OXFORD

English File

Intermediate Plus

Teacher's Guide

with Digital Pack

Includes photocopiable Grammar, Communicative, and Vocabulary activities

fifth edition

Christina Latham-Koenig Clive Oxenden
Kate Chomacki
with Sue Merifield

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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 Colloquial English lessons feature exclusive, unscripted interviews with experts in their field and spontaneous conversations between three people. Please refer to *p.19* for more information on the video offer in *English File fifth edition*.

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

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

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

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

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

What do Intermediate Plus students need?

Intermediate Plus students need to practise their existing language skills in new and challenging contexts. They need motivating material and challenging tasks which will thoroughly revise the grammar and lexis they have learned at Intermediate level, so that they can use these with confidence. To carry on expanding their vocabulary they also need a steady input of high-frequency words and phrases and plenty of opportunities to speak and build oral fluency and accuracy.

Grammar, Vocabulary, and Pronunciation

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

Grammar

- Consolidation and extension of main grammatical structures
- Practice in using a range of tenses and forms accurately
- Practice in discriminating between different tenses and forms
- Encouragement to use the grammar they know with confidence
- Engaging videos to introduce and practise grammar

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

Vocabulary

- Systematic expansion of topic-based lexical areas
- Increase the range and variety of students' vocabulary
- Opportunities to put new vocabulary into practice
- Motivating videos to present and practise vocabulary
- Revision and reactivation of previously learned vocabulary

At this level, expanding students' vocabulary is the most visible and motivating measure of their progress. Vocabulary videos present and practise vocabulary in a motivating and fun way.

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

Pronunciation

- Practice in pronouncing sounds, words, and connected speech clearly
- Continue to develop their instinct for rules and patterns
- Focus on word and sentence stress
- Pronunciation videos

Clear, *intelligible* pronunciation (not perfection) should be the goal of students at this level. There is a pronunciation focus in every lesson, which integrates clear pronunciation into grammar and vocabulary practice. There is an emphasis on the sounds most useful for communication, on word stress, and on sentence rhythm. The Pronunciation videos focus on contrasting sounds and intonation. There is also a **Sound Bank** section on *p.174–5* 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

- Up-to-date, stimulating topics to get them talking and exchanging opinions
- The key words and phrases necessary to discuss a topic
- Confidence that their language is clear and intelligible
- Practice in more extended speaking
- Increase in the range of language they can produce
- Improvement in accuracy as well as further development of their fluency

Lack of self-confidence can be a barrier to successful speaking at this level. Each speaking task is supported by the necessary Grammar, Vocabulary, and Pronunciation and designed to help students to feel a sense of progress and to show that the number of situations in which they can communicate effectively is growing.

Listening and viewing

- Motivating, integrated listening material
- Achievable tasks but with an increasing level of challenge
- Exposure to longer listenings, authentic language, and a wide variety of accents
- Video listening tasks

At Intermediate Plus level, students need confidence-building tasks which are progressively more challenging in terms of speed, length, and language difficulty, but are always achievable. Longer listenings are broken into separate parts with different tasks, to avoid memory overload.

Students are exposed to a wide variety of accents, including some non-native speakers of English. The Colloquial English lessons give students practice in listening to unscripted authentic speech. 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
- User-generated videos
- Vox pops
- Colloquial English interviews and conversations

Reading

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

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 provide material where they feel there is a reason to read and tasks which help them to get the most out of a text. This level contains a variety of readings from real sources (the British press, magazines, websites, forums, infographics) that have been chosen for their intrinsic interest and potential to generate a reaction. The opinions expressed in these texts do not necessarily reflect the views of the *English File* authors or of Oxford University Press.

Writing

- Practice in planning, organizing, writing, and checking
- An awareness of register, structure, and fixed phrases
- A focus on 'micro' writing skills

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

Colloquial English

- Get used to listening to authentic colloquial speech
- The ability to deal with different speeds and accents
- Exposure to high-frequency colloquial phrases and idioms
- Techniques and strategies for participating in a conversation

The Colloquial English lessons are titled 'English File talks to…' and focus on an unscripted interview with a person who is an expert in their field and a spontaneous conversation between three people answering a question related to the lesson topic. The video interviews contain multimodal features and the lessons focus students on what they see, hear, and read in the videos. There is also a 'Looking at language' focus, which looks at a particular aspect of functional language as used by the speaker. The **Workbook** provides additional practice of the language from the Colloquial 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 ten Files. Each File is organized like this:

A and B lessons

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

Colloquial English

Every two Files (starting from File 1) there is a two-page lesson titled *English File talks to…* where students develop their ability to listen to authentic English and look at elements of natural language. Integrated into every *Colloquial English* lesson is an exclusive, unscripted interview with an expert in their field, followed by a conversation between three people discussing the topic.

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 Colloquial 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 scripts.

Photocopiable materials

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

Grammar

see p.163–184

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

Communicative

see p.185–214

Extra speaking practice for every A and B lesson

Vocabulary

see p.215–230

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

There is more information on *p.162* 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. There are also dyslexia-friendly tests available.

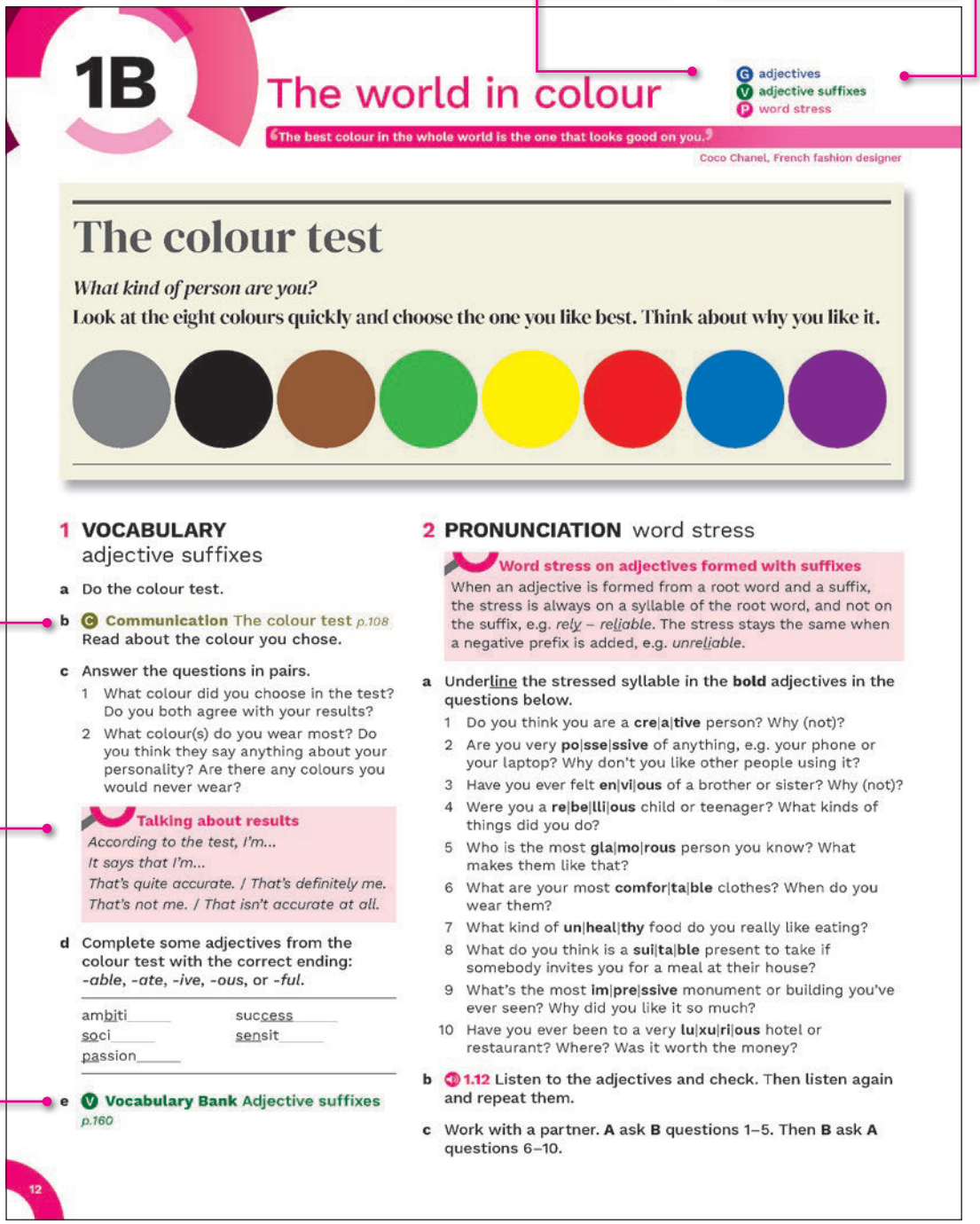
Teacher resources
- Course audio and video (including subtitled versions)
- Teaching notes
- Photocopiable materials
- Answer keys, audio scripts, and video scripts
- Downloadable wordlists
- CEFR mapping documents
- Dyslexia-friendly reading texts

Professional Development
- Video in ELT
- Multimodality
- Effective feedback

File overview

Clear lesson summaries

Grammar, Vocabulary, and Pronunciation in every lesson



1B

The world in colour

G adjectives
V adjective suffixes
P word stress

"The best colour in the whole world is the one that looks good on you."
Coco Chanel, French fashion designer

The colour test

What kind of person are you?

Look at the eight colours quickly and choose the one you like best. Think about why you like it.

1 VOCABULARY adjective suffixes

a Do the colour test.

b C **Communication** The colour test *p.108*
Read about the colour you chose.

c Answer the questions in pairs.
1 What colour did you choose in the test? Do you both agree with your results?
2 What colour(s) do you wear most? Do you think they say anything about your personality? Are there any colours you would never wear?

Talking about results
According to the test, I'm...
It says that I'm...
That's quite accurate. / That's definitely me.
That's not me. / That isn't accurate at all.

d Complete some adjectives from the colour test with the correct ending: *-able, -ate, -ive, -ous,* or *-ful.*

ambiti____ success____
soci____ sensit____
passion____

e V **Vocabulary Bank** Adjective suffixes *p.160*

2 PRONUNCIATION word stress

Word stress on adjectives formed with suffixes
When an adjective is formed from a root word and a suffix, the stress is always on a syllable of the root word, and not on the suffix, e.g. *rely – reliable*. The stress stays the same when a negative prefix is added, e.g. *unreliable*.

a Underline the stressed syllable in the **bold** adjectives in the questions below.
1 Do you think you are a **cre|a|tive** person? Why (not)?
2 Are you very **po|sse|ssive** of anything, e.g. your phone or your laptop? Why don't you like other people using it?
3 Have you ever felt **en|vi|ous** of a brother or sister? Why (not)?
4 Were you a **re|be|lli|ous** child or teenager? What kinds of things did you do?
5 Who is the most **gla|mo|rous** person you know? What makes them like that?
6 What are your most **comfor|ta|ble** clothes? When do you wear them?
7 What kind of **un|heal|thy** food do you really like eating?
8 What do you think is a **sui|ta|ble** present to take if somebody invites you for a meal at their house?
9 What's the most **im|pre|ssive** monument or building you've ever seen? Why did you like it so much?
10 Have you ever been to a very **lu|xu|ri|ous** hotel or restaurant? Where? Was it worth the money?

b 1.12 Listen to the adjectives and check. Then listen again and repeat them.

c Work with a partner. **A** ask **B** questions 1–5. Then **B** ask **A** questions 6–10.

12

Communication activities provide even more speaking practice.

Information boxes focus on how language is used.

Vocabulary Banks provide further vocabulary practice.

3 LISTENING

a What colour do you associate with the following? Why?

calmness happiness luck power safety

b Read some facts about colours. In pairs, discuss which colour from the list could go in each gap.

black blue brown green orange
pink purple red white yellow

c Video Watch *Fascinating colour facts* and check your answers to **b**. How many of the colours did you guess correctly?

d Watch again. Why are the following mentioned?

1 China
2 *geoluhread*
3 the Roman Emperor
4 white and green
5 camouflage
6 digitalis
7 snowy weather
8 109 grams
9 French and Spanish
10 prisons and hospitals

e Were the colours you chose in **a** the same as the information in the video? Which of the colour facts did you find most surprising?

4 SPEAKING & WRITING
describing a room

a You're going to describe your favourite room in your house to a partner. Think about these things.

- why it's your favourite room
- the colours of the walls and accessories, e.g. curtains, blinds, cushions, carpets
- the furniture that's in the room, e.g. sofa, armchairs, etc.
- any paintings or posters
- what you can see from the window
- anything else in the room

b Now take turts to describe your rooms. While you listen to your partner, ask questions to help you imagine what their room is like.

c Writing Bank 1 *p.118* Write a description of your favourite room.

Videos integrated into the flow of lessons bring language learning to life.

Listening tasks develop students' listening skills.

Writing Bank for every File

Engaging lead-in activities

Grammar Banks provide detailed explanations and further practice.

Personalized speaking tasks throughout each lesson

5 GRAMMAR adjectives

a Look at some more colour facts. What do you think the missing words are?

1 White tigers are _____ less common than ordinary tigers.
2 Insurance for a red car can be a _____ more expensive than for a white car.
3 Black tulips are often more expensive than pink _____.

b 1.13 Listen and check.

c **Grammar Bank** 1B *p.141*

d Talk to a partner. Choose three topics or questions from each section.

COMPARE THEM!

1 restaurant food and home-made food
2 being an only child and having lots of brothers and sisters
3 people from the north and south of your country
4 walking or running outdoors and going to the gym
5 studying in the morning and studying at night
6 going on holiday abroad and going on holiday in your country

I think restaurant food is better than my home-made food because I'm not a very good cook, but it's much more expensive and it sometimes isn't as healthy.

EXTREMES!

1 What is ___ film you've ever seen? (sad) Did you cry?
2 Which sportsperson do you think is ___ role model? (positive) Why do you think so?
3 Which is ___ tourist attraction in your town or area? (popular) Which do *you* think is ___? (good)
4 What's the ___ place you've ever been to? (far) Why did you go there?
5 Who is ___ person you know? (generous) Why do you think so?
6 Which subject did you find ___ at school? (boring) Why didn't you like it?

I think the saddest film I've ever seen is Brokeback Mountain. *I've seen it twice and I cried both times.*

6 READING

a Look at the colour chart and match the numbered colours to the words or phrases in the list.

beige
bright blue
dark brown
fuchsia
maroon
pale green
scarlet
turquoise

b Read the advertisement for *House of Colour* and look at the four pairs of photos. How do the people look different in the second photos? Would you like to visit a colour consultant? Why (not)?

Engaging texts and topics updated from the fourth edition

My true colours

By Cecily King

1

I first read about colour analysis some years ago and really liked the idea of finding out in a more scientific way what colours really suited me best. Apparently, the idea started in Hollywood, where an artist called Robert Dorr observed how actors could look wonderful one day, but tired and older the next day, and he realized it was because of the effect of the colour they were wearing on their skin. Anyway, then I forgot about it until a friend told me that she had tried it with a company called House of Colour, and it really worked. So, I googled it and found a consultant quite near where I lived, and I booked an appointment.

2

I didn't really know what to expect. I only knew that the colour shades were divided into seasons – spring, summer, etc. – and that the consultant would tell me which season I was. When I arrived at her house, I was shown into a room a bit like a hairdresser's salon. I had to put on a white gown and cover my hair with a piece of white material, and then I sat down in front of a mirror. The consultant had a collection of square pieces of material in hundreds of different shades of colours. She put them round my neck one by one and asked me to decide which ones suited me best, and then told me what she thought and why. This went on for quite a long time, maybe half an hour, and in the end, she said she had reached a decision.

