and maths, but hated geography and PE. He enjoyed quite a lot of subjects.

Speaker 4: She liked all the subjects, especially English and history.

Speaker 5: She hated PE.

Speaker 6: She liked history. Her favourite subjects were drama, art and cooking. She found English, maths and physics difficult.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.132–3, 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 about their answers. Adult Sts should think about secondary school; younger Sts could remember primary school.
- e** Put Sts in small groups of three and get them to tell each other about their answers to **d**.

Get some feedback from various groups. You could also tell the class whether you used to like school.

6 WRITING a formal email

Tell Sts to go to **Writing Bank 11** on p.125.

- a** Focus on the instructions and check Sts know all the words and phrases in the list. Get them to read the advertisement and email, and answer the question by ticking three things in the list.

Get Sts to compare with a partner.

Check answers.

ANSWERS

Sts should tick: combining courses; course dates and prices; accommodation

- b** Tell Sts to read the email again and answer the questions about Dario.

Get Sts to compare with a partner.

Check answers.

ANSWERS

- 1** Dario is 35 and works in a library.
- 2** He is A2–B1 level at the moment.
- 3** He's good at reading English. He isn't very good at speaking and listening.
- 4** Three weeks.
- 5** He would like to study for five hours a day.
- 6** He wants to stay with a family.

Now focus on the **Formal language** box and go through it with the class. Tell Sts to look at the highlighted phrases.

- c** Give Sts time to use these phrases to complete the chart. Get Sts to check answers in pairs. Check answers.

ANSWERS

- 1** Please could you confirm that this is possible?
- 2** Yours faithfully,
- 3** I look forward to hearing from you.
- 4** Please could you send me (the dates and prices)?
- 5** Dear Sir or Madam,
- 6** I would like to (do an English course next summer).
- 7** I am writing to ask for information about (your language courses).

- d** Tell Sts they are going to plan their own email to the language school. They should answer the questions in **b** about themselves and make notes about the kind of course they want to do. Tell them to look at the list in **a** for ideas of things to ask the school about.

Give Sts time to make notes. Monitor and deal with any difficulties.

- e** When Sts are ready, set the writing task for homework. Remind them to use their notes and formal language to write the email.
- f** Sts check their work for mistakes before giving it in.

G *might***V** word building: noun formation, e.g. *decide* – *decision***P** diphthongs

Lesson plan

This lesson presents the modal verb *might*, used to express possibility through the context of a person who is very indecisive. The lesson begins with speaking, where Sts interview each other to find out whether they are indecisive. The grammar is then presented through watching a video drama of a couple who are packing for a holiday. In the **Grammar Bank**, Sts see that *may* is an alternative to *might*. Although both forms are common, in oral practice Sts are asked simply to use *might*, in order to avoid confusion. Then in Pronunciation, Sts work on some common diphthongs. This is followed by a listening which asks whether there is too much choice in today's world. Finally, in Vocabulary and Speaking, Sts get some practice in word building (formation of nouns).

Video material

Grammar – *might*

Pronunciation – diphthongs

More materials

For teachers

Photocopiables

Grammar might / might not (possibility) p.215
Communicative I might...but I might not p.260
 (instructions p.227)

For students

Workbook 11B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write *decide* on the board. Ask Sts what it means (= to think carefully about the different possibilities that are available and choose one of them) and which part of speech it is (verb, noun, etc.), and elicit that it's a verb. Ask where the stress is and mark it on the board (*decide*).

Then ask *What's the noun form of decide?* and elicit that it's *decision*. Teach / Elicit the phrase *make a decision*.

Then elicit / teach the adjective *decisive* and its meaning (it describes a person who can make decisions quickly), and then teach / elicit the opposite, *indecisive*.

Focus Sts on the title of the lesson and explain that *make up your mind* means *decide* and that you say it to someone when they are being indecisive.

1 GRAMMAR *might*

- a** Books open. Focus on the *Are you indecisive?* questionnaire and put Sts in pairs. If you didn't do the **Optional lead-in**, write *indecisive* on the board and underline the stressed syllable. Go through the questions and make sure Sts understand the phrase *change your mind* (= make a decision and then change it). Tell them they are going to interview each other to find out who is the more indecisive of the two of them.

Give Sts time to interview each other. Monitor and encourage them to ask for / give more information, and to illustrate their answers with examples.

Get feedback from various pairs to find out which of them is more indecisive, and find out (with a show of hands) if the majority of the class is indecisive or decisive.

EXTRA IDEA You could get Sts to interview you first. Give as many examples as you can.

- b** In this video, which presents the meaning and use of *might*, a woman is finishing her holiday packing. Her partner thinks she has packed several things that she is not going to need, but she explains why she thinks that perhaps she will want them.

Focus on the photo and elicit where the couple are and what's happening (they're in the bedroom and she's packing). Focus on the task. Play the video once the whole way through. Then get Sts to circle the items.

Get Sts to compare with a partner and check answers.

Check answers.

ANSWERS

1 trainers 2 a raincoat 3 a hairdryer 4 three pairs of jeans



D = Dave, B = Becca

D Have you finished packing? The taxi will be here in fifteen minutes.

B Er, nearly. I can't decide what to take.

D Well, hurry up. You don't need all that! You'll never close that suitcase. And we can only take twenty kilos each.

B Yes, I know.

D You don't need your trainers. We'll be on the beach most of the time!

B Well, I might want to go to the gym. There's one in the hotel.

D And why are you taking a raincoat? It's not going to rain in Greece in June.

B It might rain. It sometimes rains in the summer.

D And what's that?

B That's my hairdryer.

D But the hotel will have a hairdryer.

B It might not have one. Not all hotels have hairdryers. And I need it.

D And three pairs of jeans? We're only going to be there for a week.

B They're all different styles. I'm not sure which one I'll want to wear.

D You need to take some things out. Extra baggage costs a fortune. It's something like ten pounds per kilo.

B No, no, it'll be fine. I promise.

D Well, hurry up. The traffic might be bad because of the rain.

N OK, I'll be ready in five minutes...

D The taxi's here.

B OK, I'm ready. Can you take my case downstairs?

D I'm sure this is more than twenty kilos. It's definitely heavier than my case.

- c** Tell Sts they are going to watch again and they must write down the reasons Becca gives for wanting to take each item mentioned in **b**.

Play the video again, pausing after each reason is given.

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

Write the complete sentences on the board.

ANSWERS

- 1 want to go to the gym 2 rain 3 have one
4 different styles

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

- d **11.8** Tell the class Dave and Becca are now at the airport. Focus on the task. You could ask Sts what they think will happen there and elicit ideas.
Play the audio once the whole way through.
Get Sts to compare with a partner, and then play the audio again if necessary.
Check the answer.

ANSWER

Dave's luggage is too heavy.

11.8

(script in Student's Book on p.132)

CO = Check-in officer, D = Dave, B = Becca

CO Can you put your case on the scales, please?

D Shall I help you?

B No, I'm fine.

CO That's eighteen kilos. And your case sir? I'm afraid that's twenty-two point five kilos. You can only take twenty.

B Dave! What's in there?

CO You need to go to the window over there and pay for the extra two and a half kilos. That'll be twenty-five pounds.

D Twenty-five pounds?

B Maybe you can put some of your things in my case. Let's have a look. What's all this? Why have you packed walking boots? We're going to be on the beach!

- e Do this as a whole-class activity.

ANSWER

- 2 a possibility

- f Tell Sts to go to **Grammar Bank 11B** on p.154.

Grammar notes

Might and *may* are synonyms, but *might* is probably more frequent in spoken English, which is why the presentation focuses on this form. However, *may* is also commonly used, especially in writing, so it is important that this is pointed out to Sts.

At this level, *might* is taught more for recognition than production, as it is an example of 'late assimilation' language. In conversation, Sts are more likely to try to express the same idea in another way, e.g. by using *maybe*, *possibly*, or *It's possible*.

Focus on the examples and play audio **11.9** for Sts to listen and repeat. Encourage them to copy the rhythm.
Then go through the rules with the class.

Now focus on the **may / may not** box and go through it with the class.

Then focus on the exercises for **11B** on p.155. Sts do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 H 2 G 3 A 4 C 5 B 6 I 7 F 8 E
b 1 might be ill 2 might be in a meeting 3 might not like it
4 might not have time 5 might have the pasta
6 might be cold

Tell Sts to go back to the main lesson **11B**.

EXTRA PRACTICE OPTION Use the **11B Grammar** photocopiable activity.

- g Focus on the task and the example in the speech bubbles.
You could demonstrate the activity by answering a couple of the questions yourself.

Make sure Sts understand that they must give two possibilities each time and tell them to return the question with *What about you?* Put Sts in pairs and get them to ask and answer the five questions.
Get some feedback from various pairs.

2 PRONUNCIATION diphthongs

Pronunciation notes

A diphthong is a combination of two vowel sounds which run together to produce a new sound. For example, the diphthong /ɪə/ is a combination of /ɪ/ and /ə/. There are eight diphthongs in English, which are all practised here.

- a **11.8** Look at the eight picture words and sounds, and tell Sts to watch and listen to how they are pronounced and focus on the mouth position. Play the video once for Sts to just watch and listen.

Now play the video again for Sts to watch and repeat each sound. Play again if necessary, concentrating especially on any sounds your Sts find more difficult to make.

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



See sounds and words in Student Book on p.90

- b Tell Sts to look at all the words in each category and to find the odd word out, i.e. the one that doesn't have the same diphthong sound. Remind Sts that this kind of exercise is easier if they say the words aloud to themselves.

Get Sts to compare with a partner.

- c **11.10** Now play the audio for Sts to listen and check.
Check answers.

ANSWERS

- 1 since 2 key 3 trousers 4 fear 5 where 6 bus
7 throw 8 town



11.10

See words in Student Book on p.90

Then play the audio, pausing after each line for Sts to listen and repeat.

- d **11.11** Tell Sts they are going to hear one sentence for each of the eight sounds in **b**. They must listen and repeat them.

Play the audio, pausing after each sentence for Sts to listen and repeat.



11.11

- 1 I might buy a white tie.
2 It may rain later.
3 We don't know where to go.
4 There's a hairdresser in the square.

- 5 Here's a really good idea for a souvenir.
- 6 The tourists are curious about Europe.
- 7 We're now in a small town in the south.
- 8 Those noisy boys are annoying me.

Then repeat the activity, eliciting responses from individual Sts.

3 LISTENING & SPEAKING identifying the main points in a talk

- a Focus on the photos and the different styles of jeans, and make sure Sts know what they all are. Then put Sts in pairs or small groups to answer the questions.

Elicit some feedback from the class.

EXTRA IDEA You could mention more styles including *baggy, high-rise, low-rise, cropped, barrel leg, etc.*, especially if the Sts are wearing any of these.

- b  **11.12** Focus on the task, but don't ask Sts their opinion as they will be giving it later. You might want to tell Sts that the speaker is American.

Play the audio once the whole way through.

Check the answer.

ANSWER

yes

11.12

(script in Student Book on p.132)

Is too much choice making us unhappy?

Buying jeans isn't as easy as it used to be. Years ago, there was only one kind of jeans – probably Levi's. Nowadays, there are hundreds – different styles, different colours, different lengths, with buttons, with zips. There are so many options that you feel the perfect pair must be waiting for you somewhere...

And it isn't just jeans. In big supermarkets, we have to choose between thousands of products – my local supermarket has thirty-five different kinds of milk! When we're buying clothes or electrical gadgets, ordering a coffee in a café, looking for a hotel on a travel website, deciding which TV channel to watch, or even choosing a future partner on a dating website, we constantly have to choose from hundreds of possibilities.

People often think that being able to choose from a lot of options is a good thing. However, university researchers have discovered that too much choice is making us feel unhappy and dissatisfied. The problem is that we have so many options that we get stressed every time we have to make a decision, because we're worried about making the wrong one. Then, when we choose one thing, we feel bad because we think we are missing other opportunities, and this makes us dissatisfied with what we've chosen.

Research also shows that we feel happier when we have less choice. In a study, Professor Mark Lepper at Stanford University found that people who tried six kinds of jam and then chose one felt happier with their choice than those who were offered twenty-four jams to taste.

But if all this choice is bad for us, what can we do about it? Professor Lepper suggests that we should try to relax when we have to decide what to buy. 'Don't take these choices too seriously or it will become stressful,' he says. 'If you pick a sofa from IKEA in thirty seconds, you'll feel better than if you spend hours researching sofas – because you won't know what you're missing.'

- c Focus on the task and give Sts time to read the five main points and their options. Make sure Sts understand all the lexis.

Play the audio again.

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

EXTRA CHALLENGE Get Sts to choose their answers before they listen again.

ANSWERS

1 b 2 c 3 a 4 b 5 c

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.

- d Either put Sts in pairs or small groups and get them to discuss the two questions for each thing in the list.

Get some feedback from the class.

EXTRA SUPPORT Do this as a whole-class activity.

4 VOCABULARY & SPEAKING word building: noun formation

Vocabulary notes

There are several ways of making nouns from verbs, but here we focus on the three most common endings: *-ion*, *-sion*, and *-ation*. More complicated for Sts is when the noun is a different word altogether – Sts learn six common examples here.

- a Do this as a whole-class activity. Model and drill pronunciation of each word.

ANSWERS

choose = verb; *choice* = noun

decide = verb; *decision* = noun

- b Focus on the **Making nouns from verbs** box and go through it with the class.

Now focus on the chart, point out the two sections, and make sure Sts know all the nouns. Highlight the *-ion* ending and the spelling changes. Point out that the first one (*decide*) has been done for them, and get Sts to continue in pairs.

- c  **11.13** Play the audio for Sts to listen and check. Check answers.

ANSWERS

See audioscript 11.13 below

Now get Sts to underline the stressed syllables in the verbs and nouns.

Check answers.

11.13

- 1 decide, decision
- 2 revise, revision
- 3 confuse, confusion
- 4 invent, invention
- 5 compete, competition
- 6 educate, education
- 7 invite, invitation
- 8 pronounce, pronunciation
- 9 choose, choice
- 10 advise, advice
- 11 fly, flight
- 12 live, life
- 13 die, death
- 14 succeed, success

Now you could ask Sts what the rule is for the stress in nouns which end in *-ion*, *-sion*, *-ition*, and *-ation*.

ANSWER

With nouns ending in *-ion* or *-sion*, the stressed syllable is always the one before the ending, and for *-ation* or *-ition* it is on the *a* or *i* before the *-tion*.

Finally, play the audio one more time for Sts to listen and repeat.

EXTRA CHALLENGE Give Sts some more verb prompts to change into nouns, e.g. *celebrate* – *celebration*, *communicate* – *communication*, *explode* – *explosion*, etc.

d Focus on the task and give Sts time to complete questions 1–8 with nouns from **b**.

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

ANSWERS

1 decision 2 invitation 3 flight 4 invention 5 competition
6 advice 7 life, death 8 pronunciation

EXTRA SUPPORT Put Sts in pairs to complete the questions, and then check as a class.

e Put Sts in pairs and get them to ask and answer the questions in **d**. Tell them to give as much information as possible or to ask for more information.

Get some feedback from various pairs.

- G** so, neither + auxiliaries
V similarities and differences
P /ð/ and /θ/

Lesson plan

The topic of this lesson is twins. The lesson begins with a video about an online project called *Twin Strangers*, which helps you find your lookalike anywhere in the world. There is then an audio interview with a journalist who tried the site. This is followed by the vocabulary focus, which is on words and phrases used to express similarities and differences, e.g. *similar to*, *different from*, and the structure *So am I / Neither am I* is presented in Grammar through the case of identical twins who were separated at birth, but reunited 40 years later. The pronunciation focus is on the two possible pronunciations of *th*, /ð/ as in *neither*, and /θ/ as in *both*. The lesson ends with a speaking activity in which Sts first complete some sentences so they are true about themselves, and then try to find a classmate like them. At this level, Sts will find it hard to manipulate this structure with much fluency, so here they just practise using the present forms *So am I / do I* and *Neither am I / do I*.

Video material

Listening – *Twin strangers*
 Pronunciation – /ð/ and /θ/

More materials

For teachers

Photocopiables

Grammar so, neither + auxiliaries p.216
Communicative So do I! p.261 (instructions p.227)

For students

Workbook 11C

OPTIONAL LEAD-IN (BOOKS CLOSED) Write on the board the words: *twin*, *stranger*

Elicit the meaning of them both. Then write them up together: *twin stranger*

Ask Sts what they think this might mean. Elicit ideas, but don't tell them if they are right yet, as they will find out in a video documentary they are going to watch.

1 LISTENING using visual clues to understand a human-interest story

- a** Books open. Focus on the instructions and photos. Make sure Sts know the meaning of *identical twins* and *complete strangers*. If your Sts have been watching the video *Pictures of you* in the Practical English lessons, you could elicit that Ben and Emma are non-identical twins, as identical twins are always the same sex.

With a show of hands, find out which photo Sts think is of identical twins. Don't tell them if they are right or not.

- b**  This video is a documentary about the people who invented the website *Twin Strangers*. Part of the documentary is unsimplified footage from a programme about them and when they speak Sts will find them

more difficult to understand than the rest of the video voiceover. For this reason, we suggest that when you play it the first time, you switch on subtitles. This will also introduce Sts to the idea of watching videos in English with English subtitles, which is an excellent way of practising their English.

Tell Sts they are going to watch a video called *Twin strangers* to check their answer.

Play the video once all the way through.

Then check the answer.

ANSWER

The second picture is of twins.

- c** Give Sts time to read questions 1–7. Check they understand all the vocabulary and tell them that the Irish name *Niamh* is pronounced /ni:v/, and it is the name of the woman in the video who set up the *Twin Strangers* website.

Now play the video again. Then put Sts in pairs to answer the questions.

Get Sts to compare answers with a partner.

Check answers.

ANSWERS

- 1 They decided to find their twin strangers in one month from anywhere in the world.
- 2 They advertised their project on social media.
- 3 It took two weeks before Niamh met Karen.
- 4 Niamh and Karen put on the same make-up and did their hair the same way for a photo.
- 5 Niamh's second 'twin' was from Italy.
- 6 They met in Genoa.
- 7 Terence and Harry received some photos, but they weren't very like them.



Na = narrator, N = Niamh, T = Terence, H = Harry

Na *There are two types of twins: non-identical twins, who don't look the same, and identical twins, who look exactly the same. But did you know that there are also 'twin strangers' – people who look the same, but are not related at all?*

They say we all have seven twin strangers in the world – seven people who are not our relatives, but who look nearly identical to us.

On the twentieth of March twenty fifteen, three friends from Dublin began a unique challenge.