3

She told me that I was mainly a 'winter person'. She advised me to go for colours with blue in them, for example, purple, green, and dark red; she called these 'jewel colours'. She said I should avoid colours with yellow in them, like orange, and wear white rather than cream. She also told me to avoid pastel colours, like light green or pale blue. It was interesting because, in general, the colours she said suited me were colours that I would normally choose. There were a few exceptions, for example, she said I would really suit fuchsia, which is a colour I don't like at all – I never wear pink. The other thing she said was that the only colour that suits everybody, regardless of what season they are, is red.

4

A bit. I had a couple of orange dresses which I stopped wearing, and now I think twice before I buy anything in pastel colours, though I do sometimes buy things in light blue. But I haven't started wearing anything in bright pink, and don't think I ever will!

c Now read about Cecily's experience with House of Colour. Match a heading to each paragraph (there are two you don't need).

Has it influenced the way I dress?

Was it good value for money?

What did I find out?

What was it like?

Why did I go?

Would I recommend it?

d Read the article again. Choose a, b, or c.

1 What most influenced Cecily to do colour analysis was ___.
   a seeing an advert for House of Colour
   b realizing that there was a consultant nearby
   c hearing about a friend's experience

2 The experience itself ___.
   a was shorter than she had expected
   b took place at a hairdresser's salon
   c involved making a lot of choices

3 The consultant's advice ___.
   a coincided with what Cecily already thought
   b didn't give her clear guidelines about colour
   c was not at all what she wanted to hear

e Having read about the experience, how do you feel now about trying colour analysis?

7 SPEAKING

Talk to a partner.

1 Are there any colours you never wear? Why?

2 What colours or kinds of colours do you normally choose for these things? Why?

a winter coat gym clothes
nightwear smart shoes a bag
a phone case a suitcase

3 Do you know anyone who...?
- wears very colourful clothes
- never wears colourful clothes
- dyes their hair an unusual colour
- wears one colour most of the time
- often wears things which don't go together, in your opinion

4 What are they like?

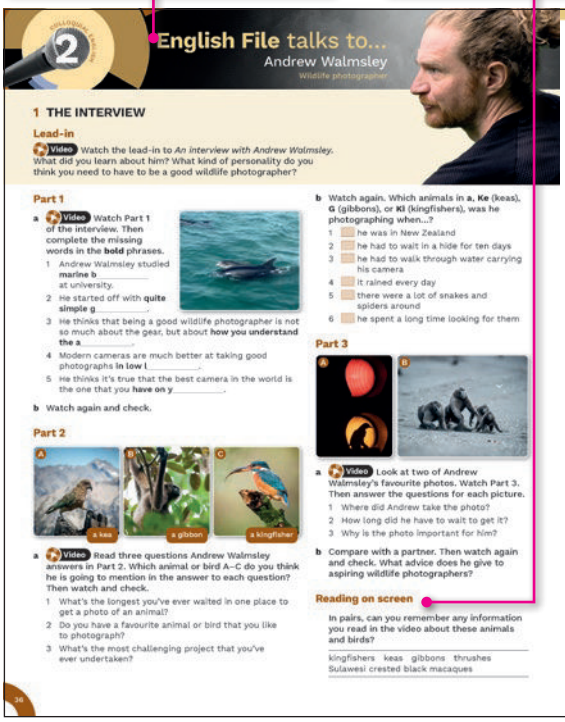
15

Reading tasks develop students' reading skills.

Speaking sections allow practice of all the grammar and vocabulary from the lesson.

English File talks to… features exclusive, unscripted interviews with experts in their field.

Focus on multimodal features from the interview



2

English File talks to...

Andrew Walmsley

Wildlife photographer

1 THE INTERVIEW

Lead-in

Video Watch the lead-in to *An interview with Andrew Walmsley*. What did you learn about him? What kind of personality do you think you need to have to be a good wildlife photographer?

Part 1

a Video Watch Part 1 of the interview. Then complete the missing words in the **bold** phrases.

1 Andrew Walmsley studied **marine b**_____ at university.
2 He started off with **quite simple g**_____.
3 He thinks that being a good wildlife photographer is not so much about the gear, but about **how you understand the a**_____.
4 Modern cameras are much better at taking good photographs **in low l**_____.
5 He thinks it's true that the best camera in the world is the one that you **have on y**_____.

b Watch again and check.

Part 2

a Video Read three questions Andrew Walmsley answers in Part 2. Which animal or bird A–C do you think he is going to mention in the answer to each question? Then watch and check.

1 What's the longest you've ever waited in one place to get a photo of an animal?
2 Do you have a favourite animal or bird that you like to photograph?
3 What's the most challenging project that you've ever undertaken?

b Watch again. Which animals in **a**, **Ke** (keas), **G** (gibbons), or **Ki** (kingfishers), was he photographing when...?

1 ☐ he was in New Zealand
2 ☐ he had to wait in a hide for ten days
3 ☐ he had to walk through water carrying his camera
4 ☐ it rained every day
5 ☐ there were a lot of snakes and spiders around
6 ☐ he spent a long time looking for them

Part 3

a Video Look at two of Andrew Walmsley's favourite photos. Watch Part 3. Then answer the questions for each picture.

1 Where did Andrew take the photo?
2 How long did he have to wait to get it?
3 Why is the photo important for him?

b Compare with a partner. Then watch again and check. What advice does he give to aspiring wildlife photographers?

Reading on screen

In pairs, can you remember any information you read in the video about these animals and birds?

kingfishers keas gibbons thrushes Sulawesi crested black macaques

Looking at language

Informal language

Andrew Walmsley has an informal speaking style. Recognizing and understanding informal synonyms for standard words and phrases is useful, e.g. *gear*, which Andrew uses instead of *equipment*, but this kind of language can be particular to certain groups of native speakers of English, especially younger people. Be careful about using such expressions yourself – they may not always sound natural.

Video Watch some extracts from the interview. Then try to match the highlighted informal words and phrases to their meanings a–e.

1 ...everybody pretty much now has a very capable camera in their pockets.
2 ...which, yeah, got a bit boring, not gonna lie.
3 So by the end of ten days of wading through forests with ten kilos of cameras on my back, I was done, I would say.
4 I was like, right, I've got an idea for a picture.
5 ...I heard a bit of commotion going on, turned my camera around, and just rattled out a few pictures...

a took very quickly (without thinking about it)
b mostly
c to tell you the truth
d thought to myself
e exhausted

Reacting to the interview

Talk to a partner.

- How would you describe Andrew Walmsley? Is there any one thing he talked about that you particularly remember?
- What did you think of his photos? Which of the ones you saw did you like best?
- Which of the trips he described would you most / least like to go on?
- Have you taken any photos of wildlife? How easy / difficult did you find it? Do you have any photos you are particularly proud of?

2 THE CONVERSATION

Do you think it's a good or a bad thing that everyone takes photos of everything nowadays?

a Video Watch the conversation. Who says these things, **D** (Devika), **P** (Phil), or **S** (Sarah)?

1 ☐ Taking photos in museums and art galleries should be banned.
2 ☐ We'll all have more family memories now, thanks to photography.
3 ☐ People posting photos of their meals online is a bad thing.

Glossary
the Louvre the most famous art museum in Paris
gigs concerts (informal)

b Watch again. What are they referring to when they say...?

1 **Sarah** ...it just ruined the experience.
2 **Phil** ...artists say, 'Can you put your phones away, please?'
3 **Phil** [it] has given access to photography to lots of people now...
4 **Devika** ...and made available so we can see them on the computer.
5 **Phil** And I just don't understand why he would do that.
6 **Sarah** ...it's unnecessary, but we all do it.

c Video Watch four extracts and notice how the speakers often begin sentences with *And...*or *But...* to make the conversation flow. This is a very common feature of informal spoken English, as opposed to written English.

Beginning with *And...* and *But...*

1 **Sarah** And the room with the *Mona Lisa* was – I just left in five minutes because it was so packed full of people trying to take a selfie.
2 **Phil** And I kind of understand actually, you want to be enjoying the moment, not watching back later...
3 **Phil** ...but I can also see the other side though as well...
4 **Devika** But also, it's been lovely looking at memories.

d Now, in groups of three, have a conversation about the question in **a**.

Focus on authentic language from the interview

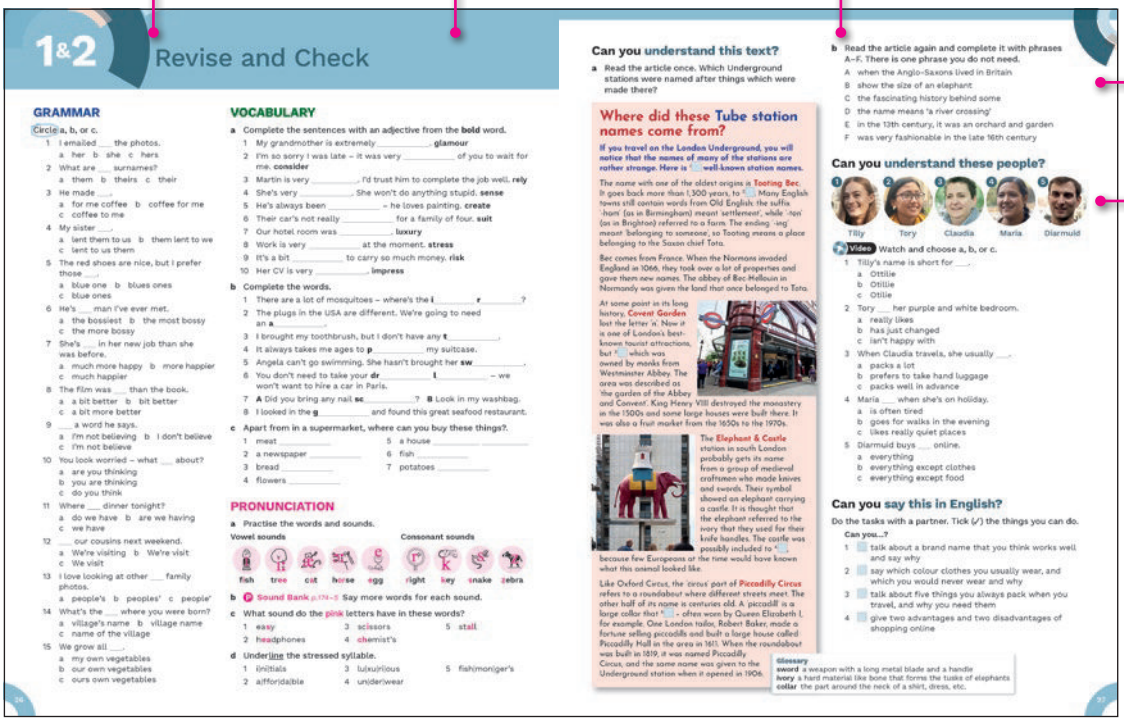
Unscripted **Conversation** videos

Focus on authentic language from the conversation

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**.

1 I emailed __ the photos.
a her b she c hers
2 What are __ surnames?
a them b theirs c their
3 He made __.
a for me coffee b coffee for me c coffee to me
4 My sister __.
a lent them to us b them lent to we c lent to us them
5 The red shoes are nice, but I prefer those __.
a blue one b blues ones c blue ones
6 He's __ man I've ever met.
a the bossiest b the most bossy c the more bossy
7 She's __ in her new job than she was before.
a much more happy b more happier c much happier
8 The film was __ than the book.
a a bit better b bit better c a bit more better
9 __ a word he says.
a I'm not believing b I don't believe c I'm not believe
10 You look worried – what __ about?
a are you thinking b you are thinking c do you think
11 Where __ dinner tonight?
a do we have b are we having c we have
12 __ our cousins next weekend.
a We're visiting b We're visit c We visit
13 I love looking at other __ family photos.
a people's b peoples' c people'
14 What's the __ where you were born?
a village's name b village name c name of the village
15 We grow all __.
a my own vegetables b our own vegetables c ours own vegetables

VOCABULARY

a Complete the sentences with an adjective from the **bold** word.

1 My grandmother is extremely _____. **glamour**
2 I'm so sorry I was late – it was very _____ of you to wait for me. **consider**
3 Martin is very _____. I'd trust him to complete the job well. **rely**
4 She's very _____. She won't do anything stupid. **sense**
5 He's always been _____ – he loves painting. **create**
6 Their car's not really _____ for a family of four. **suit**
7 Our hotel room was _____. **luxury**
8 Work is very _____ at the moment. **stress**
9 It's a bit _____ to carry so much money. **risk**
10 Her CV is very _____. **impress**

b Complete the words.

1 There are a lot of mosquitoes – where's the i_____r_____?
2 The plugs in the USA are different. We're going to need an a_____.
3 I brought my toothbrush, but I don't have any t_____.
4 It always takes me ages to p_____ my suitcase.
5 Angela can't go swimming. She hasn't brought her sw_____.
6 You don't need to take your dr_____ t_____ – we won't want to hire a car in Paris.
7 **A** Did you bring any nail sc_____? **B** Look in my washbag.
8 I looked in the g_____ and found this great seafood restaurant.

c Apart from in a supermarket, where can you buy these things?

1 meat _____
2 a newspaper _____
3 bread _____
4 flowers _____
5 a house _____
6 fish _____
7 potatoes _____

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds: fish tree cat horse egg

Consonant sounds: right key snake zebra

b Sound Bank p.174–5 Say more words for each sound.

c What sound do the pink letters have in these words?

1 easy
2 headphones
3 scissors
4 chemist's
5 stall

d Underline the stressed syllable.

1 initials
2 affordable
3 luxurious
4 underwear
5 fishmonger's

Can you understand this text?

a Read the article once. Which Underground stations were named after things which were made there?

Where did these Tube station names come from?

If you travel on the London Underground, you will notice that the names of many of the stations are rather strange. Here is [1] well-known station names.

The name with one of the oldest origins is Tooting Bec. It goes back more than 1,300 years, to [2] Many English towns still contain words from Old English: the suffix *-hom* (as in Birmingham) meant 'settlement', while *-ton* (as in Brighton) referred to a farm. The ending *-ing* meant 'belonging to someone', so Tooting means a place belonging to the Saxon chief Toto.

Bec comes from France. When the Normans invaded England in 1066, they took over a lot of properties and gave them new names. The abbey of Bec-Hellouin in Normandy was given the land that once belonged to Toto.

At some point in its long history, Covent Garden lost the letter 'n'. Now it is one of London's best-known tourist attractions, but [3] which was owned by monks from Westminster Abbey. The area was described as 'the garden of the Abbey and Convent'. King Henry VIII destroyed the monastery in the 1500s and some large houses were built there. It was also a fruit market from the 1650s to the 1970s.

The Elephant & Castle station in south London probably gets its name from a group of medieval craftsmen who made knives and swords. Their symbol showed an elephant carrying a castle. It is thought that the elephant referred to the ivory that they used for their knife handles. The castle was possibly included to [4] because few Europeans at the time would have known what this animal looked like.

Like Oxford Circus, the 'circus' part of Piccadilly Circus refers to a roundabout where different streets meet. The other half of its name is centuries old. A piccadill is a large collar that [5] often worn by Queen Elizabeth I, for example. One London tailor, Robert Baker, made a fortune selling piccadills and built a large house called Piccadilly Hall in the area in 1611. When the roundabout was built in 1819, it was named Piccadilly Circus, and the same name was given to the Underground station when it opened in 1906.