N Hi, I'm Niamh.

T I'm Terence.

H And I'm Harry.

N And we're trying to find our twin strangers from anywhere in the world.

H Basically, we've set ourselves a challenge, and we have one month starting from today, to find people who look really really like, us, or almost completely identical.

Na *The three friends advertised their project on social media. Soon messages and photos started coming in from everywhere in the world, especially for Niamh.*

After two weeks, Niamh got to meet Karen, the first of her potential twin strangers. It was a very exciting meeting! Niamh and Karen decided to put on the same make-up and do their hair the same way for a photo.

N So guys, this is it. Make-up and hair. What do you think?

Na *Niamh continued to search for her other six twin strangers, and she found number two...in Italy!*

N So this lovely girl named Luisa got in touch on the site, so I had a crazy idea? Why not go fly and meet her?

Na So Niamh travelled to Genoa on the Italian Riviera.

N So great to meet you, and meet your face!

Na So what about the boys? Harry found two or three people like him, but they weren't as good as Niamh's twin strangers. Terence received some photos, mainly from the USA, but they weren't very like him. He says, 'I think there are definitely Black guys out there who look like me.' Soon their online project became a website, and since then many people have found their 'twin' on Twin Strangers.com. Sara, from Sweden, found Shannon, from Ireland after they both went on the site, and they met in Dublin.

So, if you'd like to meet your twin stranger, all you need to do is go to their website, upload a photo, and... who knows? In a few days' time, you might find someone who looks just like you!

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

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

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 **11.14** Focus on the task and make sure Sts understand the situation.

Play the audio once the whole way through for Sts to listen and answer the two questions.

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

EXTRA SUPPORT Draw a picture of a head on the board with as many facial features as possible, e.g. face, eyes, nose, mouth, hair, lips. Then elicit these words from Sts and write them on the board.

ANSWERS

Yes, Maggie found someone who looked very like her.
It was a strange feeling, but she's happy she found her 'twin'.

11.14

(script in Student Book on p.132)

I went onto the Twin Strangers website. All you have to do is pay three dollars ninety-five, upload a photo of your face, and then describe it – your nose, mouth, and eyes. I looked in a mirror and decided that I have an oval face, blue eyes, and, unfortunately, thin lips.

Immediately, I got a lot of photos of possible matches. My first reaction was, 'They all look totally different from me.' Then something interesting began to happen. Some of the people started to look familiar, like people in my family. I found one woman who looked just like my brother. I started to wonder. Was there something there?

I called my husband to come and have a look at all these 'twins'. His first reaction was the same as mine, but then he went a bit quiet. He pointed to one woman who, at first sight, looks completely different from me, but whose picture I had stopped at several times. He said, 'She has the same mouth as you. In fact, she's a bit like you.' And he was right.

I decided to change my profile a bit. Many people tell me I look younger than I really am, so I put my age as ten years younger, and then searched again. The result was surprising. Suddenly, there seemed to be a number of women a bit like me. Especially one. I put her picture on my Facebook page and asked my friends what they thought. The first person to answer was my brother. 'Yes,' he wrote, 'she looks like you and our sister.'

It's a strange feeling. I keep looking at her picture. We're very similar, but not identical – for example, she has brown eyes, but mine are

blue. But there's something there. Not just the blonde hair and the thin lips. There's something in her eyes that I recognize. It's a very strange feeling, but I'm really happy that I found her. I sent her a message through the website, but she hasn't replied yet. I'm going to keep trying. I want to know who she is.

e Tell Sts they are going to listen to Maggie again and need to answer questions 1–8.

Give Sts time to read the questions.

Now play the audio again.

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

ANSWERS

- 1 She says 'I have an oval face, blue eyes, and, unfortunately, thin lips.'
- 2 She thought they all looked totally different from her.
- 3 Her brother.
- 4 Her husband thought one of the twins had the same mouth. Yes, she did.
- 5 She changed her age by making herself ten years younger.
- 6 He thought she looked like Maggie and their sister.
- 7 They both have blonde hair and thin lips.
- 8 No, they haven't. Maggie sent her a message, but she hasn't replied.

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.

f Put Sts in pairs and get them to discuss the questions.

Get some feedback from various pairs. You could tell the class your answers, too.

2 VOCABULARY similarities and differences

a Here Sts learn some different ways of expressing similarities. Focus on the sentences about the people in 1.

Get Sts to complete the gaps with words and phrases from the list. Point out that the stress is marked in the longer words.

b **11.15** Play the audio for Sts to listen and check.

Check answers.

11.15

- 1 Niamh and Karen were **both** very excited to meet.
- 2 The two girls looked **identical**.
- 3 The first photos Maggie looked at were totally **different from** her.
- 4 Maggie found one woman who looked **just like** her brother.
- 5 Her husband said, 'She has **the same mouth as** you.'
- 6 Maggie's 'twin' looks very **similar to** her.

EXTRA CHALLENGE You may also want to teach the rules for the position of *both*, i.e. before the main verb, but after *be* (like adverbs of frequency).

c Say the sentences about yourself. Encourage Sts to ask for more information.

Then give Sts a few moments to complete the sentences with a family word.

! For 4, they need to add other words, too. They can use the same family member more than once.

Put Sts in pairs to discuss their answers.

Get feedback by eliciting different sentences from various pairs.

3 GRAMMAR *so, neither* + auxiliaries

- a Focus on the photo and ask Sts if the two men look similar. Elicit that they are twins.
Now focus on the instructions. Give Sts time to read the text and answer the questions.
Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 They are (American) identical twins.
- 2 Because they were adopted by two different families when they were babies
- 3 He decided to try to find his brother.
- 4 Six weeks

- b 11.16 Either tell Sts to cover the conversation or get them to close their books. Tell Sts that the two men have a lot of things in common. They should listen to the conversation for at least three things.
Before playing the audio, you might want to tell Sts that *neither* can be pronounced /'naɪðə/ or /'niːðə/, and that in this audio they will hear the American version /'niːðər/. Play the audio once the whole way through. Play again if necessary.
Elicit answers from the class onto the board. You may need to teach the word *both* here.

EXTRA CHALLENGE Tell Sts to try and hear as many things as possible that the men have in common.

ANSWERS

Sts should mention three of these:

Both men have been married twice, they both have a son called James Allen, neither went to college, they were both terrible students, they both have a dog called Toy, they don't do any exercise, they own the same car (a Chevrolet), and they both drink Miller Lite beer.

11.16

See conversation in Student Book on p.93 and answer key for c

- c Get Sts to look at the conversation. Tell them to listen again and to complete it. Play the audio once and then play it again if necessary.
Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 am 2 have 3 do 4 did 5 was 6 do 7 do 8 do

Finally, ask Sts which coincidence they find the most surprising.

- d Focus on the instructions and put Sts in pairs. Give them time to answer the questions.
Check answers.

ANSWERS

- 1 ☒ So am I, So have I, So was I, So do I
☐ Neither did I, Neither do I
- 2 The auxiliary verb changes to follow the tense or form used by the first speaker.

- e Tell Sts to go to **Grammar Bank 11C** on p.154.

Grammar notes

The main problem Sts may have is thinking that *So (do) I* is used to agree with a statement and *Neither (do) I* to disagree. It is important to stress that both are used to say that two people have the same opinion or do the same thing, but we use *So...* when it is a positive thing and *Neither...* when it is a negative thing.

Sts will probably already know the expression *Me too*, which is a 'shortcut' way to express *So do I*, etc. You may want to teach Sts the negative version, *Me neither*.

Focus on the example sentences and play audio 11.17 for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the ***neither and nor*** box and go through it with the class.

Then focus on the exercises for **11C** on p.155. Sts do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 am 2 did 3 was 4 do 5 have 6 can 7 would
8 did 9 would 10 can
b 1 So do I. 2 Neither am I. 3 So did I. 4 Neither have I.
5 Neither do I. 6 So can I. 7 So will I. 8 So am I.

Tell Sts to go back to the main lesson **11C**.

EXTRA PRACTICE OPTION Use the **11C Grammar photocopyable activity**.

- f 11.18 Focus on the instructions and the example.
Explain that Sts are going to hear a sentence and they have to use *So...I* or *Neither...I* to say that they are the same. You might want to stress that Sts mustn't think about themselves, but simply answer so that they agree with the speaker.
Play the audio, pausing after the first sentence to elicit *So do I* from the whole class. Continue, pausing the audio after each sentence to elicit a response.

11.18

- 1 I catch the bus to work. (*ping*) So do I.
- 2 I like chocolate. (*ping*) So do I.
- 3 I'm happy. (*ping*) So am I.
- 4 I'm not angry. (*ping*) Neither am I.
- 5 I don't like football. (*ping*) Neither do I.
- 6 I'm going out tonight. (*ping*) So am I.
- 7 I have a big family. (*ping*) So do I.
- 8 I'm not English. (*ping*) Neither am I.
- 9 I live in a flat. (*ping*) So do I.

Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT Write *So _____ I* and *Neither _____ I* on the board for Sts to focus on.

4 PRONUNCIATION /ð/ and /θ/

Pronunciation notes

/ð/ and /θ/

Sts should be aware by now of the small difference between these two sounds, as they occur in so many common words. Here they get some extra practice to help them to hear the difference and produce the two sounds.

- a**  Focus on the two sound pictures, *mother* /ð/ and *thumb* /θ/, and play the video once for Sts just to watch and listen to the sounds and words. Encourage Sts to try to approximate the *th* sound as far as possible, and to hear the difference between the voiced sound /ð/ and the unvoiced sound /θ/, although they may find this quite difficult.