Glossary
sword a weapon with a long metal blade and a handle
ivory a hard material like bone that forms the tusks of elephants
collar the part around the neck of a shirt, dress, etc.

b Read the article again and complete it with phrases A–F. There is one phrase you do not need.

A when the Anglo-Saxons lived in Britain
B show the size of an elephant
C the fascinating history behind some
D the name means 'a river crossing'
E in the 13th century, it was an orchard and garden
F was very fashionable in the late 16th century

Can you understand these people?

Video Watch and choose a, b, or c.

1 Tilly's name is short for ___.
a Ottilie
b Otillie
c Ottile

2 Tory ___ her purple and white bedroom.
a really likes
b has just changed
c isn't happy with

3 When Claudia travels, she usually ___.
a packs a lot
b prefers to take hand luggage
c packs well in advance

4 Maria ___ when she's on holiday.
a is often tired
b goes for walks in the evening
c likes really quiet places

5 Diarmuid buys ___ online.
a everything
b everything except clothes
c everything except food

Can you say this in English?

Do the tasks with a partner. Tick (✓) the things you can do.

Can you...?

1 ☐ talk about a brand name that you think works well and say why
2 ☐ say which colour clothes you usually wear, and which you would never wear and why
3 ☐ talk about five things you always pack when you travel, and why you need them
4 ☐ give two advantages and two disadvantages of shopping online

Exam-type tasks

Vox pop interviews with real people expose students to a range of accents.

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

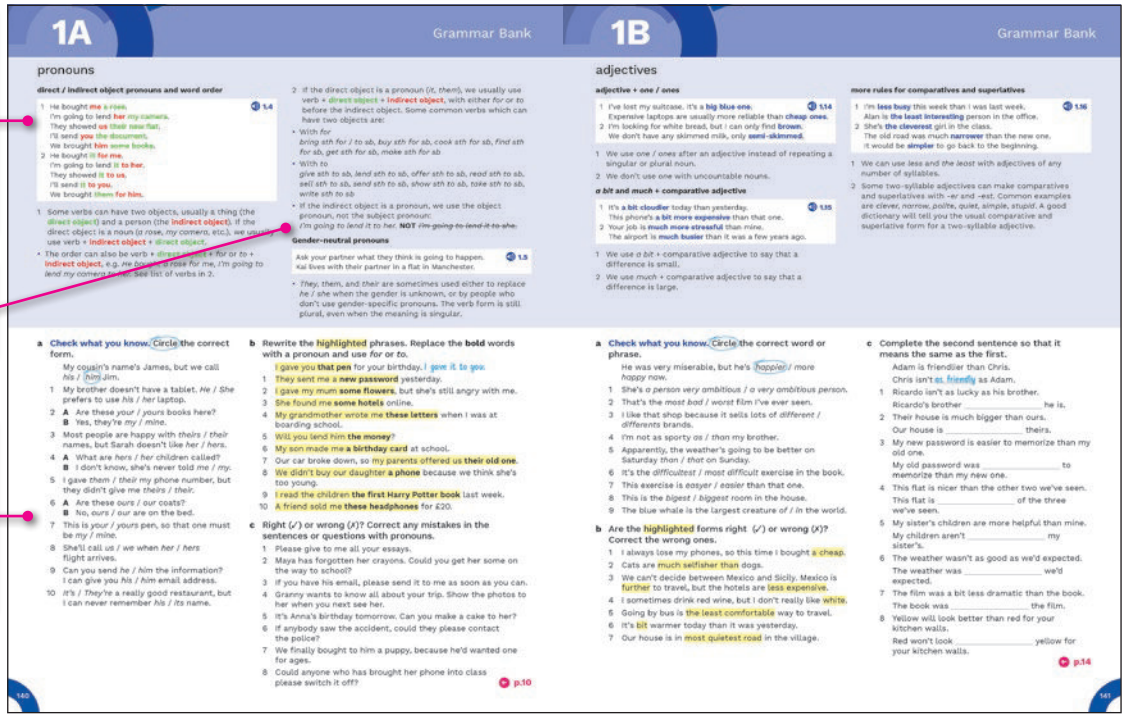
Extended grammar rules for every lesson in the Student Book

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.

Two or three practice exercises for each Grammar Bank



Vocabulary Banks allow students to revise, review, and extend their vocabulary.

Activation activities provide further practice of the vocabulary.

Writing Banks in every File develop students' writing skills, covering a range of writing genres.

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 multimodal video in the classroom helps learners 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 summarizing, 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.

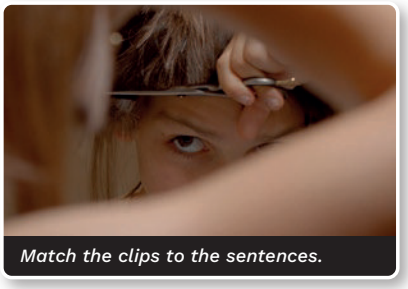
Look out for the Video icons Video in every File.

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:



Match the clips to the sentences.

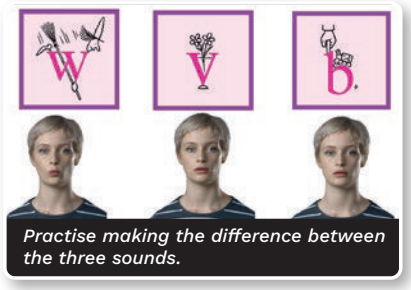
Grammar videos

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.

Try to remember the circled things you saw.

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.



Practise making the difference between the three sounds.

Pronunciation videos

These videos focus on contrasting sounds and intonation. Pronunciation videos are embedded within many lessons and a full set of Sound Bank videos can be found in the resources section on ***Oxford English Hub***.

Food waste and recycling

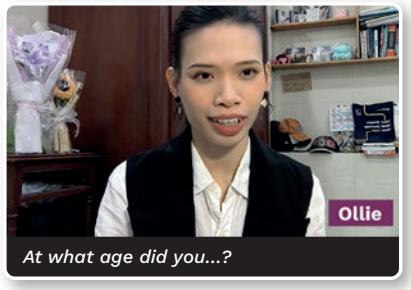
Dramas

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

Fascinating colour facts

Documentaries

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



At what age did you...?

Vox pop and user-generated content

These videos expose students to authentic content and accents 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.

Joa Studholme *Colour curator*

Colloquial English videos

Each Colloquial English lesson features an exclusive interview with an expert in their field and a group conversation.

These videos expose students to authentic, unscripted English with a focus on elements of natural language.

Andrew Walmsley *Wildlife photographer*

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 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 where you may want to have them on for the second viewing. Where the aim is improving their listening skills, listening again with subtitles is a way of allowing Sts to confirm what they understood, and also for dealing with new vocabulary or pronunciation.

With a video 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.

Subtitled videos are all available to view on ***Oxford English Hub***.

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 to reuse a video for a different purpose. The following list of tasks are things that you might choose to use with different videos.

Create your own voiceover

1 Ask Sts to work in pairs or small groups.
2 Explain that they are going to write their own voiceover for a video (or part of a video).
3 Play the video with the sound off and ask the Sts to write the voiceover for what they see on screen. (You could ask them to focus on sentence stress and intonation.)
4 The Sts then become the narrator. Play the video with the sound off but with a student narrating the video.

Watching with the sound off

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.

Order the events

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. For documentaries, you could use the screenshots to ask Sts what aspect of a topic the documentary is going to cover.
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 Student Book exercises, ask Sts to use the pictures to summarize the video in their own words.

Predicting interview questions

1 Choose an interview video. For the Colloquial English interviews, watch the lead-in as a class; for other videos without a lead-in stage, tell the Sts a bit about the person they are going to see interviewed.
2 Put Sts into pairs or small groups. They work together to come up with some questions they would like to ask the interviewee.
3 Watch the interview and check to see if their questions came up. If so, discuss how their questions were answered. Did the answers surprise them? Were there any particularly interesting answers?
4 If their questions weren't asked or answered, ask Sts to research the answers and bring to the next class.

Write your own questions

1 Explain to Sts that they are going to write the comprehension questions for a video. This works well for documentaries but can also be used for other video types.
2 Put Sts into pairs or small groups. They need a pen and paper.
3 Play the video once. (You can pause at various points in the video if necessary.)
4 After the video ends, allow five minutes for the Sts to write their questions.
5 Then swap questions with another pair / group and try to answer them. Play the video again to check answers.

Character descriptions

1 Choose a video with more than one character. This could also be one scene or an image from a video with people in it.
2 Ask Sts to choose one character and to write down as much information to try to describe their character as possible (e.g. their age, family background, personality, how they are feeling, etc.).
3 Put Sts into pairs or small groups. They read their descriptions and discuss if they agree or not.

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.

Describe and guess

1 Ask Sts to work in pairs or teams.
2 Student A watches the video whilst Student B (or the rest of Student A's team) face away from the screen.
3 Student A has to describe what they see on the screen without saying the word (e.g. *the sky has dark clouds and there's a flash*). Their partner / team has to guess the word (*lightning*).
4 Award a point to the first pair / team to guess the word.
5 Change roles so guessers become describers.

This game works well with the many vocabulary videos in *English File fifth edition*. The teacher can also indicate which word the describers are not allowed to say.

Memory / Observation

1 Play the video.
2 Tell the Sts they have to remember as much detail as possible.
3 Turn off the video and ask Sts to write down what they can remember.
4 Put the Sts in pairs and ask them to compare lists.
5 Elicit feedback from the class.
6 Show the video again and ask Sts how many of their observations were right. Did they miss anything?

Write a summary

1 Tell Sts to write a one-paragraph summary 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 Student Book 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 man's shirt? What was the woman drinking?*, etc. Or get the Sts to write the questions themselves.
3 Sts should discuss the answers with their partner and write them down.
4 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'.

1A Names matter

G pronouns
V names
P vowel sounds

Lesson plan

In this first lesson, the topic of names provides a context for Sts to get to know each other, revise sounds, and practise basic reading and listening skills. The vocabulary focus is on lexis related to names, and the grammar focus is on pronouns.

Sts begin by finding out about the names of four famous people, and focus on words and phrases used when talking about names, e.g. *maiden name*, *pseudonym*, etc. Sts then use some of these terms to talk about people they know. This is followed by a pronunciation focus on vowel sounds through common British names. The pronunciation focus can also be used to introduce the sound–picture system to Sts who have not previously used *English File*. Sts then read an article about naming customs around the world. The first part of the lesson ends with Sts watching a video, where four speakers talk about their names, and Sts finally talk about their own.

The second half of the lesson is about popular brand names. The grammar of pronouns is presented through a short text about the Amazon Kindle eBook reader. Sts then listen to a radio programme and find out the origin of some well-known brand names. The lesson ends with a speaking activity in which Sts read descriptions of new inventions and together come up with names for the products.

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

Video material

Listening – *Why did they call you that?*

More materials

For teachers

Photocopiables
Grammar pronouns *p.165*
Communicative Talk for a minute *p.192* (instructions *p.185*)

Oxford English Hub
Entry Test

For students

Workbook 1A

OPTIONAL LEAD-IN – THE QUOTE Write the quote at the top of *p.8* on the board and the name of the person who said it, or get Sts to open their books and read it.

You could point out / elicit that John F Kennedy, also known as JFK (1917–63), was US President from January 1961 to November 1963 when he was assassinated in Dallas, Texas.

Get Sts to discuss what they think the quote means, and whether they agree with it.

1 VOCABULARY names

Vocabulary notes

Surname, *family name*, and *last name* are all synonyms, and Sts may see any of them on forms.

Maiden name (also sometimes expressed as *birth name*) refers to the surname a married woman used before she got married. Traditionally, in the UK, women take their husband's surname, but nowadays women often keep their own surname or join their surname with their partner's to create a 'double-barrelled surname'.

Pseudonym is normally used for a writer who writes under a different name. When an actor or singer uses a different name professionally, this is usually referred to as a *stage name*.

a Books open. Focus on the four photos and the questions, and elicit what each person is famous for and where they are from.

ANSWERS
Victoria Beckham: famous for being a member of the Spice Girls, fashion designer, wife of David Beckham, the ex-footballer; from the UK
Bob Marley: famous for being a reggae singer and songwriter; from Jamaica
PJ Harvey: famous for being a singer and songwriter; from the UK
Stephen King: famous for being a writer (mainly horror novels); from the USA

b Focus on the texts and give Sts time to read and match them to the photos.

Get Sts to compare with a partner.

Check answers.

ANSWERS
1 D **2** A **3** B **4** C

Then get Sts, in their pairs, to focus on the **bold** words and phrases and try to work out their meaning.

Check answers, either explaining in English, translating into Sts' L1, or getting Sts to check in their dictionaries. Model and drill pronunciation. Point out the silent *p* in *pseudonym*. Model and drill its pronunciation.

ANSWERS
pseudonym /ˈsuːdənɪm/ = a name used by sb, especially a writer, instead of their real name
real name /ˈriːəl neɪm/ = birth or true name
maiden name /ˈmeɪdn neɪm/ = a woman's family name before marriage
married name /ˈmærid neɪm/ = when a person takes the last name of their spouse
nickname /ˈnɪkneɪm/ = an informal, often humorous, name for a person that is connected with their real name, their personality or their appearance, or with something they have done
be named after /biː neɪmd ˈɑːftə/ = to be given the name of a person or place
be called…for short /biː kɔːld fə ʃɔːt/ = to have a particular name which is a shorter form of a name
first name /ˈfɜːst neɪm/ = a name that was given to you when you were born, that comes before your family name

middle name /mɪdl 'neɪm/ = a name that comes between your first name and your family name
initials /ɪ'nɪʃlz/ = the first letters of all of a person's names
stand for /'stænd fɔː(r)/ = to be an abbreviation or symbol of sth
full name /'fʊl neɪm/ = the first name, any middle names, and last name of a person

c Focus on the instructions and put Sts in pairs.

Give Sts time to talk about people for as many of the categories as they can. Encourage them to ask each other for extra information.

Get feedback from different pairs.

2 PRONUNCIATION vowel sounds

Pronunciation notes

Many Sts find it difficult to pronounce common British names, often because of vowel sounds which don't exist in their L1.

This exercise will remind Sts who have used *English File* before of the sound–picture system. If your Sts are new to the series, you will need to explain that the sound pictures show the phonetic symbols, and give a clear example of a word with the target sound to help them remember the pronunciation of the symbol.

a **1.2** Focus on the eight sound pictures and elicit the words and sounds. Tell / Remind Sts that two dots in the phonetic symbol show a long sound, and two symbols together show a diphthong. Then play the audio for them to listen and repeat.

1.2
1 fish /ɪ/
2 tree /iː/
3 cat /æ/
4 horse /ɔː/
5 egg /e/
6 train /eɪ/
7 phone /əʊ/
8 bike /aɪ/

b **1.3** Focus on the instructions and the first names. Point out that the sound that is being focused on is that of the pink letters in the names. Play the audio, pausing after each group to give Sts time to find the odd one out.

EXTRA CHALLENGE Give Sts time, in pairs, to find the odd one out in each set of four names. Remind them that this kind of exercise is easier if they say the words aloud to themselves. Then elicit answers and play the audio for Sts to listen and check.

Play the audio again if necessary, and then check answers.

ANSWERS
1 Milo 2 Freddie 3 Ava 4 Florence 5 Amelia 6 Kai 7 Poppy 8 Liam

1.3
See sounds and words in Student Book on *p.8*

EXTRA CHALLENGE In pairs, get Sts to decide the sound of the pink letter in the names they have circled. Then check answers.