Then play the video again, pausing for Sts to listen and repeat the words and sounds.

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



See sounds and words in Student Book on p.93

- b**  **11.19** Focus on the instructions and tell Sts that this exercise is a dictation. They will hear first four more words to add to the *mother* group, and then four more to add to the *thumb* group.

Play the audio for Sts to listen and write.

Get Sts to compare with a partner.

Check answers by eliciting the words onto the board.

11.19

mother /ð/ although, other, these, without

thumb /θ/ maths, thing, thirsty, through

Then play the audio again, pausing after each word or group of words, and get Sts to repeat.

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

EXTRA CHALLENGE Say some words for Sts to identify the sound, /ð/ or /θ/.

5 SPEAKING

- a** Focus on the instructions. Make sure Sts understand all the categories in brackets, and give them a few minutes to complete the sentences.
- b** Go through the instructions and focus on the speech bubbles. Demonstrate by going to different Sts and saying *I love* (whatever kind of music you like) to individual Sts until somebody says *So do I*. If they don't like it, encourage them to say a whole sentence, e.g. *Really? I don't like it. / I hate it*.

Tell Sts to stand up and start saying their sentences from **a** to each other to find someone who is the same. Monitor and make sure Sts are using *so*, *neither* + auxiliaries correctly. Stop the activity when one student has a name for all his / her sentences.

Get some feedback from the class.

Is this the end?

Practical English phoning and leaving a message

Lesson plan

In this final Practical English episode the functional language is phoning and leaving messages.

After their argument at the end of Episode 5, Ben and Izzy are not speaking. In the first scene Ben imagines Carla, Emma, and Izzy talking to him about the situation and giving advice. In the second scene he decides to phone Izzy, but is unable to reach her at home or at work. In the final scene Pamela, Izzy's landlady, notices Izzy is sad and has not gone to work. They go out for a walk in the park and Izzy tells her about the problems with Ben. Then they see Ben who is also walking in the park hoping to bump into Izzy. Ben and Izzy talk together about their feelings, and at the end of the episode, they decide to end the relationship.

The final season of *Pictures of you* is in *English File Intermediate*.

Video material

Pictures of you Episode 6

More materials

For teachers

Oxford English Hub

Quick Test 11

File 11 Test

For students

Workbook Practical English 6

Can you remember...? 1–11

THE STORY SO FAR (books closed)

▶ Play the first part of the video – the recap of Episode 5 (*Previously*) to remind Sts of the previous episode of *Pictures of you* and use it to elicit from Sts what happened.

At the end of the last Practical English lesson, Sts predicted what they thought was going to happen next. Ask them if they can remember their predictions, and tell them they will now find out if they were right.

EXTRA CHALLENGE Put Sts in pairs or small groups to remember the previous episode of *Pictures of you*. Then play the recap for them to check what they remembered.

1 BEN'S DILEMMA

a ▶ In this scene Ben imagines the advice that Carla, Emma, and Izzy herself would give him as he decides what he should do.

Focus on the title and teach the word *dilemma* /daɪ'lemə/ (= a situation where you have to make a very difficult and important choice).

Elicit what Sts think Ben's dilemma is.

Focus on the photo and task. Give them time to read the question.

Then play the video once the whole way through for them to watch.

Get Sts to discuss the question with a partner, and then check answers.

ANSWERS

No, they aren't. They're in Ben's imagination.



C = Carla, B = Ben, E = Emma, I = Izzy

C Well, you know what you have to do. You should apologize.

B I have apologized! But she doesn't listen to me.

C Izzy's angry. Of course she's angry. She probably thinks that you don't trust her.

B I trust her! Of course I trust her.

E Do you trust her?

B Yes. Nothing happened between her and Max.

E But do you believe her?

B Yeah!

E Or do you just want to believe her?

B What do you mean?

E You think she's going to break up with you. That she might be happier without you.

B No, I don't.

E Or maybe, just maybe, you think you might be happier without her.

B I...no, that's not true. I want to stay with her.

E Then you'll have to change. But do you want to change?

B No.

I Ben. Love is sometimes hard work. Things don't always go to plan. People change. But it's always worth it if it's the right person. So ask yourself this: am I the right person?

B I don't know anymore.

b Focus on the different pieces of advice, and give Sts time to read through them and think who said what.

Play the video again so Sts can watch and write the correct names.

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

ANSWERS

1 Izzy 2 Carla 3 Emma

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.

c Put Sts in pairs to discuss the question. Elicit ideas from some Sts.

2 PHONING AND LEAVING A MESSAGE

a ▶ In this scene Ben tries unsuccessfully to speak to Izzy on the phone.

Focus on the photos and the two questions.

Play the video once the whole way through.

Get Sts to compare answers with a partner.

Check answers.

ANSWERS

1 4 2 No, he doesn't.



IV = Izzy's voicemail, B = Ben, R = R receptionist, M = Max

IV I'm sorry. I can't take your call at the moment. Please leave a message and I'll get back to you.

B Hi, Izzy. It's Ben. Can you call me back, please?

R Light on London. How can I help you?

B Hi. Can I speak to Izzy Silva, please?

R Just a second, I'll put you through...

B Izzy?

R Sorry, she's not at her desk right now.

B Can I leave a message, please?

R Sure.

B Can you tell her Ben called? I'll call her back later.

R No problem, I'll give her the message.

B Thanks.

R Light on London, how can I help you?

B Hi. Can I speak to Izzy Silva, please?

R Just a second...I'm sorry, the line's busy. Do you want to hold?

B Yes. I'll hold.

M Hello, Izzy Silva's phone.

B Uh...Is Izzy there?

M Ben? Er, no. She's taken the day off. Er...I'd give her some space if I were you.

B Thanks for the advice.

- b** Now focus on the conversations in the chart. Ask Sts *Who says the **You hear** sentences in each conversation?* and elicit that first it is Izzy's voicemail, then the receptionist at Izzy's workplace speaks to Ben twice, and finally Max picks up Izzy's phone.

Then ask *Who says the **You say** sentences?* and elicit that it is Ben. Tell Sts that if they want to make a call, they will need the **You say** phrases.

Give Sts a minute to read through the conversations and think what the missing words might be. Then play the video again, and get Sts to complete the gaps. Play again if necessary.

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

ANSWERS

1 take 2 leave 3 put 4 give 5 busy 6 hold

Go through the conversations line by line with Sts, helping them with any words or expressions they don't understand. Make sure Sts understand *call someone back* and *put someone through*.

- c** Now focus on the **You say** phrases. Tell Sts they're going to hear the conversation again. They should repeat the phrases when the video pauses.

Play the video for Sts to repeat the phrases. Encourage them to copy the rhythm and intonation. (Note that the complete dialogue is on the unit page, but not on screen for the 'listen and repeat' video.)



Same as previous video with pauses

Put Sts in pairs, **A** and **B**. Tell Sts **A** to read the parts on the left side of the chart, and Sts **B** to read Ben's part. In pairs, Sts read the conversation aloud.

Then ask Sts to swap roles.

- d** Focus on role-play 1. In pairs, as before, Sts now role-play a conversation where **A** is the receptionist and **B** is Ben. Get Sts to read the instructions carefully.

When they are ready, student **A** starts the role-play by answering the phone: *Light on London. How can I help you?* Monitor and help if necessary.

EXTRA SUPPORT Demonstrate the activity by taking the role of the Ben yourself and getting a confident student to be the receptionist.

Sts swap roles when they have finished and focus on role-play 2. This time, Ben holds to wait and speak to Izzy (but is not successful). Again, give Sts time to read the instructions carefully and think / prepare before they start the role-play.

When they have finished, you could get some pairs to perform in front of the class.

3 IN THE PARK

- a** In this final scene Ben and Izzy have realized that their relationship isn't working, and decide to separate.

Focus on the photos and the questions. You could do this as a whole class activity or put Sts in pairs to discuss.

Elicit ideas from the class or from different pairs.

Play the video once for them to find out what happened.



I = Izzy, P = Pamela, B = Ben

I Hi, Pamela.

P Hi, Izzy. I thought I heard you. Aren't you working today?

I No, I took the day off.

P Are you OK?

I No. Ben and I had a big argument last night.

P I'm sorry to hear that. Have you been out today?

I No.

P Come on. Let's go for a walk.

I It was so embarrassing...and...our relationship has been difficult recently. I just don't understand him anymore.

P Well...sometimes people are difficult to understand.

I What's his problem? I have this great job. I have this great opportunity.

P And...he's just starting his career.

I Yeah. I think you're right. I know what I want. I know who I am. Ben doesn't. He wants everything to stay the same. It can't all stay the same. Life isn't like that.

P So...Why don't you tell that to him?

B I thought you'd be here.

I Well, here I am.

B I'm sorry. I was an idiot.

I You were.

B I don't know why I didn't tell you about Max earlier. I didn't tell you how I was feeling.

I I'm not interested in Max. I never was. He's just my boss.

B I know. I know now.

I Look. It's my fault, too. I've been so busy with my new job, I didn't have enough time to think about us. I'm sorry.

B Sure, I get it. You've been busy and you're doing really well. I'm proud of you.

I Thanks. I'm sorry if you feel like I've left you behind. You're so talented. One day you're going to be a great photographer.

B Thanks. You know...when we met we were in the same place in life. Now we're in very different places.