ANSWERS
1 Milo /aɪ/ 2 Freddie /e/ 3 Ava /eɪ/ 4 Florence /ɒ/
5 Amelia /iː/ 6 Kai /aɪ/ 7 Poppy /ɒ/ 8 Liam /iː/

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the **Sound Bank** videos on *Oxford English Hub*.

c Focus on the instructions. Give Sts a few minutes in pairs to decide which are men's names, women's names, or both.

Check answers for M, W, and B. Then ask Sts which names are short for something. Ask Sts if any of the names are similar to ones in their language but pronounced differently.

You may want to point out that Ezra is primarily a boy's name but is occasionally used for girls.

ANSWERS
1 Dylan **M** Lily **W** Milo **M** Olivia **W**
2 Felix **M** Freddie **M** (short for Frederick) Mia **W** Phoebe **W**
3 Adam **M** Ava **W** Sacha **B** (short for Alexander / Alexandra) Muhammad **M**
4 Florence **W** George **M** Laura **W** Sean **M**
5 Amelia **W** Elliot **B** Emily **W** Ezra **M**
6 Daisy **W** Freya **W** Gabriel **M** Kai **B**
7 Noah **M** Poppy **W** Rose **W** Toby **M**
8 Isaac **M** Ivy **W** Liam **M** Lyra **W**

d Tell Sts to go to **Communication** Middle names quiz on *p.108*.

Make sure Sts understand the task and give them time, in pairs, to do the quiz.

Check answers. You could elicit the names of films these actors have been in or whether Sts like them.

ANSWERS
1 Ashton /'æʃtən/
2 Reese /riːs/
3 Brad /bræd/
4 Jude /dʒuːd/
5 Dakota /də'kəʊtə/
6 Hugh /hjuː/
7 Meghan /'megən/
8 Sylvester /sɪl'vestə/
9 Rihanna /ri'ænə/
10 Paul /pɔːl/

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

3 READING checking hypotheses

a Get Sts to cover the article and focus on the instructions. Put Sts in pairs to answer the questions.

Elicit some opinions, and encourage Sts to give reasons if they can, but don't tell them if they are right or not.

b Tell Sts to uncover the article and focus on the title.

Elicit / Explain this meaning of *customs* /'kʌstəmz/ (= accepted ways of behaving or of doing things in a society or a community). Model and drill its pronunciation.

Now tell Sts to read the article to check their answers to **a** and to make a note whether the first names in the list are male or female.

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

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

ANSWERS
Yeon Seok: Korean male first name
Kostyuk: Ukrainian (male) surname
López Ramírez: Spanish-speaking country surname
Aarushi: Indian female first name
Li: Chinese surname
Abdul Ahad: Afghan (Arabic) male first name
Jones: British surname

c Tell Sts to read the article again and answer questions 1–6. Check answers.

ANSWERS
1 Korea and China **2** Afghanistan **3** Spanish-speaking countries **4** Ukraine **5** the UK **6** India

You may want to explain that in Spanish-speaking countries a child gets both their father's and their mother's first surname, so if Juan López Garcia and Ana Ramírez Soler have a daughter called Maria José, her full name will be Maria José López Ramírez.

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

d Focus on the questions and make sure Sts understand them. If your Sts come from the same country, you could do this as a whole-class activity. If not, put Sts in pairs to discuss the questions, and then get some feedback from the class.

4 LISTENING & SPEAKING tuning in to proper names

a In this video, four speakers from different countries talk about their names, including how to spell them, how they got them, and how they feel about them. The four interviews are 'vox pops', that is they are unscripted. Sts should be able to cope with the first task quite easily, but you may want to turn on the subtitles for **b** if you think they need them.

Focus on the instructions and the four photos. Then play the video. Pause after each person spells their name for Sts to write the name of each person under their photo.

Check answers by eliciting the names onto the board, getting Sts to spell them. Then ask if they can remember where the people are from. Ask Sts if any of the speakers would like to change their name (they wouldn't).

EXTRA CHALLENGE When you confirm with Sts that none of the speakers would like to change their name, you could also elicit the reasons they give.

ANSWERS
1 Elzbieta **2** Ross **3** Jorge **4** Rocío

I = interviewer, E = Elzbieta, R = Ross, J = Jorge, R = Rocío

1
I What's your name?
E Elzbieta.
I How do you spell it?
E E-L-Z-B-I-E-T-A.
I Why did your parents choose that name for you?
E I don't really know and neither of them is still around. I suspect it must have been after, after my aunt, who was very athletic, very clever, and a very nice person.
I Do you have a nickname?
E My friends, my family, and my colleagues call me 'Ela' – E-L-A.
I Would you like to change your name?
E No, I wouldn't. I feel quite comfortable with my name.

2
I What's your name?
R My name is Ross.
I How do you spell it?
R You spell it R-O-S-S.
I Why did your parents choose that name for you?
R My parents named me Ross because the name is Scottish and my family are Scottish, and that's about it.
I Do you have a nickname?
R I don't have a nickname and I don't think you can shorten Ross any more than it already is…short. My friends have always known me as Ross, anyway.
I Would you like to change your name?
R I wouldn't like to change my name. I'm quite proud of my name, actually. And I think anyone who is embarrassed by their name, especially when they're young, they tend to grow older and become much more confident and prouder of their name.

3
I What's your name?
J Hi, there. My name is Jorge Luis.
I How do you spell it?
J Well, Jorge is the Latin version, so it's spelled J-O-R-G-E.
I Why did your parents choose that name for you?
J Actually, it was my mum who picked it. Funny enough, she got the idea from the doctor who delivered me.
I Do you have a nickname?
J Yeah, some people call me 'Tex', especially non-Portuguese speakers. It seems like my last name, Teixeira, is quite a challenge for them to pronounce, so Tex just stuck.
I Would you like to change your name?
J Would I like to change my name? Not really. I think my name suits me perfectly – it's part of who I am.

4
I What's your name?
R My name is Rocío.
I How do you spell it?
R R-O-C-Í-O.
I Why did your parents choose that name for you?
R Well, there were a few names on the table and my grandma really liked Lucia, but my mum knew someone at work called Lucia that she didn't really like, so they went with Rocío instead.
I Do you have a nickname?
R Yes, everyone calls me Ro – R-O.
I Would you like to change your name?
R I, I like my name, I wouldn't change it. Um, it means 'morning dew' in English and also, which is quite wholesome, and also there is a couple of Spanish very strong female singers, um, from flamenco and copla folklore kind of. Really strong characters that were called Rocío, so I quite like that about it as well.

b Now tell Sts they are going to watch again and need to answer the two questions for each person. Give Sts time to read the questions. Play the video again, pausing after each speaker to give Sts time to answer the questions.

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

ANSWERS
Elzbieta
1 She doesn't really know, but she suspects it was after her aunt.
2 Ela
Ross
1 He's called Ross because it's Scottish and his family are Scottish.
2 No nickname
Jorge
1 Jorge's mum got the idea for his name from the doctor who delivered him.
2 Tex

Rocío

1 Her grandmother would have liked Lucia, but her mum knew someone at work called Lucia who she didn't really like, so they went with Rocío.
2 Ro

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 Put Sts in groups of three or four and get them to answer the questions about their names. You could demonstrate the activity by answering some of the questions yourself.

Get feedback from different pairs, and use this as an opportunity to learn Sts' names.

EXTRA IDEA Ask Sts if they know what their name is in English, and if they like it more or less than in their language.

5 GRAMMAR pronouns

a Focus on the instructions, making sure Sts know what a *brand name* is (= the name given to a product by the company that produces it). Now put Sts in pairs to discuss the questions.

Elicit some answers.

b Focus on the image and find out if any Sts have a Kindle or a Kindle app. Then ask if they know how the Kindle got its name. Don't tell Sts if they are right or not.

Now focus on the instructions, and then give Sts time to read the text.

To check comprehension, ask Sts how the Kindle got its name.

ANSWER

The designer Michael Cronan chose *kindle* because its meaning reminded him of the feeling people get when reading. Also, Victor Hugo, the French novelist, wrote 'to read is to light a fire'.

Now elicit Sts' opinions of the name. You may want to tell Sts that Jeff Bezos wanted a name for his company starting with *A* and chose *Amazon* because it's the biggest river in the world, and he wanted his company to be the biggest in the world.

c Put Sts in pairs and tell them to read the text again and decide what the highlighted pronouns refer to. You might want to remind Sts what a *pronoun* is (= a word that is used instead of a noun or noun phrase).

Check answers.

ANSWERS

them = Kindle eBook readers
it = Kindle eBook reader
him = Michael Cronan
he = Jeff Bezos
it = the word 'kindle'
their = people

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

Grammar notes

The **Grammar notes** in this Teacher's Guide aim to add more information to the notes and rules on the **Grammar Bank** pages in the Intermediate Plus Student Book where necessary. There is a direct link between the numbered rules in the Teacher's Guide and the Student Book. If there is no extra information about a rule in the Teacher's Guide, this is either because we assume that Sts at this level should already know it, or because all the information needed is on the Student Book page.

The **Grammar Bank** rules section provides examples, with audio, followed by rules. They are for grammar which is either completely new (as in this case), or grammar which is complex in form or use and needs thorough recycling.

Direct / indirect object pronouns and word order

- Rule 1: Emphasize that when the direct object is a noun, we usually put the indirect object (without a pronoun) directly after the verb, and then the direct object, e.g. *I gave Jack / him my address* (*address* is the direct object and *Jack* or *him* is the indirect object) NOT ~~*I gave to Jack / him my address*~~.

  However, we can also say *I gave my address to Jack / him* (= verb, direct object, *to* or *for* + indirect object), but highlight that the indirect object usually answers the question 'to whom?', e.g. *I gave it to him*. The direct object answers 'what?', e.g. *I gave my address to him / I gave it to him*.
- Rule 2: Emphasize that when the direct object is a pronoun, the only possible order is verb + direct object + *to* or *for* + indirect object, e.g. *I gave it to Jack / him*.

  You may want to write a few more sentences on the board with indirect objects and elicit the different possibilities, e.g.

  They showed Jane the flat.

  They showed the flat to her.

  They showed it to her.

Gender-neutral pronouns

They, *them*, and *their* may be used as singular pronouns to refer to a person whose gender is unknown or for a person who doesn't identify as either male or female.

Focus on the example sentences for **direct / indirect object pronouns and word order** and play audio **1.4** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the example sentences for **Gender-neutral pronouns** and play audio **1.5** for Sts to listen and repeat. Go through the explanation.

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

Check answers, getting Sts to read the full sentences.

ANSWERS

a **1** He, his **2** your, mine **3** their, hers **4** her, me **5** them, theirs **6** our, ours **7** your, mine **8** us, her **9** him, his **10** It's, its

b 1 They sent it to me
2 I gave them to my mum
3 She found them for me
4 My grandmother wrote them to me
5 Will you lend it to him
6 My son made it for me
7 My parents offered it to us
8 We didn't buy it for our daughter
9 I read it to the children
10 A friend sold them to me

c 1 ✗ Please give me all your essays.
2 ✓
3 ✓
4 ✗ Show her the photos when you next see her.
5 ✗ Can you make her a cake? / Can you make a cake for her?
6 ✓
7 ✗ We finally bought him a puppy, because he'd wanted one for ages.
8 ✗ Could anyone who has brought their phone into class please switch it off? (NB if everyone in the class were female, this sentence would be correct.)

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

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

e **1.6** Focus on the instructions and examples. Explain (or show on the board) that first Sts will hear a sentence, then they have to change it, by changing the direct object to a pronoun.

Play the first sentence and then elicit the new sentence from the class.

Play the rest of the audio, pausing after each sentence for Sts to listen and say the sentence.

EXTRA SUPPORT As Sts listen, pause the audio at the ping if they need more time.

1.6
1 Give me **the book**. (*ping*) Give it to me.
2 Give her **the shoes**. (*ping*) Give them to her.
3 We gave him **the present**. (*ping*) We gave it to him.
4 Show me **the photo**. (*ping*) Show it to me.
5 I'll give them **the information**. (*ping*) I'll give it to them.
6 Did you give her **your number**? (*ping*) Did you give it to her?
7 She didn't send me **an email**. (*ping*) She didn't send it to me.
8 He can't give us **the details**. (*ping*) He can't give them to us.

Then repeat the activity, eliciting responses from individual Sts.

f Focus on the task. Put Sts in pairs and tell them to take turns to talk about a couple they know, ideally one male and one female, in order to practise the different pronouns, using the suggested topics and anything else they think is interesting. Focus on the example and remind Sts to use *he / his / him* when talking about a man, and *she / her / hers* when talking about a woman.

Monitor and help, encouraging Sts to use the appropriate pronouns.

Get some feedback from the class.

EXTRA SUPPORT Demonstrate the activity by telling Sts a little about a couple you know.

EXTRA CHALLENGE Get Sts to ask each other follow-up questions, e.g. *How did you meet them?*

6 LISTENING understanding explanations

a Focus on the photos of the brands and the task. Do the questions as a whole-class activity, or put Sts in pairs or small groups to discuss the questions and then get some feedback.

b **1.7** Play the audio for Sts to listen to how each name is pronounced. Then elicit what kind of company they are and which ones are pronounced differently in your Sts' L1.

ANSWERS
A Burberry /ˈbɜːbəriː/ fashion items, e.g. raincoats, scarves, etc.
B Ferrari /fəˈrɑːriː/ cars and related merchandising
C Vodafone /ˈvəʊdəfəʊn/ mobile phone networks
D Samsung /ˈsæmsʌŋ/ electronic products
E Nivea /ˈnɪviːə/ cosmetics (skin and body care)
F Nike /ˈnaɪkiː/ sportswear
G Starbucks /ˈstɑːbʌks/ coffee and coffee shops
H Bluetooth /ˈbluːtuːθ/ wi-fi technology

1.7
A Burberry
B Ferrari
C Vodafone
D Samsung
E Nivea
F Nike
G Starbucks
H Bluetooth

c Put Sts in pairs and give them time to think which brand name A–H matches which description 1–7. You may want to point out that 7 has two answers. Tell them not to write their answers.

Elicit some answers from various pairs, but don't tell them if they are right or not.

d **1.8** Tell Sts they are going to listen to a radio programme about the brands they have just discussed and they should now match the brands (A–H) to their descriptions in **c**.

Play the audio once the whole way through.

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

Check answers. Find out how many Sts had guessed correctly.

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

1.8
(script in Student Book on *p.130*)

I = interviewer, J = John
I Today we're talking to the Creative Director of a business that names companies and products. Welcome, John.
J Hello, Sarah.
I So, how do companies go about choosing their names?
J Oh, in all sorts of ways. Many, like Burberry clothes and accessories, and Ferrari cars, are named after the people who started them. Others are combination words, such as Vodafone, which is from letters in the words *voice*, *data*, and *telephone* – though actually, they changed the *P-H* in *telephone* to *F*. And Microsoft comes from the words *microcomputer* and *software*.
I Interesting…
J And other names come from phrases in the local language. A good example of that is Samsung, the big Korean electronics company.

In Korean, *samsung* means 'three stars'. The name was chosen back in the year nineteen thirty-eight, and at that time, three stars was the most impressive rating that people could imagine for hotels and things like that.
I So if they'd started the company today, they would probably have called it 'five stars' – whatever that is in Korean.
J Absolutely. Some names even come from Latin – the name of the cosmetics company Nivea comes from the Latin word *niveus*, which means 'snow white'. And talking of Latin, there's another famous brand name with a classical connection, which is Nike.
I I think I know this one. Nike is the Greek goddess of victory. Is that right?
J Yes, exactly. However, Nike wasn't the company's original name. When it started in nineteen sixty-four, its original name was Blue Ribbon Sports. They changed their name to Nike a few years later, in nineteen seventy-one.
I I didn't know that.
J And a name ideally needs to have a strong sound. Take the coffee chain Starbucks, which was founded by two teachers and a writer, who decided to set up a business selling high-quality coffee beans and roasting equipment. Their advertising agency advised them that the letters *S-T* were powerful, and so they brainstormed words beginning with these letters and thought of a character called Starbuck from a nineteenth-century novel. The name didn't have anything to do with coffee, but they said that 'the sound seemed to make sense'.
I And do you have a favourite brand name?
J Well, one of my favourites is Bluetooth. This one comes from the name of a Viking king, Harald Blåtand, so called because he had a dead tooth which had turned blue – *blåtand* means 'blue tooth' in Danish. This king believed in good communication between people, which is an excellent model for developing new communication technologies. But also, the logo for Bluetooth on your phone screen, the B shape, is made up of the two Viking letters for the King's initials – the symbols for *H* (Harald) and *B* (Blåtand). I love that.
I Thank you so much, John, for speaking with us this afternoon.
J You're very welcome.

e Focus on the instructions and make sure Sts understand all the lexis, e.g. *founders*, *Viking*.

Now play the audio again for Sts to listen and write their answers to each question. You could pause after each question is answered to give Sts time to make notes. Play again if necessary.

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

ANSWERS
1 *Microcomputer* and *software*
2 1938
3 Blue Ribbon Sports
4 Because an advertising agency said they were powerful letters.
5 *H* and *B*

Get feedback on what Sts found surprising about the brand names.

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.

f If your Sts come from the same country, you could do this as a whole-class activity. If not, put Sts in pairs and then get some feedback from various pairs.

7 SPEAKING

a Focus on the instructions and make sure Sts understand the meaning of the phrase *raise money*.

Point out the **Glossary** and go through it with the class. Check that Sts also understand *straw* /strɔː/, and model and drill its pronunciation.

Now give Sts time to read about one of the products on the website.

Elicit some opinions from the class. You could also tell the class what you think.

EXTRA IDEA Before focusing on the straws, ask *What brand and model of phone, car, and / or computer do you and your family have? Do you like the names?*

b Put Sts in pairs and tell them to discuss the two questions. Elicit some opinions from various pairs. You could also have a class vote with a show of hands for each name.

Then tell Sts that the name that was chosen for the product was Lolistraw (a lollipop is a sweet on the end of a stick, and the straw is edible, like a lollipop).

c Focus on the **Making suggestions, Accepting suggestions, Rejecting suggestions** box and go through it with the class. Then focus on the task and set a time limit for Sts to read about the three products.

Then put them in small groups and get one person in each group to act as 'secretary', writing down all the possible ideas for names. Monitor and help, encouraging Sts to use expressions from the box.

d Now tell Sts to decide in their groups on the best name for each product.

Elicit ideas from each group for each product and write the names on the board.

Then have a class vote for the best name for each product.

Now tell the class the real names of the products and where the names come from. Ask Sts whether they think the real names are as good as the names they chose.

ANSWERS
1 Quercus; the word is from the Latin name for the oak tree.
2 IQ bars; IQ means 'Intelligence Quotient'.
3 Pixl; the word is from a pixel, which is a small individual coloured square on a computer screen – together pixels form the whole display.

Finally, ask *Which product do you think was the most popular?* (Pixl raised the most money from the most people on the website.)

ANSWERS
1 Quercus raised £6,342 from 86 people.
2 IQ bars raised $73,664 from 1,500 people.
3 Pixl raised $225,017 from 4,018 people.

1B The world in colour

G adjectives
V adjective suffixes
P word stress

Lesson plan

The topic of this lesson is colour. Sts start by taking a colour personality test and reading the results. This leads into the vocabulary focus which is on adjective suffixes. It is followed by a pronunciation focus on word stress in adjectives. Next, Sts watch a video documentary about some interesting facts about colours. The first half ends with Sts talking and then writing about their favourite room at home, focusing on the colours and decoration.

The second half of the lesson begins with the grammar focus, which extends Sts' knowledge of the use of adjectives, with a focus on the use of *one / ones* and some more sophisticated ways of using comparative and superlative adjectives. After the grammar has been practised, Sts read and discuss an article by a woman who did colour analysis – that is visited a consultant who analysed which colours suited her best. The lesson ends with a Speaking activity where Sts talk about colour in their own lives and those of people they know.

Video material

Listening – *Fascinating colour facts*

More materials

For teachers

Photocopiables

Grammar adjectives *p.166*
Communicative Good, better, the best *p.193* (instructions *p.185*)
Vocabulary Adjective suffixes *p.219* (instructions *p.215*)

For students

Workbook 1B

OPTIONAL LEAD-IN – THE QUOTE Write the quote at the top of *p.12* on the board and the name of the person who said it, or get Sts to open their books and read it.

You could point out / elicit that Coco Chanel (1883–1971) was a French fashion designer and businesswoman. She started the Chanel fashion brand, producing clothing, jewellery, accessories, and perfume.

Ask Sts whether they agree with the quote, and whether they sometimes wear colours that don't really suit them just because they are in fashion.

1 VOCABULARY adjective suffixes

a Books open. Focus on the instructions and the eight colours on the page. Tell Sts to do *The colour test* individually. They should do this task quickly.

b Now tell Sts to go to **Communication** The colour test on *p.108* and read the results of the test.

Tell Sts to read about the colour they chose and to underline the points they agree with.

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

! Don't ask Sts about their results yet, as they will be discussing these at the next stage. You might want to tell the class that this activity is based on the famous Max Lüscher colour test.

c Focus on the **Talking about results** box and go through it with the class.

Now put Sts in pairs to answer the questions.

Monitor and encourage Sts to use the expressions in the box and to ask each other follow-up questions.

Elicit some feedback. You could also tell Sts which colour you chose and what you think of the results.

EXTRA IDEA Get Sts to vote with a show of hands for the most and least popular colours.

d Focus on the instructions and give Sts time to complete the adjectives with the correct suffixes.

Check answers, and elicit the meaning of the adjectives.

ANSWERS
ambitious sociable passionate successful sensitive

e Tell Sts to go to **Vocabulary Bank** Adjective suffixes on *p.160*.

Vocabulary notes

Describing people

Sts will have met several of these adjectives before. If they are new, encourage them to try out the words with the different endings to see which one sounds best.

Some of the stems can be used with different suffixes, e.g. *enviable* (= having sth other people want to have), but this is not normally used to describe a person.

Describing places and things

Some of the stems can be used with different suffixes, e.g. *useable* (= can be used) and *restive* (= unable to stay still). We have focused on the two more common adjectives, but you may also want to point out these two alternatives.

-ful* and *-less

Point out that *hopeless* can also mean 'not good', e.g. *I'm hopeless at maths*.

Look at **1 Describing people**. Focus on the **Word endings for adjectives** box and go through it with the class. Now get Sts to do **a** individually or in pairs.

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

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

Check answers.

1.9
Adjective suffixes
1 Describing people
1 sociable, sensible, lovable, reliable, responsible
2 passionate, affectionate, compassionate, considerate
3 sensitive, assertive, attractive, creative, impulsive, possessive
4 ambitious, envious, glamorous, rebellious
5 successful, helpful, powerful, thoughtful

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.

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

Now do **Activation** and tell Sts to cover the chart, look at the nouns and verbs in the list in **a**, and see if they can say the adjectives.

Now focus on **2 Describing places and things** and get Sts to do **a** individually or in pairs.

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

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

Check answers. Point out the difference in pronunciation between *luxury* /'lʌkʃəri/ and *luxurious* /lʌg'ʒʊəriəs/.

1.10
2 Describing places and things
1 recognizable, affordable, comfortable, desirable, profitable, suitable
2 easy, dirty, healthy, messy, noisy, risky
3 addictive, expensive, impressive
4 dangerous, luxurious, spacious
5 useful, colourful, peaceful, restful, stressful

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.

Now do **Activation** and tell Sts to cover the chart, look at the nouns and verbs in the list in **a**, and see if they can say the adjectives.

Now look at **3 *-ful* and *-less***. Focus on the ***-ful* and *-less*** box and go through it with the class.

Focus on the instructions for **a** and make sure Sts understand what they have to do. Get them to do it individually or in pairs.

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

Check answers.

1.11
3 *-ful* and *-less*
helpful, helpless
powerful, powerless
thoughtful, thoughtless
useful, useless
colourful, colourless
restful, restless

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.

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

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

2 PRONUNCIATION word stress

Pronunciation notes

Word stress can be difficult for Sts and needs lots of practice. The presence of prefixes and suffixes can add to the difficulty for Sts from L1 backgrounds where suffixes take the main word stress. The main thing for all Sts to learn is that suffixes and prefixes are not stressed in English. The only exceptions are the *a* in *-ation*, e.g. *converse – conversation*, and the *i* in *-ition, e.g. compete – competition*

a Focus on the **Word stress on adjectives formed with suffixes** box and go through it with the class.

Then focus on the instructions and questions 1–10. Give Sts time to underline the stressed syllable in the **bold** adjectives.

EXTRA SUPPORT Remind Sts that the stress will never be on the prefix or suffix.

b **1.12** Play the audio for Sts to listen and check.

Check answers.

1.12
1 creative
2 possessive
3 envious
4 rebellious
5 glamorous
6 comfortable
7 unhealthy
8 suitable
9 impressive
10 luxurious

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

Finally, repeat the activity, eliciting responses from individual Sts.

EXTRA CHALLENGE Get Sts to match the stressed syllable in each adjective to its vowel sound (/e/, /iː/, etc.).

ANSWERS
1 /eɪ/ 2 /e/ 3 /e/ 4 /e/ 5 /æ/ 6 /ʌ/ 7 /e/ 8 /uː/ 9 /e/ 10 /ʊə/

c Focus on the instructions and put Sts in pairs, **A** and **B**. Tell Sts **A** to ask their partner questions 1–5 and Sts **B** to ask 6–10. Encourage them to ask for extra information where possible.

Monitor, making sure Sts stress the **bold** adjectives correctly.

Get feedback from the class.

EXTRA SUPPORT Get Sts to ask you a couple of the questions first. Encourage them to ask the follow-up questions for more information.

EXTRA IDEA Get Sts to reply to the questions with *What about you?*

3 LISTENING listening for extra information

a You could do this as a whole-class activity, or put Sts in pairs and then get some feedback from various pairs. You could elicit a few colours for each noun and write

them on the board. Leave them up to help Sts when doing **e** later.

b Focus on the instructions. Put Sts in pairs and tell them to read each fact and choose a colour from the list for each gap. Tell them not to write anything at this stage.

c This video is a documentary which includes the facts about colour in **b** and then gives further interesting details about each colour.

Focus on the instructions and the title of the video. You may want to highlight the silent *c* in the pronunciation of *fascinating*.

Tell Sts that the video has more information than just the colour facts they have read, but the first time they watch, they just have to check their answers to **b**.

Play the video for Sts to watch and check.

Check answers. Find out how many Sts got all answers correct.

ANSWERS

1 red **2** orange **3** purple **4** blue **5** green **6** yellow
7 white **8** brown **9** black **10** Pink

Look around you. Colour is everywhere in our lives. Did you know that, according to some experts, there are as many as ten million possible colours in our world, though many are too complex for the human eye? So, how much do you really know about colour? Here are some fascinating facts.

Works of art using the colour red tend to be more expensive. This is because it's a powerful colour, which is considered lucky in many countries, such as China. Red is used for most of the decorations during Chinese New Year and is also the traditional colour of wedding dresses.

The word 'orange' didn't describe a specific colour in English until the sixteenth century, when it was named after the fruit. Instead, people used the old English word *geoluhread*, which meant 'yellow-red'. This is why we have the word 'redhead' for people with this colour of hair.

In Imperial Rome, the colour purple was produced with an extremely expensive dye made from thousands of seashells. The colour symbolized the power and wealth of the Roman Empire, and by the fourth century AD, only the emperor was allowed to wear it.

Mosquitoes are attracted to dark colours, especially blue. Two of the best colours for repelling mosquitoes, according to researchers at the University of Washington, are white and green. This is because they reflect heat and light, which mosquitoes really don't like.

There is no such thing as a green mammal, even though it's a perfectly common colour for birds, reptiles, fish, and insects. One reason might be that it doesn't help with camouflage because most mammals can't actually see this colour.

Van Gogh said that yellow was the colour of happiness, and it's the main colour of many of his paintings between eighteen eighty and eighteen ninety. The Dutch painter had epilepsy, and doctors may have given him digitalis, a drug which can cause people to see this colour very strongly.

The safest colour for a car is white. Studies show that it is the most visible colour in all driving conditions except snow.

Most diamonds in their natural state are brown. The largest cut diamond in the world is this colour. It was found in nineteen eighty-five in South Africa and weighs one hundred and nine grams. Brown diamonds are used in industry as cutting tools rather than in jewellery.

The name for the colour black hasn't always meant 'dark'. It comes from the root word *bhleg*, which meant 'to burn, gleam, or shine'. This may explain why in languages like French and Spanish, *blanc* or *blanco* are actually the words for 'white'.

Pink has a calming effect and reduces anger and anxiety. Many prisons and hospitals paint their walls pink, to make prisoners and patients less anxious.

Look around you. Colour is everywhere in our lives.

d Focus on the instructions and give Sts time to read 1–10. Make sure they understand them. Point out to Sts that *geoluhread* is an old English word which is no longer used, but the meaning is explained in the video.

Play the video again. You might want to pause it after each colour has been mentioned to give Sts time to make notes.

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

Check answers.

ANSWERS

1 Red is considered a lucky colour in China and is also the colour of wedding dresses.
2 *Geoluhread* is an old English word which meant 'yellow-red'.
3 By the fourth century AD, only the Roman Emperor was allowed to wear purple.
4 Two of the best colours for repelling mosquitoes are white and green.
5 Green doesn't help with camouflage because most mammals can't actually see this colour.
6 Van Gogh was given the drug digitalis, which can cause people to see the colour yellow very strongly.
7 White is the most visible colour for cars, except for in snowy weather.
8 The largest cut diamond in the world weighs 109 grams.
9 The words for white in French and Spanish come from the root *bhleg*, probably because of its meaning 'shine'.
10 Many prisons and hospitals paint their walls pink, to make prisoners and patients less anxious.

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

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

e Do the question as a whole-class activity.

EXTRA IDEA You could ask Sts how many of their answers in **a** were the same as the information in the video. If you wrote Sts' ideas in **a** on the board, point to them.

4 SPEAKING & WRITING describing a room

a Focus on the task and give Sts time to think of their answers. Make sure they understand all the lexis, e.g. *blinds*, etc.

b Now put Sts in pairs and tell them to take turns to describe their favourite room. They can use the items in the list and anything else about their room that comes to mind. Encourage Sts to give as much information as possible and to ask their partner follow-up questions.

Get feedback from individual Sts.

EXTRA SUPPORT You could start by brainstorming vocabulary for furniture and accessories. You could also demonstrate the activity by describing your favourite room and getting Sts to ask you a few questions about it.

c This is the first time Sts go 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 a writing task. We suggest that you go through the model and do the exercises in class, but set the actual writing (the last activity) for homework.

Tell Sts to go to **Writing Bank 1** on *p.118*.

Focus on **a** and get Sts to look at the photo of Ana's room and describe what's in it.

Now give Sts time to read the description and answer the two questions. Tell them not to worry about the gaps.