I I think you're right. This new job is really important to me. It's what I've always wanted to do.

B Yeah. You've found the right place for you. But I don't think your job leaves enough time for us.

I Yeah. And...you need somebody who wants the same things as you want right now...I don't think I'm that person.

B So is this it? The end?

- I I think so.
 B I think so, too. We were really good together.
 I We were.
 B You know that now my back's better, I could beat Max in a race, right?
 I I know.
-

- b** Focus on the sentence beginnings 1–6 and the endings a–f and give Sts time to read them. Check they know all the vocabulary. You could elicit / teach the difference between *a job* and *a career* /kəˈrɪə/ (= your area of work, e.g. a teaching career).
 Play the video once the whole way through for Sts to watch and do the matching task.

EXTRA CHALLENGE Put Sts in pairs to match the sentence beginnings and endings before they watch the video again. Then play the video for them to check.

Get Sts to compare with a partner, and then play again if necessary.
 Check answers.

ANSWERS

1 b 2 e 3 c 4 a 5 f 6 d

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** with a response in **B**. They can do this individually or in pairs.
- b**  Play the video for Sts to watch and check.
 Check answers. Elicit / Teach the meaning of *We're in very different places* in this context (= we are at different stages of our lives and want different things).
 If you know your Sts' L1, you could get them to translate the phrases.

ANSWERS

1 No, I took the day off. 2 I'm sorry to hear that. 3 Well, here I am. 4 You were. 5 I think you're right. 6 I think so.

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 **B** to close their books and respond from memory, and then swap roles.

WHAT DO YOU THINK?

Put Sts in pairs and get them to discuss the questions about *Pictures of you*. You can decide if Sts should answer the questions briefly or have a more elaborate class discussion about them.

Elicit some feedback from the class. Motivate them to carry on learning English by telling them that Season 3 is in *English File Intermediate*!

- G** past perfect
V time expressions
P the letter *i*

Lesson plan

In this lesson the past perfect is presented through the context of strange, but true stories from around the world. The lesson begins with Reading and Vocabulary, where Sts read three stories from the news. They put the events in the stories in the correct order, and study time expressions in them. Then in Grammar, a sentence from one of the stories is used to present the past perfect. In Pronunciation, Sts look at two pronunciations of the letter *i* and learn some spelling and pronunciation rules. The lesson finishes with Speaking, where Sts read two more strange, but true stories, and re-tell them to each other.

More materials

For teachers

Photocopiables

Grammar past perfect p.217

Communicative What had happened? p.262 (instructions p.228)

For students

Workbook 12A

OPTIONAL LEAD-IN (BOOKS CLOSED) Revise irregular past participles by saying a verb from the **Irregular verbs** list on p.172 and eliciting the past simple and past participle. Then ask Sts *When do you use past participles?* and elicit in the present perfect (with *have*) and the passive (with *be*). Now tell Sts they're going to learn another form where the past participle of the verb is used.

1 READING & VOCABULARY understanding the order of events in a story; time expressions

- a** Books open. Focus on the pictures and headlines, and elicit some ideas about the stories from the class. Don't tell them if they are right or not.
- b** Now tell Sts to read the stories and match them to the headlines. Point out the **Glossary**.
 Get Sts to compare with a partner, and then check answers, making sure Sts understand the meaning of each headline.

ANSWERS

- 1 False alarm 2 In the post 3 Left behind
- c** Tell Sts to read the stories again and then put the events in each story in the correct order. Point out that the first one in *Story 1* has been done for them.
 Get Sts to compare with a partner, and then check answers.

ANSWERS

Story 1

- 3 The police arrived at the apartment.
 1 The neighbours heard someone screaming.
 4 The man explained what had happened.
 2 The man killed the spider.

Story 2

- 2 Julie put up posters.
 1 Julie lost her cat.
 4 The vet contacted Julie.
 3 The cat jumped out of the box.

Story 3

- 3 Walter got back into the car and drove off.
 4 Walter realized that Claudia wasn't there.
 2 Claudia went into the shop.
 1 Walter went to the toilet.

- d** Tell Sts to look at the stories and find the time expressions to complete sentences 1–5.

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

ANSWERS

- 1 immediately 2 suddenly 3 straight away 4 Meanwhile
 5 eventually

- e** Get Sts to match the time expressions in **d** with definitions 1–4.

Check answers.

ANSWERS

- 1 suddenly 2 eventually 3 meanwhile 4 immediately, straight away

Deal with any other new vocabulary, making sure especially that Sts understand *notice* and *realize* in the third story, as these are verbs often followed by the past perfect, which they are about to focus on. Model and drill the pronunciation of any tricky words.

Finally, ask Sts which of the three stories they liked best.

2 GRAMMAR past perfect

- a** Focus on the sentence and get Sts to number the sentences, or do it as a whole-class activity.
 Check answers.

ANSWERS

- 2 Walter realized that Claudia wasn't in the car.
 1 Walter drove 100 kilometres.

- b** Do this as a whole-class activity and elicit answers. Some Sts may think that it is the contraction of *would*. Point out that this is impossible as *would* is followed by the infinitive, not the past participle. Explain that this form (*had* + past participle) is called the past perfect.

ANSWER

'd is a contraction of *had*; *driven* is a past participle.

- c** Give Sts time to look for two more examples of the past perfect in each story. You could tell Sts that stories 2 and 3 have a lot of examples, but they only need to underline two in each.
 Get Sts to compare with a partner, and then check answers.

POSSIBLE ANSWERS

Story 1

The callers had heard a woman screaming...; The officer told the man that his neighbours had heard shouting and screaming...

Story 2

A woman in Worthing, West Sussex, got a big surprise yesterday when she opened a large box of DVDs she had bought on eBay...; The cat, called Cupcake, had got into the box eight days earlier...; Julie didn't notice that Cupcake had climbed into the box and fallen asleep; ...the cat had survived the 260-mile journey with no food or water; Julie had been very sad about losing her cat; She had put up posters and (had) looked for Cupcake for days.

Story 3

Claudia had been asleep in the back seat; when she came back outside, she found that her husband had left without her; Walter only realized that Claudia wasn't in the car after he'd driven 100 kilometres.

d Tell Sts to go to **Grammar Bank 12A** on p.156.

Grammar notes

The form and use of the past perfect is not normally problematic for most Sts, but the concept may be difficult if Sts do not have the same grammatical structure in their L1.

The past perfect is very common after verbs like *realized*, *remembered*, *saw*, etc., e.g. *I suddenly realized that I'd forgotten my sister's birthday*.

Focus on the example sentences and play audio 12.1 for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Now focus on the **had or would?** box and go through it with the class.

Then focus on the exercises for **12A** on p.157. Sts do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

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

- b 1 Katie had changed a lot, and I didn't recognize her.
2 My friend called to tell me that I had left my coat in his car.
3 When I turned on the radio, the news had already finished.
4 She didn't lend me the game because she hadn't played it yet.
5 The bar had closed by the time we arrived.
6 When we got home, we saw that somebody had broken the kitchen window.
7 When we got up in the morning, we saw that someone had been in our garden.

Tell Sts to go back to the main lesson **12A**.

EXTRA PRACTICE OPTION Use the **12A Grammar photocopiable activity**.

- e Give Sts time to complete the five sentences with their own ideas. Make sure they use the past perfect.
f Put Sts in pairs and get them to compare their sentences with a partner.
Get some Sts to read their sentences to the class.

POSSIBLE ANSWERS

- 1 I'd left my passport at home.
2 all our plants had died.
3 I'd already seen it.
4 hadn't studied.
5 where we had parked.

- g Put Sts in pairs, **A** and **B**, and tell them to go to **Communication What had happened?**, **A** on p.108, **B** on p.114.

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

I wasn't very happy because my boyfriend had eaten all the biscuits.

Don't show the piece of paper to the Sts yet. Then write on the board:

I wasn't very happy because my boyfriend _____ all the biscuits. []

Tell Sts that what's missing is a positive form of a verb in the past perfect (*had eaten*). Tell them that they must guess the exact sentence that you have written on the piece of paper. Elicit ideas. If they are wrong, say *Try again*, until someone says 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 think of how to complete their sentences in a logical way, and remind them not to write anything yet. Explain that their partner has the same sentences already completed and the idea is to try and complete the sentences in the same way. Emphasize, too, that they must use a verb in the past perfect. Monitor and help while they are doing this.

Now tell Sts to look at instruction **b**. **A** must read out his / her first sentence and **B** tells him / her if he / she has completed the sentence correctly. If not, **A** has to guess again. When the guess is correct, **A** writes the answer in the gap.

When **A** finishes, **B** reads his / her sentences to **A**, etc.

Tell Sts to go back to the main lesson **12A**.

3 PRONUNCIATION the letter i

Pronunciation notes

There are several clear spelling / pronunciation rules for words with the letter *i*, but there are a few common exceptions, like *live* (v), *drive* / *driven*, etc., which trip Sts up sometimes.

- a Focus on the box **The letter i** and go through it with the class.

Now focus on the activity and elicit the two sounds and words, *fish* /ɪ/ and *bike* /aɪ/.

Give Sts two minutes to put the words in the correct group.

Get Sts to compare with a partner.

- b 12.2 Play the audio for Sts to listen and check.
Check answers.

12.2

fish /ɪ/ driven, kill, miracle, notice, signal

bike /aɪ/ alive, arrive, outside, spider, surprise, survive, while, wife

Now ask Sts which two words in the /ɪ/ row don't follow the rules.