Get some feedback.

Focus on **b** and tell Sts to number the topics according to the paragraph in which they appear.

Get Sts to compare with a partner. Check answers.

ANSWERS
2 the size and colour of the room
3 what furniture there is
1 which room it is and where
4 why she likes it

Focus on **c** and tell Sts to read the description again and complete the gaps with prepositions in the list. They should use the photo of the room to help them. Remind Sts that some prepositions will be used more than once.

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

ANSWERS
2 in **3** inside **4** from **5** in **6** on **7** above **8** on
9 in **10** with

Focus on **d** and tell Sts they are going to write a description of their favourite room. Remind them that they described it to their partner in the main lesson. Tell Sts to plan their description by using 1–4 in **b** in the correct order. Encourage them to make brief notes on what they will write about.

! Emphasize to Sts that the planning stage of writing is usually the most important because it provides a structure for the piece of writing.

Now focus on the instructions in **e** and tell Sts they are going to write the description of their favourite room. They should write four paragraphs, as in the model, and use the language in the **Vocabulary Bank** Adjective suffixes on *p.160* to help.

You may like to get Sts to do the writing in class, or you could set it as homework. If you do it in class, set a time limit for Sts to write their description, e.g. 15–20 minutes.

In **f**, Sts should check their description for mistakes before giving it in.

EXTRA IDEA Ask Sts to take a photo of their room and add it to the description. Sts could also show each other the photos.

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

5 GRAMMAR adjectives

a Focus on the pairs of photos and the task and then give Sts time to think about what the missing words are in sentences 1–3. Tell them to discuss with a partner, but not to write them in yet.

b **1.13** Play the audio for Sts to listen and complete the sentences.

Check answers.

ANSWERS
1 much **2** bit **3** ones

1.13
See sentences in Student Book on *p.14* and answer key

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

Grammar notes

Adjective + *one* / *ones*

In many languages, adjectives can be used as nouns. Sts need to be made aware that this is not the case in English, and that they need to use *one / ones*, i.e. to say, e.g. *the blue one* NOT ~~*the blue*~~.

***a bit* and *much* + comparative adjective**

Highlight that *very* is not used with comparatives, e.g. ~~*very bigger*~~.

You could point out that we can also use *a little* instead of *a bit* with comparatives, and *far* or *a lot* instead of *much*.

More rules for comparatives and superlatives

- Rule 2: You may want to point out that:
  - adjectives which end in *-ing*, *-ful*, and *-less* use *more / the most* for comparatives and superlatives, e.g. *boring*, *careful*, *painless*.
  - two-syllable adjectives with a negative prefix which end in *-y*, e.g. *unhappy*, *untidy*, can make comparatives and superlatives with *-er / -est* or *more*, e.g. *unhappier* or *more unhappy*.
  - although *the least* + adjective is very common, *less* + adjective is not as common – we tend to use *not as… as…*, e.g. *Today isn't as hot as yesterday* (rather than *today is less hot than yesterday*).

Focus on the example sentences for **adjective + *one* / *ones*** and play audio **1.14** for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Repeat for ***a bit* and *much* + comparative adjective** **1.15** and **more rules for comparatives and superlatives** **1.16**.

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

Check answers, getting Sts to read the full sentences.

ANSWERS
a **1** a very ambitious person **2** worst **3** different **4** as **5** than **6** most difficult **7** easier **8** biggest **9** in
b **1** ✗ a cheap one **2** ✗ much more selfish than **3** ✓ **4** ✓ **5** ✓ **6** ✗ a bit **7** ✗ the quietest road
c **1** is luckier than **2** much smaller than **3** harder / more difficult **4** the nicest **5** as helpful as **6** worse than **7** a bit more dramatic than **8** as good as

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

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

d Focus on the *Compare them!* section and the example answer.

Then get Sts to look at the *Extremes!* section and elicit the superlative of the adjectives in brackets. Tell Sts not to write them in the questions.

ANSWERS
1 the saddest
2 the most positive
3 the most popular, the best
4 the furthest (or farthest)
5 the most generous
6 the most boring

Tell Sts to choose three topics or questions from each section to talk about.

Put Sts in pairs to discuss the topics and / or answer the questions, then swap roles.

Monitor and help, encouraging Sts to give reasons and explain their choices as fully as possible.

Get feedback from various pairs.

EXTRA IDEA Tell Sts they have to try to talk for at least one minute on each topic they have chosen.

6 READING using paragraph headings to understand the main points

a Focus on the instructions and the colour strip and get Sts to do the matching task individually.

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

ANSWERS
2 bright blue 3 beige 4 scarlet 5 dark brown 6 fuchsia
7 pale green 8 turquoise

b Focus on the instructions and pairs of photos. Give Sts time to read the advert.

Put Sts in pairs to answer the question.

Get some feedback from the class.

c Focus on the article and tell Sts they are going to read about a woman who tried colour analysis. Then focus on the task and the headings.

Give Sts time to read the article and do the task.

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

ANSWERS
1 Why did I go?
2 What was it like?
3 What did I find out?
4 Has it influenced the way I dress?

d Focus on the multiple-choice activity, and check that Sts know the meaning of *coincide* and *guidelines*. Give Sts time to read the article again and do the task.

Check answers.

ANSWERS
1 c 2 c 3 a

e Do this as a whole-class activity, or put Sts in pairs and then get some feedback from the class.

EXTRA IDEA Ask *Does colour analysis exist in your country? If yes, do you know anyone who has done it? If no, do you think it would be successful?*

7 SPEAKING

Focus on the questions, and go through them, making sure Sts can remember the meaning of *smart* and *dye*. You might also want to check they understand the question *What are they like?*

Put Sts in pairs to discuss the questions. Monitor and help, encouraging Sts to use adjectives and to ask for extra information.

Get some feedback from the class.

COLLOQUIAL ENGLISH 1

English File talks to... Joa Studholme

Lesson plan

This is the first of five Colloquial English lessons featuring interviews and conversations commissioned and filmed specially for *English File*. In the first section, The Interview, there is an interview related to one or more of the topics in the preceding Files. The interviewees (Joa Studholme, Andrew Walmsley, Candida Brady, Simon Callow, and Professor Giuliana Mazzoni) all have unique first-hand experience in their field and offer interesting perspectives on what they do, as well as giving Sts an opportunity to engage with authentic, unscripted speech.

Each interview consists of four parts: a lead-in in which Sts read and listen to some biodata about the interviewee, and then the interview itself, which is divided into three parts.

This may well be the first time Sts are exposed to unscripted English. If you think your Sts will find it very challenging, we suggest that you tell them that the first time they watch, they should just try to tune in to the interviewee and understand the gist of what they are saying, which will be enough to do the first task, and that the second time they watch there will be subtitles. Alternatively, you could have the subtitles on both times they watch. Sts nowadays are very used to watching video with subtitles, so this will increase their confidence in their ability to follow the interview.

After watching the introduction and the three parts of the video, Sts react to the video in three more ways:

Reading on screen

To develop Sts' multimodal skills, there are occasions where there is text on screen, such as glossaries, key facts, and extra information about things the interviewee mentions. Here Sts are tested on their understanding of information they have read rather than only listened to.

Looking at language

Here there is a focus on an area of spoken language that the interviewee uses in their answers.

Reacting to the interview

Here Sts respond orally to questions, including what they thought of the interviewee, and their personal opinions and experiences related to points they raised.

In the second part of each Colloquial English lesson, The Conversation, there is an authentic unedited conversation between three people about an aspect of the same topic. The focus in this part is to encourage Sts to become more confident about following a conversation at natural speed. It is often hard for Sts to follow a conversation on audio when three (or more) people are speaking amongst themselves, so having these conversations on video will enable Sts to follow more easily who is saying what, and to focus on aspects of language related to such conversations, e.g. common expressions, common collocations, etc. Again, you may want to use subtitles with the second viewing.

This part ends with Sts discussing the same question in small groups.

We suggest that Sts watch the video a final time with the script or subtitles, either in class after each section, or at home. This will let them see what they did / didn't understand, and help them to further develop their awareness of features of spoken English such as elision, false starts, discourse markers, hesitation devices, etc.

In this lesson, the person interviewed is Joa Studholme, a colour curator for British paint company Farrow & Ball.

In The Conversation, Sts watch three people discussing brand names and whether they have an influence on what people buy.

You can find the video on *Oxford English Hub* and the *Classroom Presentation Tool*. Sts can find the video and extra activities on *Oxford English Hub*.

Video material
Colloquial English An interview with Joa Studholme
Colloquial English The Conversation

More materials	
For teachers	
Oxford English Hub	
Quick Test 1	
File 1 Test	
For students	
Workbook	Colloquial English 1
	Can you remember...? 1

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

Do you have a favourite colour…?

a) for clothes and accessories

b) for the decoration of your room or home

Put Sts in pairs or small groups to discuss the questions. Get feedback from some pairs.

1 THE INTERVIEW

Lead-in

Focus on the instructions and questions.

Play the lead-in video once the whole way through for Sts.

Elicit answers to the question from the whole class and encourage them to predict what she is going to talk about.

ANSWERS
See video script

Joa Studholme is the colour curator for British paint company Farrow and Ball.
She has worked with the company for over twenty-five years, developing colour ranges and helping people all over the world to transform their homes.
She is the co-author of *How to Decorate*, a step-by-step guide to using colour in all kinds of different homes.
Her own homes are a small London flat and an old school house in the country, where she develops colours and puts her decorating skills into practice. Her best advice for a successful project is, 'Do something which will make you happy.'

EXTRA IDEA Ask Sts more questions about what they have read, e.g. *How long has she worked for Farrow & Ball? What book has she written?*, etc.

EXTRA SUPPORT If Sts need more time to read, you could pause at the end of each screen of text.

Part 1

a Focus on the instructions and give Sts time to read through the task. Deal with any unknown vocabulary.

Play the video (**Part 1**) once the whole way through for Sts to watch the interview and choose the answers.

Get Sts to compare with a partner.

I = interviewer, J = Joa Studholme

I Joa, can you start by telling me about your name? Where does it come from?

J Well, my name, I was actually called Joanna, and always referred to as 'Jo'. And then as a rather pretentious teenager, I decided I wanted to have a different name. And so I just put an 'A' on the end and call myself Joa. And it's as simple as that. And it's funny that I then went on to – one of the main parts of my job is to name paint colours.

I What's your job title?

J Well, I'm called the colour curator at Farrow and Ball because I create the colours, I make the colours, um, and I name the colours.

I How do you create a colour?

J Um, I create colours purely from my head. They're there in my head at all times. Um, and when it comes to the moment when I'm going to make the colours, I literally sit at my kitchen table, er, very often with my colleague Charlie, and we just mix with little white bowls and teaspoons, and we mix, and mix, and mix, and we create the colours that way. People would presume that, er, you know, it's all very technical and laboratories, and it is absolutely not. It's there at the kitchen table.

I Were you a designer before you became a colour curator?

J I am actually Farrow and Ball home-grown, inasmuch as I arrived to work there with a huge passion for colour, but really no expertise as such. And I learned – as the company grew bigger, so did my knowledge. Um and so, no, I have no formal training. I was incredibly lucky to be in the right place at the right time.

I When you started with Farrow and Ball, is that when they started with strange or unusual names for paint colours? Was that your idea?

J At Farrow and Ball, the names are considered to be as important as the colours, and they very often work together. When I first arrived, there were many iconic names already, like Elephant's Breath and Dead Salmon. But I have taken that tradition on. And it's actually one of my favourite things, is thinking about the names. Sometimes the name comes first, sometimes the colour comes first, or one is inspired by the other. And I've had huge fun over the years creating colours. One, for instance, which is called Nancy's Blushes, which is named after my daughter's little pink cheeks when she was a small child. Um, my favourite name, I think, of all time, is a colour called Wevet. And Wevet is Dorset dialect for 'spider's web'. And I kept on saying when I was making this colour, I wanted it to be almost transparent, that you could see through it. And so that is classic, a spider's web is…you can certainly see through it.

b Play the video again the whole way through (with subtitles if you think necessary) for Sts to check their answers.

Check answers.

ANSWERS
1 c 2 c 3 b 4 c 5 c

Part 2

a Focus on the photo and ask Sts if they like how Joa has decorated her bedroom. Then focus on the task. Give Sts time to read the gapped sentence and play the video (**Part 2**) once the whole way through. Then get Sts in pairs to complete the sentence.

Check answers.

EXTRA CHALLENGE Ask Sts to guess what the three missing words might be.

ANSWERS
light, architecture, style

I What process should you use when choosing a colour for a room or a house?

J I think the most useful thing to do when choosing a colour for a house or even just for one room is to divide it into three categories. The first one would be the light because these colours, which are full of pigment, change tremendously in different light conditions, and that's what makes them alive and fantastic. The second thing is the architecture, and this is absolutely key because people think that when they're talking about painting a room, they're just talking about the walls. And actually, you need to take all the other elements into consideration as well, like skirting and cornicing and ceilings and joinery and window frames. Each of those is like a little ingredient in a recipe, and you have to put them together to create the right effect. So, I just literally write a list of them and see the possibilities. And the third, and possibly for me, the most important, is to consider your style, to consider what you feel comfortable with, and you don't have to slavishly follow fashion, or worry about the date of your house. Do something which is going to make you happy.

I What would you say are good colours for a main room, like a living room?

J Well, I think one of the things which I've become very obsessed with is how and when you use said living room. Because most people spend a lot of time in their kitchens which, during the day, which is a light and bright area. And then perhaps you want to retire in the evening into your living room into a much more intimate, darker space where you can relax. It's sort of following the rhythm of the light during the day is, is very important, I think. I think it's good for the soul, actually, to go into a darker space at night and a lighter space, spend your daytime in a lighter space.

I Is there a good colour for bathrooms?

J I think with bathrooms, um, it's all about what's flattering to you. But there are, soft colours are usually best. Um, so colours like Setting Plaster, which is literally like the colour of a plaster palazzo, or Light Blue, which has this lovely grey silvery feel to it. They are very flattering colours, um, and they're relaxing as well. But the main thing about a bathroom is that I would always paint the same colour on the walls as the ceiling so that you don't see that horrid – where the wall ends and the ceiling begins, and you're staring in your bath up at this white square.

I What about bedrooms, should we use relaxing colours?

J Yes. Bedrooms, I think, are very individual. I spend a lot of time in people's houses advising them about what colours to use. And many, many people, they would just want their bedrooms to be calm and serene. I am not of that family. I like my bedroom to be as crazy as possible. Um, and of course, if you have the luxury of having a guest room or spare room, it's great to do something a bit weird and wacky in there because you don't have to live in it all day.

b Focus on the instructions. Go through the list of adjectives with Sts, making sure they know what they mean.

Play the video again (with subtitles if you think necessary). Then give Sts time to complete the task. Play again if necessary.

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

ANSWERS
1 bright **2** darker **3** relaxing **4** crazy **5** wacky

Part 3

a Focus on the task and give Sts time to read through the prompts. Tell Sts they are going to watch **Part 3** twice.

Play the video once. Then give Sts time to make notes about anything they remembered about the prompts.

I If you have a very small room, are there any colour tips that you would give people?
J I think if you have a small space, and especially a small dark space, the worst thing you can do is to paint it white. You just end up with a small, dark, dull space. It is very counterintuitive, but actually it is better not to fight nature. It is better to go with it. So if you have a small dark room, embrace it and use a jewel-like colour and create something really special.
I Are there any particular colours that people are afraid of using?
J Um, strangely, many people tell me that they don't like green, um, but it's such a pity because if you have a space which is looking out onto a fabulous garden or heathland, you really want to connect the interior and exterior together. So it's fantastic to use green. And I often, I'll point that out to these people and say the benefits of it will outweigh, outdo the fact that you just don't like green very much.
I Do you think that people tend to choose the same colours for their clothes and the way they dress as they do for their houses?
J Without doubt. I used to joke that I could look at somebody and tell you what colours they had in their home. And there is something to it, because most people who are very flamboyant in their dress also enjoy a flamboyant home. Er, but it doesn't always work that way because in the last decade, there was a mania for grey in every house. All houses were just grey, layered upon grey, layered upon grey. And that didn't always come through in the way people dressed, actually.
I Are there any colours that you personally would never use?
J I'm not desperately keen on purple tones, um, but I don't know why I say that. I'm sitting in a room actually, which is painted here in Dead Salmon, which some people would say has a purply mushroom tone…But I'm not so keen on the sort of lavender and purple colours, generally, for myself.
I Which room in your own house, do you think has the best colour scheme?
J Um, I actually love my bedroom, which is pretty crazy. Um, it has a wallpaper which is…I've taken the Tanner's Brown, which is in this room on the woodwork, and that is the background of the wallpaper with a green pattern, very crazy pattern, which I've taken all over every surface, even the cupboards, to try and make the cupboards disappear. Um and then it has a pink ceiling. So it's not to everybody's taste, but I love it.

b Get Sts to compare their notes with a partner. Play the video again (with subtitles if you think necessary) for Sts to watch and check. Check answers.

EXTRA SUPPORT You could pause the video at appropriate places and, in pairs, get Sts to compare answers.

ANSWERS
1 Don't paint it white; use a jewel-like colour.
2 Many people say they don't like it, but it's great to connect the inside with the outside.
3 It was a very popular colour in the last decade.
4 It's a colour she doesn't like.
5 She loves it; it's crazy, it has patterned wallpaper and a pink ceiling.

Reading on screen

Focus on the instructions and the list of words. These were explained in different parts of the video. Put Sts in pairs to try to remember any of the meanings.

You could fast-forward through **Part 1** of the video again, pausing where these words appear for Sts to check if they remembered correctly.

Check answers.

ANSWERS
home-grown: trained or educated in your own country, town, company, etc.
pigment: a coloured powder that is mixed with liquid to produce paint
ceiling: the top inside surface of a room
joinery: woodwork in a house, e.g. door or window frames
flamboyant: brightly coloured and likely to attract attention
wallpaper: thick paper, often with a pattern, used for covering the walls of a room

Looking at language

Here the focus is on a common feature of spoken English – the use of discourse markers. Focus on the **Discourse markers** box and go through it with the class.

Now focus on the task and give Sts time to read extracts 1–4.

Play the video, pausing after each extract to give Sts time to write the missing words and phrases.

Check answers.

ANSWERS
1 actually **2** for instance **3** especially **4** strangely

See extracts in Student Book on *p.17* and answer key

Reacting to the interview

Give Sts time to read through the questions and make sure they understand them.

Focus on the ***-ish*** box and go through it with the class.

Put Sts in pairs or small groups and set a time limit for them to discuss the questions.

Monitor and help.

Get feedback from various pairs. Tell Sts the colours of the paint names and find out if they guessed correctly.

SUGGESTED ANSWERS
Arsenic = bright green
Biscuit = dark cream
Bone = soft grey
Mouse's Back = greyish brown
Pigeon = blueish grey
Romesco = bright red
Sugared Almond = pale purple

2 THE CONVERSATION

a Focus on the photo and tell Sts they are going to watch these three people discuss the questions at the bottom of the photo.

Now, focus on the task and logos A–F.

Put Sts in pairs to identify the logos. Elicit answers from the class, but don't tell them if they are right or not.

b Focus on the instructions.

Play the video once the whole way through for Sts to tick the brand names mentioned.

Get Sts to compare with a partner.

Check answers.

ANSWER
B Häagen-Dazs (ice cream, American)
D Apple (technology, American)
F Peter England (shirts, Indian)

You may now want to check the information about the other brands in **a** (A Chanel: women's clothes, luxury goods, accessories, French; C Lacoste: sports fashion, French; E Lamborghini: cars, Italian).

I = interviewer, T = Tim, S = Syinat, A = Anindhita

I How important are the names of brands? Do they have an influence on whether people buy a product?
T It's an interesting question, actually. Um, I'm not sure. If I think of Häagen-Dazs ice cream, for example. Um, the very first time I saw that name, I thought 'sounds interesting'.
S German maybe?
T German, Scandinavian, something. Yeah.
S Yeah.
T I think it has an umlaut.
S Yeah. Is it not?
T Yeah. Well, no, it's just American. Um, but I think they, they created this name…nothing to do with anyone, um…to kind of create interest.
A I can see how that works because it sounds foreign to me. It sounds German, it sounds Belgian, like, as if they know what to do with chocolate and ice cream. And I'd be sort of willing to pay a little bit more for a brand name that sounds a lot more fancy.
S Yeah. I think country branding is really important when talking about names, right? Because we have certain associations with like, maybe Italy or France as like haute couture and like, it's, so high quality. Yeah.
A Yeah. I mean, funny you said that because, for instance, in India, I think they think of everything English as very sophisticated and very stylish. And there's this shirt company which is literally called 'Peter England'. And it's got nothing to do with England. It's an Indian company.
S A very English name.
A But, um, yeah, I think they call it that to kind of, connote that kind of stylishness or elegance they think England represents to Indian people.
T That's interesting.
A So, so clearly it means something.
T And sometimes the name works well with the, the logo. So, I mean I think of Apple. You know the logo is an apple with a, with a, little bite missing, which maybe suggests, you know, you can be part of this, and the name Apple going with that. It kind of works well as a kind of united concept. So that I think is effective. And obviously they're a very successful company.
S I'm really surprised that one worked because an apple is such, like, a normal everyday thing. Like, it doesn't scream luxury.
T It doesn't, no.
S And I don't think there's any story that, that they really tied into that with marketing.
T Maybe everyone, you know, needs to eat, to eat an apple once a day.
A Maybe a Mac is as important as an apple is to our everyday life, like you say.
T It's, it's built into what you eat every day. Yeah. Yeah. Maybe.
S Yeah. Like the simplicity of an apple. Yeah.
T OK.

c Focus on the task and make sure Sts understand that they need to write the letter of the brand (from **a**) or its name for each phrase and that there are two phrases for each brand.

Give Sts time to read phrases 1–6, and deal with any difficult vocabulary.

Play the video again for Sts to do the task (with subtitles if you think necessary). Get Sts to compare with a partner, and then play again if necessary.

Check answers.

ANSWERS
1 F **2** D **3** B **4** D **5** B **6** F

d Focus on the task and give Sts time to read the three extracts. Point out that the highlighted phrases are used by each speaker to give themselves thinking time.

Play the video.

You could get Sts to practise saying the three extracts aloud.

See extracts in Student Book on *p.17* and answer key

e Put Sts in small groups of three if possible. Then set a time limit for Sts to discuss the questions in **a**.

Monitor and help, and encourage them to use phrases in **c** to give themselves time to think.

Get feedback from various groups. You could also tell the class what you think.

2A Start packing!

G present tenses
V packing
P /s/, /z/, and /ɪz/

Lesson plan

Preparing for holidays is the main topic for this lesson, which revises and extends Sts' understanding of the present simple and continuous. Packing for a holiday provides the context for learning vocabulary for items (including documents) that people often take with them. These are then recycled in a video activity. The pronunciation focus revises the sounds /s/, /z/, and /ɪz/, as used in the vocabulary just practised. This is followed by Listening. Sts first hear a list of items that British holidaymakers frequently forget to pack. They then listen to a journalist giving tips on how to pack. The first half of the lesson ends with a speaking activity in which Sts answer a questionnaire entitled *How good are you at preparing for a holiday?*

The second half of the lesson starts with a grammar focus on the present tenses. This is presented through holiday text messages, which helps Sts recognize the differences between the present simple and present continuous. After further grammar practice, Sts read an article from a website about things people only do when on holiday, e.g. buy useless souvenirs. Sts then talk about their own feelings about holidays and holiday preferences. The lesson finishes with a writing focus, where Sts write holiday messages to friends.

Video material

Vocabulary – packing

Pronunciation – /s/ and /z/ (Parts 1–2)

More materials

For teachers

Photocopiables

Grammar present tenses *p.167*
Communicative Ask me a question *p.194* (instructions *p.185*)
Vocabulary Packing *p.220* (instructions *p.215*)

For students

Workbook 2A

OPTIONAL LEAD-IN – THE QUOTE Write the quote at the top of *p.18* on the board and the name of the person who said it, or get Sts to open their books and read it.

You could point out / elicit that Robert Powell (1944–) is a British actor, known for his work on TV and in films.

Get Sts to discuss whether they think the suggestion in the quote is a good idea, and why (not).

1 VOCABULARY packing

a Books open. Focus on the first question and do it as a whole-class activity. Highlight that a *break* is specifically a short holiday.

ANSWER
A *city break* is a short holiday spent in a city. People typically spend a few days sightseeing, going to museums or other local attractions, and eating out.

Now put Sts in pairs and tell them to answer the second question. Make sure they explain their choice. You could demonstrate the activity by answering the question yourself.

Elicit some ideas from the class.

b Focus on the instructions and check Sts know the meaning of *hand luggage* and the verb *pack*.

Give Sts time to decide the order of importance of the items to them.

Get Sts to compare their answer with a partner.

Get feedback from different pairs.

c Tell Sts to go to **Vocabulary Bank** Packing on *p.161*.

Vocabulary notes

Electronics

You could tell Sts that people sometimes use *headphones* when they are referring to *earphones* but not vice versa.

Toiletries

Highlight that a *washbag / sponge bag* is a small bag for holding toiletries such as soap, a toothbrush, etc. when you are travelling.

You may also want to point out that while *brush* on its own usually refers to a hairbrush, it is used in compound nouns, e.g. *toothbrush*, *paintbrush*, etc.

Focus on **1 Things to take on holiday** and get Sts to do **a** individually or in pairs. Some of these words may already be familiar to them.

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

Check answers.

2.1
Packing
1 Things to take on holiday
Electronics
6 adaptor
5 batteries
7 charger
1 earphones
4 hairdryer
3 headphones
2 travel iron
Toiletries
16 brush
12 comb
15 deodorant
11 insect repellent
10 make-up
17 razor
13 scissors
18 shampoo
9 sunscreen
14 toothbrush
19 toothpaste
8 washbag

Clothes and shoes
27 bathrobe
21 flip-flops
23 pyjamas
28 rain jacket
26 slippers
25 sun hat
24 swimming trunks
20 swimsuit
22 underwear
Others
31 beach bag
29 first-aid kit
30 guidebook
33 pack of cards
32 towel

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

Focus on **Activation** and tell Sts to cover the words and look at the photos. Can they remember the words?

EXTRA IDEA Elicit any other things Sts often take on holiday, e.g. *hair straighteners*, etc.

Now focus on **2 Documents you may need** and get Sts to do **a** individually or in pairs.

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

Check answers.

2.2
2 Documents you may need
1 d You take your passport or ID card to allow you to leave and enter a country.
2 a You take a visa if you are travelling to a country which requires one, for example, the USA.
3 c You take travel insurance documents in case you have an accident or another problem.
4 b You take your driving licence if you want to rent a car.
5 e You take your booking confirmation to prove to a hotel or airline that you have paid for a room, flight, etc.

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

Focus on **Activation** and either do the question as a whole-class activity, or put Sts in pairs and then get some feedback.

Now focus on **3 Packing verbs** and get Sts to do **a** individually or in pairs.

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

Check answers. Point out that the *o* in *fold* and *roll* is pronounced the same.

2.3
3 Packing verbs
3 fold
4 pack
2 roll up
5 unpack
1 wrap

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

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

d This video shows a woman who is packing her suitcase.

Focus on the task and make it clear to Sts not to write anything down while they are watching. Play the video.

Then put Sts into pairs. Set a time limit for Sts to take turns to say one thing they saw the woman pack, and try to remember all 12 items.

Elicit the items onto the board. Then play the video again for Sts to check their answers. Then ask Sts what items she folded (the pyjamas and the beach bag) and which she wrapped (the insect repellent). Finally ask Sts what kind of place they think she was going to and elicit somewhere hot, on the beach, possibly with a lot of mosquitoes!

EXTRA CHALLENGE Tell Sts they need to remember what she added to the suitcase in the right order.

ANSWERS
Pyjamas, a hairdryer, a toothbrush, an adaptor, insect repellent, a washbag, a swimsuit, flip-flops, a make-up bag, a pack of cards, travel insurance documents, and a beach bag

e Focus on the instructions and give Sts time to write their own list. Tell them to work individually.

Get Sts to compare lists with a partner and to find any differences.

Get some feedback from various pairs. You could tell the class what you would definitely take on a beach holiday (e.g. sunscreen, a beach towel, a book, etc.) and what you wouldn't take (e.g. any expensive items). You could ask Sts how their lists are different from the ones they made in **1b**.

2 PRONUNCIATION /s/, /z/, and /ɪz/

Pronunciation notes

Sts who have the sounds /s/ and /z/ in their L1 will not find them hard to pronounce, but what is confusing for most Sts is that the letter *s* in the middle or at the end of a word can be pronounced in different ways (usually /s/ or /z/). It is worth reminding Sts that the letter *z* in English (and *zz*) is always pronounced /z/. Point out that double *s* = /z/, as in *scissors*, is unusual.

a Focus on the instructions. Play the video **(Part 1)**, and tell Sts to focus on the mouth position and the difference between the two sounds.

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

b Focus on the instructions and get Sts to write the words in the correct column.

c Play the video **(Part 2)** for Sts to watch and check.

Check answers.

snake /s/ flip-flops, passport, sunscreen, swimsuit, toothpaste
zebra /z/ batteries, cards, pyjamas, razor, visa

Give Sts time to practise saying the words.

Then ask *In what position is the letter* s *never pronounced* /z/*?*

ANSWER
s is never pronounced /z/ at the beginning of a word.

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

d **2.4** Focus on the two words and the questions. Give Sts time to think about the pronunciation of the blue letters and pink letters. Play the audio for Sts to listen and check.

Check answers. Remind Sts that the *c* in *scissors* is silent.

ANSWERS
The pink letters are pronounced /s/. The blue letters are pronounced /z/.

2.4
See words in Student Book on *p.18*

Get Sts to repeat the two words a couple of times and concentrate on making the two sounds correctly.

EXTRA SUPPORT If Sts are having problems noticing the difference between the two sounds, get them to place their finger and thumb on their throats and then say *scissors* slowly, feeling for the vibration in the /z/ sound. You could also use the **Sound Bank** videos on *Oxford English Hub*.

e Focus on the instructions and the pronunciation of /ɪz/. Give Sts time to circle the words ending in /ɪz/. Remind them that this kind of activity is easier if they say the words aloud to themselves.

f **2.5** Play the audio for Sts to listen and check.

Check answers.

ANSWERS
beaches, brushes, cases, sunglasses

2.5
See words in Student Book on *p.18*

Get Sts to practise saying the words.

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

Now ask *When are the letters* -es *pronounced* /ɪz/*?*

ANSWER
After *ch*, *s*, *sh*, *ss*, *x*, and *z* (also when a word ends in *ce*, as in *pieces*, or *ge*, as in *pages*)

3 LISTENING understanding advice

a Do this as a whole-class activity, or put Sts in pairs and then get some feedback. Tell Sts if you have ever forgotten to pack something really important, and what you did.

b Focus on the title of the article and ask Sts if they find it surprising. Ask why / why not.