ANSWERS

Driven and *notice* are exceptions.

Play the audio again for Sts to listen and repeat.

Then play the audio again, eliciting responses from individual Sts.

Finally, put Sts in pairs and get them to practise saying the words.

4 SPEAKING

- a** Focus on the instructions and the pictures. Make sure Sts know *shark*, *waves*, and *a luggage belt*.

Then either put Sts in pairs to discuss what they think the stories are about, or do it as a whole-class activity.

If Sts worked in pairs, elicit some ideas from the class.

Don't tell Sts if they are right.

- b** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Two more stories, A** on p.109, **B** on p.114.

Go through the instructions with them carefully.

Give Sts time to read their stories and answer the questions. Monitor and check their answers while they do this, to make sure they are answering the questions correctly.

ANSWERS

Student A

- 1 The swimming pool was in Sydney, close to the sea; it was an outdoor pool.
- 2 The pool assistant shouted, 'Get out...!' because there was a shark in the pool.
- 3 A large wave had carried the shark into the pool.
- 4 No one was hurt. The shark was put back into the sea.

Student B

- 1 The airport was in Stockholm, Sweden.
- 2 The airport workers were surprised because they saw an old lady on the luggage belt.
- 3 She had got on the luggage belt with her suitcase because she was confused.
- 4 She only travelled a few metres.

When they are ready, sit **A** and **B** face-to-face. **A** tells his / her story to **B**. Then **B** tells **A** his / her story.

Tell Sts to go back to the main lesson **12A**.

- c** Ask the questions to the class and elicit opinions and any stories they may have heard.

- G** reported speech
V say or tell?
P double consonants

Lesson plan

This lesson provides a clear introduction to reported (or indirect) speech. Sts simply learn to deal with reported statements – reported questions are taught in *English File Intermediate*. The context for the lesson is the topic of gossiping. The lesson begins with Listening, where Sts listen to a conversation between two women, Pam and Sue, who are gossiping about a conversation one of them overheard between a young couple, Jack and Emma, who live next door. However, after watching a video, Sts find out later that Pam had completely misunderstood what she heard, as often happens! The grammar section presents reported speech by contrasting what Emma actually said with how Pam reported it to her friend. After practising the grammar, in Vocabulary, Sts focus on how *say* and *tell* are used, and in Speaking, they practise reporting what other Sts have said. Pronunciation focuses on how double consonants are pronounced, and how they affect the preceding vowel sound. The lesson finishes with a traditional story about the harmful effect of gossip, and Sts talk about the subject.

Video material

Listening – *What really happened?*

More materials

For teachers

Photocopiables

Grammar reported speech p.218
Communicative The celebrity interview p.263
 (instructions p.228)

For students

Workbook 12B

OPTIONAL LEAD-IN (BOOKS CLOSED) Write the word *gossip* on the board. Elicit the meaning and tell Sts that it's a noun and a verb.

Ask *Who do people often gossip about? How do you feel when people gossip about you?* Elicit ideas and opinions. You could also tell them what you think.

1 LISTENING using visual clues to understand a conversation

- a** Focus on the question and picture, and elicit some ideas from the class.
- b**  **12.3** Focus on the instructions.
 Now play the audio once the whole way through. Play it again if necessary.
 Get Sts to compare with a partner, and then check answers.

ANSWERS

Jack and Emma are Pam's neighbours. She thinks they have broken up.

1 a 2 c 3 b 4 c

12.3

(script in Student Book on p.133)

S = Sue, P = Pam

- S** Hello, Pam. How are you this morning?
P Hello, Sue. I'm fine thanks, but you'll never guess what's happened. Jack and Emma have broken up!
S No! That can't be true. Jack and Emma? Your neighbours? I saw them last week and they looked really happy.
P No, it's definitely true. I heard them shouting. Hum, they were having a terrible argument.
S No! When?
P Last night. After he came home from work.
S What did they say?
P Well, I wasn't really listening...
S Er, of course not.
P But I couldn't help hearing. She was talking so loudly and of course the walls are very thin...
S So what did they say?
P Well, she said that she was going to stay with her mum! She told him that she wouldn't come back.
S Ooh, how awful. What about the children?
P She said she'd taken them to her sister's. I suppose she'll take them with her in the end. And anyway, then five minutes later, I saw her leaving the house with a suitcase!
S No! Why do you think she's leaving him? Is he seeing somebody else?
P Um, I don't know...
S I must go and tell Janet at number fourteen. She's always thought there was something...um, something strange about him.

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.

- c**  This video is a dramatized version of what really happened between Jack and Emma.

Now tell Sts they are going to find out what was really happening when Pam overheard Jack and Emma. Focus on the photos and the instructions.

Play the video once the whole way through. Play it again if necessary.

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

ANSWER

No, Pam wasn't right. She only heard part of the conversation. In fact, Emma isn't leaving Jack; she's going to look after her mother, who has had an accident.



J = Jack, E = Emma

- J** Hi Emma. I'm back. Where are you?
E I'm upstairs in the bedroom. I'm packing.
J Packing? Why? Where are you going?
E I'm going to stay with my mum.
J Your mum? What happened?
E She's had an accident. She fell over in the street and she's broken her leg.
J How awful. Poor thing. Shall I make you a cup of tea?
E That'd be lovely, thanks. I've told my work I need the time off.

- J How long do you think you'll have to stay?
 E I won't come back...until the weekend, I don't think.
 J Sorry, until when?
 E Until the weekend. I'll have to make sure she's OK. I've taken the children to my sister's. She'll take them to school tomorrow morning. Can you pick them up after school?
 J Of course I can. Now don't worry about anything, OK? Everything is going to be fine. Here's your tea and I'll take your case downstairs.
 E Thanks, Jack. The taxi'll be here in five minutes.

EXTRA CHALLENGE Ask Sts some comprehension questions, e.g. *Why was Emma packing?* (to go and stay at her mother's), *Why was she going to her mother's?* (because her mother had broken her leg), etc.

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

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 Put Sts in pairs and get them to discuss the questions.
 Get some feedback from various pairs.

2 GRAMMAR & VOCABULARY reported speech; say or tell?

- a Focus on the instructions and the extracts. Give Sts time, in pairs, to underline the words that are different. Check answers.

ANSWERS

She said that she was going to stay with her mum.
 She told him that she wouldn't come back.
 She said she'd taken the children to her sister's.

- b Tell Sts to go to **Grammar Bank 12B** on p.156.

Grammar notes

This is an introduction to reported (or indirect) speech. The reporting of sentences with *say* and *tell* is covered here, but not reported questions, e.g. *He asked me if I lived near here.*

When people report a past tense statement, they sometimes do not make the change to the past perfect, e.g.

- direct speech: *'I saw Jack at the party.'*
- reported speech: *Jane told me she saw / had seen Jack at the party.*

However, this may confuse Sts, who prefer to be given one rule, so you may not want to highlight it at this level.

Sts tend to confuse the verbs *say* and *tell*, and may try to use *say* with a person. *He told me that he was tired.* NOT *He said me that he was tired.*

Focus on the example sentences and play audio **12.4** for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Focus on the exercises for **12B** on p.157. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 Ana said that she was hungry.
 2 Jun told her he didn't like dogs.
 3 He said he would call the doctor.
 4 Adi told us that he had bought a new phone.
 5 She said that she lived in the city centre.
 6 They said that they couldn't do it.
 7 Gemma said that she had seen a great film at the cinema.
 b 1 I'm studying German.
 2 My car has broken down. / My car broke down.
 3 I'll send you an email.
 4 We're in a hurry.
 5 I haven't finished my essay yet.
 6 I won't arrive on time.
 7 I've just arrived in London.

Tell Sts to go back to the main lesson **12B**.

EXTRA PRACTICE OPTION Use the **12B Grammar photocopiable activity**.

- c **12.5** Focus on the instructions and examples. Tell Sts that they must begin the sentences with *He said that* or *She said that*, depending on whether they hear a male voice or a female voice. Do the first two as a class.

Play the audio, pausing after the direct speech sentence for the class to make the transformation into reported speech.

12.5

- 1 I'm in a hurry. (*ping*) She said that she was in a hurry.
 2 I'll write. (*ping*) He said that he would write.
 3 I didn't see it. (*ping*) She said that she hadn't seen it.
 4 I'm hungry. (*ping*) He said that he was hungry.
 5 I'll be late. (*ping*) She said that she would be late.
 6 I've finished. (*ping*) He said that he had finished.
 7 I'm coming. (*ping*) She said that she was coming.
 8 I'll do it again. (*ping*) He said that he would do it again.
 9 I had a great time. (*ping*) She said that she had had a great time.
 10 I'm tired. (*ping*) He said that he was tired.

Then repeat the activity, eliciting responses from individual Sts.

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

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

ANSWERS

- 1 said 2 told 3 said 4 told 5 said 6 tell 7 say
 8 tell, say

3 SPEAKING

- a Focus on the task. Give Sts a minute or so to think about their answers. Remind them that the information must be true, except for one answer which they must invent.

- b Put Sts into pairs and give them time to interview each other. Remind Sts that the person listening must take some notes.

Make sure Sts swap roles.

- c Get Sts to change partners, and explain that they must now tell their new partner what their first partner told them. To do this, they must change the information into reported speech.

Give Sts time to report their conversations to their new partners and to decide together which answer their previous partners invented.

EXTRA IDEA To help Sts to get the idea of the activity, begin by whispering a piece of real or invented gossip to one student. Then get the class to ask the student *What did he / she say?* Now encourage the student to report what you said, using reported speech.

- d** Then Sts should go back to their original partners and find out which answer they invented.
Get feedback by asking individual Sts to report one exchange.

4 PRONUNCIATION double consonants

Pronunciation notes

Here Sts learn two clear rules about double consonants. Firstly, vowel sounds are normally short before a double consonant. This is the reason why we double the final consonant before adding *-er* in comparatives, and *-ed* in past tenses – that is, to maintain the short vowel sound. Secondly, double consonants (e.g. *ss*, *rr*, etc.) are usually pronounced exactly the same as a single consonant, unlike in many other languages, where they are different.

- a** Tell Sts to look at the five vowel sound pictures and to match each one to a group of words 1–5.
b  **12.6** Play the audio for Sts to listen and check.
Check answers.

ANSWERS

1 /ɒ/ clock 2 /ʌ/ up 3 /ɪ/ fish 4 /æ/ cat 5 /e/ egg

12.6

cat /æ/ 4 happy, married, accident, rabbit, baggage
up /ʌ/ 2 hurry, rubbish, funny, summer, butterfly
fish /ɪ/ 3 written, miss, bitten, different, middle
egg /e/ 5 letter, leggings, message, umbrella, tennis
clock /ɒ/ 1 gossip, offer, opposite, bottle, borrow

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

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

- c** Focus on the **Double consonants** box and go through it with the class.

Tell Sts, in pairs, to try to pronounce the words in the list. Then they should look them up and find out how to pronounce them and what they mean.

Check answers.

ANSWERS

kettle /'kɛtl/ = a kitchen appliance used for boiling water
nanny /'næni/ = a person who takes care of young children in the children's own home
pillow /'pɪləʊ/ = a piece of cloth filled with soft material, e.g. feathers, used to rest your head on in bed
pottery /'pɒtəri/ = pots, dishes, etc. made with clay that is baked in an oven
supper /'sʌpə/ = the last meal of the day, either a main meal or a snack before you go to bed, sometimes used as an alternative to dinner

Still in pairs, Sts practise saying the words.

5 READING & SPEAKING identifying text type, understanding the moral of a story

- a** This is a traditional story which exists in slightly different versions in many countries. Focus on the title and make sure Sts know what it means. Use the artwork to teach the word *feather*.

Now tell Sts to read the text and answer the two questions.

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

ANSWER

It's *b* (a traditional story) because it starts with 'Once upon a time...'; the characters have no names, and the time and place aren't specific.

- b** Focus on the task and make sure Sts know the meaning of the noun *moral* (= a practical lesson that a story teaches you).
Tell Sts to read the story again. Then ask Sts what they think the moral of the story is. Elicit ideas, but don't tell Sts if they are right.

Now tell Sts to go to **Communication Blowing in the wind** on p.109. Give Sts time to read the ending of the story.

Finally, ask Sts what the message of the story is.

ANSWERS

The message is that gossip can't be controlled. It can travel a long way and do a lot of damage – so think before you speak.

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

Tell Sts to go back to the main lesson **12B**.

- c** Focus on the instructions and questions 1–5, making sure Sts understand all the lexis, e.g. *celebrity*, *spread*, etc.
Put Sts in pairs to discuss the questions.
Get some feedback from various pairs.

6 WRITING a review

Tell Sts to go to **Writing Bank 12** on p.126.

- a** Tell Sts they are going to read a review of a short story called *The Sound Machine*. Focus on the questions. Get Sts to read the review.
Elicit Sts answers to the questions. Make sure they try to answer why or why not.
b Now go through questions 1–4 with the Sts. Get them to read the review again and answer the questions.
Get Sts to compare with a partner, and then check answers.

ANSWERS

- Roald Dahl wrote the story. It is about a man called Klausner who studies sound.
- The story takes place in his garden. His machine helps him hear sounds from the flowers his neighbour is cutting.
- The writer likes the message in the story most.
- The writer thinks the story is incredible because it really makes us think.

- c** Focus on the **Using adjectives and adverbs to make your writing more interesting** box and go through it with the class. Give Sts time to find the adjectives in the review and underline two phrases with adverbs.
Check answers.

ANSWERS

1 scary 2 horrible 3 beautiful 4 clever 5 incredible
6 amazing

Phrases with adverbs: he tests the machine excitedly,
his neighbour is working happily in her garden; we need to treat
it carefully

- d** Focus on the instructions. Do the first sentence with the Sts as an example, eliciting whether they need the adjective or adverb and where it goes in the sentence.

Give Sts time to rewrite the sentences.

Get them to check their answers with a partner.

Check answers.

ANSWERS

- 1 It's about an important event that happened in the past.
2 He answered the questions politely.
3 The writer describes the situation well.
4 I love the interesting plot.
5 She ran back to the house quickly. / She ran quickly back to the house. / She quickly ran back to the house.
6 What I liked most was the surprising ending.

- e** Get Sts to read the questions in **b** again and use them to make notes for their own review of *Blowing in the Wind* or another short story.
- f** Set the writing in class or for homework. Focus on the highlighted phrases in the review. Tell them to use these, with adverbs and adjectives to make their writing interesting.
- g** Make sure Sts check their reviews for mistakes before handing them in.

EXTRA IDEA Sts could read each other's reviews and identify adjectives and adverbs. They could also say if the review makes them want to read the story and why.

- G** questions without auxiliaries
V revision of question words
P /w/ and /h/

Lesson plan

In this final lesson Sts learn to use questions without auxiliaries (*Who painted this picture?*, etc.) and contrast them with questions with auxiliaries (*When did he paint it?*). The lesson begins with some revision of question words in Pronunciation and Vocabulary. The grammar is presented through a quiz which tests Sts' memory on information that has come up in the book. If your Sts have only used the second half of *English File Pre-intermediate* (i.e. Multipack B), they should just do the second half of the quiz, i.e. questions 8–15. Then in Speaking, Sts practise making questions with or without auxiliaries, and then ask and answer them with a partner. Finally, the lesson finishes with a video listening of a pub quiz, and Sts join in to answer the questions in teams.

Video material

Pronunciation – /w/ and /h/

Listening – Pub quiz

More materials

For teachers

Photocopiables

Grammar questions with and without auxiliaries p.219

Communicative Hollywood quiz p.264 (instructions p.228)

For students

Workbook 12C

OPTIONAL LEAD-IN (BOOKS CLOSED) Ask eight different Sts these questions and tell them to answer them. Tell the rest of the class to listen carefully and note down just the answers to the questions.

- *How did you get to class today?*
- *What's your favourite TV programme?*
- *When do you usually get up?*
- *Where would you like to go for your next holiday?*
- *Which do you prefer, coffee or tea?*
- *Who do you live with?*
- *Whose bag is that?* (pointing to another student's bag)
- *Why are you learning English?*

Then tell Sts that you asked eight questions with eight different question words. Tell them, in pairs, to look at the eight answers and try to write down the eight question words you used.

Then get Sts to open their books and check in the list 1a.

1 PRONUNCIATION & VOCABULARY

/w/ and /h/; revision of question words

- a** Books open. Now focus on the activity and elicit the two sounds and words, *witch* /w/ and *house* /h/.
 Give Sts two minutes to put the words in the correct group.
 Get Sts to compare with a partner.

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



witch /w/ *what, when, where, which, why*

house /h/ *how, who, whose*

Play the video again, pausing after each group of words for Sts to watch and repeat. Tell them to focus on the mouth position for the two sounds.

EXTRA CHALLENGE Elicit any other words beginning with *wh* that Sts know, e.g. *whale, whole, wheel, while*, and ask Sts how they are pronounced.

- c** Give Sts time to complete the questions with the question words from **a**.
 Get Sts to compare with a partner, and then check answers.

ANSWERS

1 How 2 Who 3 What 4 How 5 whose 6 How
 7 where 8 When / What 9 Which 10 Why

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 ask and answer the questions in **c**.
 Get some feedback from various pairs.

2 GRAMMAR questions without auxiliaries

- a** Focus on the instructions and tell Sts that the questions in the quiz are based on lessons (Files 1–12) in the Student Book.
 Put Sts in pairs and set a time limit for them to answer as many questions as possible from memory. Tell Sts to use the pictures to help them. (See **Lesson plan** above if you are using Multipack B.)
- b** When the time limit is up, ask Sts how many questions they could answer from memory.
 Now tell them that they must find the answers to the questions they couldn't answer by looking back at lessons in Files 1–12. Tell them not to look for the answers they have already given.
 Check answers. Find out which pair(s) got the most answers correct.

EXTRA CHALLENGE You could do **2a** as a competition and when the time limit is up, find out which pair(s) got the most answers correct.

ANSWERS

1 Vermeer 2 In his jacket pocket 3 Ecuador 4 Ordering lots of clothes and returning them 5 95% 6 London
 7 Murphy's law 8 O. Henry 9 Wasps and bees 10 A fear of public speaking 11 Denzel Washington 12 Lark
 13 Adolphe Sax 14 Dyslexia 15 His twin brother
 16 A cat called Cupcake

- c** Now tell Sts to only focus on the quiz and to answer questions 1–4.

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

ANSWERS

- 1 Who
- 2 Ryan
- 3 In question 1, *painted* is the past simple form with no auxiliary. In question 2, we use the auxiliary *did* + the infinitive *find*.
- 4 Questions 6, 8, 11, and 13 are similar.

Highlight that when the question word (usually *who* or *which*) is the subject of the sentence, QuASI (**Q**uestion word, **A**uxiliary verb, **S**ubject, **I**nfinitive) does not apply because the question word and the subject are the same.

d Tell Sts to go to **Grammar Bank 12C** on p.156.

Grammar notes

Sts will already have met questions without auxiliaries, e.g. *Who knows the answer?*, etc., but until now, this type of question has not been focused on.

Highlight that:

- the vast majority of questions in the past and present follow the **QuASI** rule.
- the only question words which can be the subject of a question, and may not need an auxiliary verb, are:
 - *Who...?*, e.g. *Who wrote the song?*
 - *Which...?*, e.g. *Which singer sang My Way?*
 - *What...?*, e.g. *What happened?*
 - *How many / much...?*, e.g. *How many students came?*
- questions beginning with *When*, *Why*, *Where*, *How long*, etc. always need an auxiliary.

Focus on the example sentences and play audio  12.7 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 for **12C** on p.157. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

ANSWERS

- a 1 happened 2 does this word mean 3 came 4 goes
5 won 6 did the teacher say 7 made
- b 1 did Serena Williams win (7)
2 starts (Kenya)
3 did George RR Martin write (*A Song of Ice and Fire*, *A Game of Thrones*, etc.)
4 died (Pelé)
5 uses (ping-pong / table tennis)
6 did the 2024 Olympics take place (Paris)
7 was born (Frida Kahlo)

Tell Sts to go back to the main lesson **12C**.

EXTRA PRACTICE OPTION Use the **12C Grammar photocopyable activity**.

3 SPEAKING

Put Sts into pairs, **A** and **B**, and get them to sit face-to-face if possible. Tell them to go to **Communication General knowledge quiz, A** on p.109, **B** on p.114.

Focus on the instructions and make sure Sts are clear what they have to do. Remind Sts that the correct answer is the one in bold. Highlight that all the questions in the quiz are questions without auxiliaries.

Give Sts time to complete their questions. Monitor and make sure Sts are forming the questions correctly.

EXTRA SUPPORT You could elicit the verbs first, making sure that Sts can pronounce the past tense forms correctly.

ANSWERS

Student A

- 1 lost 2 starred 3 wrote 4 won 5 said 6 created
7 cut 8 discovered

Student B

- 1 became 2 played 3 became 4 painted 5 wrote
6 used 7 refused 8 invented

Now tell Sts **A** to ask their questions first. Highlight that they should give the three alternatives each time.

Then Sts swap roles.

Get feedback to see who got the most answers correct.

Tell Sts to go back to the main lesson **12C**.

EXTRA CHALLENGE You could get Sts **A** (and later Sts **B**) to ask their questions first without the three alternatives. If **B** gets the answer correct, he / she gets three points. If not, **A** gives him / her the three alternatives, and this time if **B** gets it correct, he / she gets one point.

4 LISTENING understanding topic-based questions

- a Do this as a whole-class activity. Tell Sts if you have ever been on a quiz team and whether you enjoyed it.
- b  Focus on the task and put Sts in teams of three or four. Now play the video for Sts to watch and answer the questions in their teams.

Check answers. For Sport question 5, you could tell Sts that he won it again in 2017, so he got eight titles altogether.

ANSWERS

Round 1 Sports

- 1 Manchester United 2 ten 3 three 4 basketball 5 Roger Federer

Round 2 Music

- 1 Chris Martin 2 Andrea Bocelli 3 four 4 Sweden
5 Ludwig

Round 3 Geography

- 1 Venice 2 The Amazon 3 Istanbul 4 Dublin 5 Venezuela



Good evening, everyone! Welcome to this week's quiz. I hope you've got a drink and you're feeling confident. Here are a few rules as always.

You'll hear each question twice. Write your answers on your answer sheets, and remember: you mustn't use your phone to Google any of the answers! We might even get a fair result that way, who knows?! And lastly: please remember to write your team name on your answer sheets.

Right, everyone, round one – sports!

Question one: Which English football team plays at Old Trafford?

Two: How many events are there in the decathlon?

Three: How many times did Usain Bolt win the Olympic one hundred metres race?

Four: Which is the biggest, a football, a volleyball, or a basketball?

Five: Who won the men's singles at Wimbledon seven times between two thousand and three and two thousand and twelve?

OK – next round...music.

Question one: What's the name of the lead singer in the band Coldplay?

Two: Which Italian opera singer became blind at the age of twelve after a football accident?

Three: How many strings does a violin have?

Four: In which country did the pop group Abba form in nineteen seventy-two?

Five: What was Beethoven's first name?

And the final round is Geography.

Question one: In which European city could you visit the Doge's Palace and St Mark's Square?

Two: Which rainforest produces over twenty per cent of the world's oxygen?

Three: Which is the only city in the world that is in two separate continents?

Four: What is the capital of the Republic of Ireland?

Five: Angel Falls is the world's highest waterfall. Which country is it in?

OK, time for the answers. Swap your answer sheets please. Here are the answers for Round one: Sport.

Which English football team plays at Old Trafford? Manchester United.

Two: How many events are there in a decathlon? Ten.

Three: How many times did Usain Bolt win the Olympic one hundred metres race? Three.

Four: Which is the biggest, a football, a volleyball, or a basketball? A basketball.

Five: Who won the men's singles at Wimbledon seven times between two thousand and three and two thousand and twelve? Roger Federer.

Music.

Question 1: What's the name of the lead singer in the band Coldplay? Chris Martin.

Two: Which Italian opera singer became blind at the age of twelve after a football accident? Andrea Bocelli.

Three: How many strings does a violin have? Four.

Four: In which country did the pop group Abba form in nineteen seventy-two? Sweden.

Five: What was Beethoven's first name? Ludwig.

And finally... Geography.

Question one: In which European city could you visit the Doge's Palace and St Mark's Square? Venice.

Two: Which rainforest produces over twenty per cent of the world's oxygen? The Amazon.

Three: Which is the only city in the world that is in two separate continents? Istanbul.

Four: What is the capital of the Republic of Ireland? Dublin.

Five: Angel Falls is the world's highest waterfall. What country is it in? Venezuela.

OK, add up the scores and bring the answer sheets to me...OK, and the winners are...

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

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.

For instructions on how to use these pages, see p.49.

Video material

Can you understand these people? 11&12

More materials

For teachers

Oxford English Hub

Quick Test 12

File 12 Test

Progress Test Files 7–12

End-of-course Test

GRAMMAR

ANSWERS

1 b 2 c 3 a 4 c 5 a 6 c 7 c 8 b 9 a 10 c 11 a
12 c 13 a 14 c 15 c

VOCABULARY

ANSWERS

a 1 invention 2 decision 3 choice 4 invitation 5 death
b 1 literature 2 maths 3 geography 4 science (biology)
5 history
c 1 identical 2 as 3 similar 4 like 5 both
d 1 suddenly 2 Meanwhile 3 immediately 4 eventually
5 straight away
e 1 Tell 2 say 3 say 4 say 5 tell

PRONUNCIATION

ANSWERS

c 1 maths /θ/ 2 sure /ʊə/ 3 neither /ð/ 4 fear /ɪə/
5 written /r/
d 1 indecisive 2 identical 3 immediately 4 neighbour
5 accident

CAN YOU understand this text?

ANSWERS

They both happened in / near an airport.

b 1 F 2 T 3 F 4 T 5 F 6 T 7 T 8 F

CAN YOU understand these people?

ANSWERS

1 c 2 b 3 a 4 b 5 c



1 Mark

I = interviewer, M = Mark

I Did you like school?

M I loved school actually. Um, I think I preferred senior school more than junior school, but yeah, um, lots of friends, lots of, sort of sporting activities and things, so yeah, I loved it.

I What were your best and worst subjects?

M My best subject was probably mathematics. Um, loved mathematics and found I was, sort of, very capable at it, so it was quite easy. Um, I think it's one of those things that's natural. But, um, worst subject, maybe Latin. Never very good at languages, even though I use them every day now, but never very, I like languages now, but I hated them at school.

2 Caroline

I = interviewer, C = Caroline

I Did you have a favourite or least favourite teacher at school?

C Um, let me think about that. Yes, I, um, liked the French teacher. She was probably my favourite, favourite teacher because, um, she was French and she taught us to speak with a very good French accent.

I Did she inspire you?

C She did, and I'm still learning French and go, I live in Australia, um, and I go to France every year and I go to French language schools.

3 John

I = interviewer, J = John

I Do you have a problem making decisions? What about?

J It depends what sort of decision it is. If it's a sort of instant decision, I make pretty good instant decisions, but the longer you think about them, then I probably decide, or try to decipher, which is the best decision. So, instant decisions is a better way for me.

4 Alison

I = interviewer, A = Alison

I Do you know any twins? Are they identical?

A Yes, I'm a twin myself. I have a twin brother. And my sister has got twin boys. They're aged 16 and they're not identical. They don't look very similar and they don't have similar personalities either.

5 Kathy

I = interviewer, K = Kathy

I Who do you think gossips more, men or women? Why?

K I think stereotypic-, stereotypically people say women gossip more, um, but I actually think men gossip quite a lot as well. I think, I think men gossip more in a factual way, whereas women gossip more, maybe, in more of a personal, emotional way, so maybe in kind of a nastier way than what men do, I would say. But I would say that they probably gossip the same, or in a similar way.