Now focus on the instructions. Tell Sts to read the introduction, and, in pairs, guess the top three items. Elicit some ideas, but don't tell Sts if they're right or not.

c **2.6** Focus on the instructions and make sure Sts understand *in reverse order*.

Play the audio once the whole way through.

Elicit the top ten items in reverse order, and then ask the class if anyone got the top three correct.

ANSWERS
10 passports **9** flip-flops **8** mobile phones **7** toothbrushes **6** toothpaste **5** sunglasses **4** a good book
The top three are:
3 sunscreen **2** phone chargers **1** comfortable shoes

2.6
(script in Student Book on *p.130*)
In reverse order, here's the list of the things that the British most often leave behind when they go on holiday.
At number ten, we have passports. At number nine, flip-flops. Number eight, mobile phones. At number seven, toothbrushes, and at number six, toothpaste. At number five, sunglasses, and at number four, a good book. So, to the things people forget the most often. At number three, sunscreen. At number two, phone chargers. And finally, the number one thing people forget to bring is… comfortable shoes!

EXTRA IDEA You could ask Sts if they think the list would be the same for people in their country. If not, why not? What about the top three?

d Focus on the instructions and give Sts time to read tips 1–8. Now put Sts in pairs and give them time to guess what the missing words might be.

EXTRA CHALLENGE Elicit the answers to each tip in **d** before playing the audio in **e**.

e **2.7** Play the audio for Sts to listen and complete the tips.

Check answers. Find out if Sts predicted any correctly.

2.7
1 Don't pack **too much**.
2 Keep some space in your suitcase for **shopping**.
3 Pack in the right **order**.
4 Make sure your **clothes** arrive looking good.
5 Keep your **chargers** and **adaptors** together.
6 Use **shoe** bags.
7 Think about airport **security**.
8 Buy a travel **wallet**.

f **2.8** Focus on questions 1–8 and make sure Sts understand all the lexis.

Now play the audio once the whole way through. You could pause 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 Put them back in the cupboard.
2 Clothes, souvenirs, presents for the family
3 At the top of your suitcase
4 a) Roll T-shirts. b) Fold shirts.
5 All together in a separate bag, in your hand luggage
6 Socks and underwear
7 Your washbag, your laptop or tablet, and anything you might need to put on a separate tray at security
8 You might lose your phone, or it may run out of battery when you need to show the documents.

2.8
(script in Student Book on *p.130*)
The holiday season is here, and many of you will be about to travel, and that means that you need to start thinking about packing. Packing is often something we do at the last minute, and we frequently get it wrong – we take too much and then have to pay for extra luggage, or we forget some really important items. Often when we arrive and unpack, our clothes need ironing before we can wear them. So, to make things easier, here are my top eight tips for perfect packing.
My first tip is 'Don't pack too much'.

Put all the clothes you think you want to take on your bed. Then put a third of them, yes, a third, back in the cupboard. And only pack things you really love, otherwise you probably won't wear them.
Now to my second tip: 'Keep some space in your suitcase for shopping'.
If you're planning to do some serious clothes shopping when you're away, or if you love buying souvenirs, or you want to buy presents for the family, make sure there's some empty space in your case. Think about what you might want to buy, and how much space you'll need.
My third tip is 'Pack in the right order'.
Think about your itinerary, and put your first day's clothes at the top and your last day's clothes at the bottom. Then if you don't have space to unpack everything, you can just leave your suitcase under the bed, and every morning you'll easily find what you want to wear.
OK, tip number four: 'Make sure your clothes arrive looking good'.
Learn to pack your clothes like a professional. Roll your jeans, T-shirts, and pyjamas. The only things you really need to fold are shirts and jackets. Where possible, travel with clothes that don't need ironing.
My fifth tip is 'Keep your chargers and adaptors together'.
We all need chargers for our gadgets these days. Pack them all together in a separate small bag, with adaptors if you're going to need them. It's also a good idea to put this bag in your hand luggage, and not in your checked-in luggage, to avoid losing it.
Tip number six: 'Use shoe bags'.
Never allow your shoes to have direct contact with your clothes – use shoe bags to keep them separate, and put socks and underwear inside your shoes.
Tip number seven: 'Think about airport security'.
If you're travelling with hand luggage only, put your washbag at the top or in an outside pocket of your case, so you can easily take it out at security. The same is true of laptops, tablets, and anything you might need to put on a separate tray.
And finally, my eighth tip: 'Buy a travel wallet'.
It's a good idea to print out all your important documents, like your itinerary or travel insurance, and keep them with your passport in a special wallet. It's true that nowadays you can keep a lot of documents on your phone, including boarding passes. But you might lose your phone, or it may run out of battery just when you need it.
So now you're ready to go. Have a great holiday!

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on *p.130* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

g Do this as a whole-class activity, or put Sts in pairs and then get some feedback. You could have a class vote for the most useful tip. You could also ask Sts if they know any other packing tips.

4 SPEAKING

a Focus on the questionnaire and make sure Sts understand all the lexis, e.g. *How far in advance…*, *get your car serviced*, etc.

Give Sts time to think of their own answers.

b Focus on the instructions and the example.

Put Sts in pairs. Tell them to take turns to ask each other a question, and the same question can be returned using *What about you?*

Get some whole-class feedback by finding out, e.g. which websites Sts use, and asking individual Sts to talk about their preparation.

EXTRA SUPPORT You could model the activity first by getting Sts to ask you a couple of questions and eliciting follow-up questions if possible. Write *What about you?* on the board to remind Sts to use it when they are taking turns.

5 GRAMMAR present tenses

a Focus on the instructions. Tell Sts to read Caroline's holiday messages quickly, then choose the correct form or tick both forms.

b Get Sts to compare their answers to **a** in pairs and discuss why they think each form is correct.

Check answers, getting Sts to explain why one form is correct and the other form is wrong, or why both forms are correct. (They can explain in their L1 if necessary.) You might want to tell Sts that 'timetable' future sentences also work in the present continuous.

ANSWERS

1 I'm wearing (It's happening now.)
2 I look like (*Look like* is a non-action verb, not normally used in the continuous.)
3 ✓ (The present simple can be used to talk about future events that are part of a timetable. The present continuous can be used for a future arrangement.)
4 I'm having (*Have* is an action verb here, and is in the continuous to show the action is happening now.)

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

Grammar notes

Action and non-action verbs

Non-action verbs, not usually used with continuous forms, may refer to mental states (*believe*, *know*, *realize*), emotions (*admire*, *dislike*, *respect*), the senses (*feel*, *hear*, *smell*), and possession (*owe*, *own*, *possess*). Rather than simply memorize lists of such verbs, Sts should try to think about whether the verb is being used to indicate action, e.g. *read*, *play*, *drive*, or non-action.

Present continuous for future arrangements

The use of the present continuous to talk about personal arrangements in the future (*We're leaving next week*) is very similar to *be going to*, but implies that something is an arrangement rather than a plan, i.e. it has been organized, tickets booked, etc.

Present simple for 'timetable' future

Highlight that the present simple is not usually used for the future, but when we refer to something that could be part of a timetable, e.g. a flight or a class time, we often use the present simple, e.g. *The next class starts in ten minutes*, because these things always happen at these times. We can also sometimes use the present continuous for timetabled activities when the emphasis is on that particular moment, e.g. *Hurry up! Our train is leaving / leaves in five minutes*.

Focus on the example sentences for **action and non-action verbs** and play audio **2.9** for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Repeat for **verbs which can have action and non-action meanings 2.10**, **present continuous for future arrangements 2.11**, and **present simple for 'timetable' future 2.12**.

Now focus on the exercises and get Sts to do them individually or in pairs. In **a** tell Sts to use the present simple (not continuous) for 'timetable' future. Encourage them to use contracted forms rather than full forms in **b**.

Check answers, getting Sts to read the full sentences.

ANSWERS

a **1** goes
2 Does
3 don't like
4 They never go
5 He's always
6 go for a walk every morning
7 He's working
8 They aren't
9 Are you

b **1** ✗ leaves **2** ✗ We need **3** ✓ **4** ✓ **5** ✗ takes **6** ✓ **7** ✗ arrives **8** ✓ **9** ✓ **10** ✓ **11** ✓ **12** ✗ We have to

c **1** Do, prefer
2 're thinking
3 Do, need
4 's flying
5 'm looking for
6 doesn't have, doesn't matter
7 are, doing, 'm reading, is having
8 does, leave, leaves, arrives

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

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

d Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** Caroline's holiday plans, **A** on *p.109*, **B** on *p.114*.

Go through the instructions, and focus on the holiday calendars, and the example questions and answers. Tell Sts to ask similar questions about all the incomplete entries and write the answers in the gaps. Elicit that most of the questions are in the present continuous, but the ones about her travel times, class, etc., are better in the present simple, as they refer to timetabled events.

When Sts have finished, get them to compare books to check their answers.

EXTRA SUPPORT

- Quickly revise telling the time before putting Sts in pairs.
- Elicit Sts **A**'s and **B**'s questions before they start.

ANSWERS

Sts A

What time does she have her yoga class on Friday?
(*At half past seven in the morning*)
Where is she going sightseeing on Friday afternoon?
(*In Ibiza Town*)
What time is she having dinner at Bambuddha on Saturday?
(*At nine in the evening*)
What is she doing at six in the evening on Sunday?
(*She's having a massage at the hotel spa.*)
What time does she leave Ibiza on Monday?
(*At eight thirty-five in the morning*)

Sts B

Who is she going waterskiing with on Friday morning?
(*She's going waterskiing with Emma.*)
What is she doing at half past eight in the morning on Saturday?
(*She's going on a guided tour of the island.*)
What is she doing at eight in the morning on Sunday?
(*She's going on a boat trip to Formentera.*)
What time is she getting the bus to the airport on Monday?
(*At half past five in the morning*)
What time does she arrive at London Gatwick?
(*At ten o'clock in the morning*)

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

e Focus on the instructions and the question prompts. Elicit that the ones that are habitual, show a 'timetable' future, or have a non-action meaning (e.g. *prefer*) use the present simple. The ones that are in progress at the moment or show future arrangements, use the present continuous if they have action verbs (e.g. *going*).

Elicit the questions from the class to check that they are forming the questions correctly, and that they are using the correct rhythm.

ANSWERS

Holidays
Do you prefer summer holidays or winter holidays? Why?
Which places are you thinking about going to for your next holiday?
Why do you want to go there?

Weekends
What do you usually do at the weekend?
What are you doing this weekend?

Today
What time does this class finish? Where are you going after class today?
What are you doing this evening? Where are you having dinner?

Now get Sts to ask and answer the questions in pairs. Monitor and help, making sure Sts are using the present simple and present continuous correctly.

Make sure Sts swap roles.

Get some feedback from various pairs.

6 READING working out meaning from context

a Focus on the task, the words and phrases in the list, and the example. Then do this as a whole-class activity, or put Sts in pairs and then get some feedback.

EXTRA SUPPORT Demonstrate the activity by answering the question yourself.

b Tell Sts to read the article to see if any of the points they mentioned in **a** are there. Tell Sts not to worry about the gaps.

Elicit some feedback.

c Now set a time limit for Sts to read the article again and complete gaps 1–8 with phrases A–H. Check Sts understand the vocabulary in the phrases, e.g. *adventurous*, *super-sociable*, etc.

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

ANSWERS

1 E **2** C **3** G **4** H **5** F **6** B **7** A **8** D

d Focus on the instructions and the highlighted phrases. Get Sts, in pairs, to try to work out what the phrases mean. Tell them to use the context to help them.

Check answers, either explaining in English, translating into Sts' L1, or getting Sts to check in their dictionaries.

Model and drill pronunciation.

ANSWERS
whatever the reason /wɒt'evə ðə 'ri:zn/ = for lots of different reasons
get your revenge on /get jɔ: rɪ'vendʒ ɒn/ = do sth to make sb suffer because they have made you suffer
goes completely out the window /gəʊz kəm'pli:tli aʊt ðə 'wɪndəʊ/ = disappears completely
have the urge /hæv ði ɜ:dʒ/ = have a strong desire to do sth
develop a magnetic pull /dɪ'veləp ə mæg'netɪk pʊl/ = have a powerful attraction

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

e Put Sts in pairs and get them to discuss the question. Encourage them to answer with as much detail as possible.

Get some feedback from the class.

7 SPEAKING

a Focus on the task and the holiday options. Make sure Sts understand the question *Would you rather…?* (= Would you prefer to…?).

Now give Sts time to read each holiday option and, individually, choose the one they would prefer. Tell them to think of reasons as they will need to explain their choice in **b**. Tell them that in this activity, they are <u>not</u> allowed to reject both options – they must choose one of the options in each pair and say why it would be better than the other one.

b Focus on the **Expressing preferences** box and go through it with the class.

Put Sts in small groups and give them time to go through each holiday option in a and explain which they prefer and why. Encourage Sts to ask each other for more information.

Monitor and help, correcting any repeated mistakes. Get some feedback from the class. Find out if any Sts in their groups liked the same kinds of holiday.

EXTRA SUPPORT Demonstrate the activity by choosing one of the options and telling Sts your own opinion.

8 WRITING holiday messages

Tell Sts to go to **Writing Bank 2** on *p.119*.

a Focus on the task. Tell Sts to read the messages quickly and to answer the questions.

Check answers.

ANSWERS
Caroline, Mark, Michael, Sheila, and Sam are on holiday now.
Haylee and Andrew are going to have a holiday soon.
Danielle has just finished a holiday.

b Focus on the instructions. Get Sts to read the messages again and answer the questions individually or in pairs.

Check answers.

SUGGESTED ANSWERS
Caroline feels great: the most amazing experience, fantastic people, beaches are spectacular
Mark feels relaxed: He uses *hard day* ironically; emoji of a winking smiley face, which can mean *I'm joking*
Michael feels annoyed because of the noisy children on the plane: Oh no!, the longest flight of my life
Haylee feels excited: Can't wait!
Sheila feels happy and tired / relieved: so beautiful, 13 hours, ready for a shower
Andrew feels stressed: stressful, Not sure I want to go, emoji of stressed face
Danielle feels depressed: plants dead, no milk, So depressed!
Sam feels sad: last…morning, work tomorrow, emoji of sad face

c Focus on the **Writing messages** box and go through it with the class. You could point out that other possible changes to make full sentences include articles (*a / an*, *the*) and *some*.

Now get Sts to rewrite the last five messages (for Haylee, Sheila, Andrew, Danielle, and Sam) as complete sentences. Get Sts to compare with a partner, and then check answers.

ANSWERS
Haylee: There are 48 hours until I'll be in Rio sipping a piña colada – or is it a caipirinha? I can't wait!
Sheila: I've just got to Cuzco! It's so beautiful here! After 13 hours on a bus, I am ready for a shower!
Andrew: I'm packing my bags. Holidays are really stressful! I'm not sure that I want to go!
Danielle: I got back an hour ago. The plants are dead and there's no milk in the fridge. I'm (feeling) so depressed!
Sam: I'm making the most of the / my last glorious morning in the sun. I'm going home this afternoon / evening and I have to go / I'm going back to work tomorrow.

d Focus on the instructions. Now get Sts to imagine they're going to have a four-day holiday to any place they'd like to go to.

Go through the list of times and tell Sts to imagine themselves in the different situations.

e Focus on the instructions and make sure Sts understand what they have to do. Tell them to write one message for each day and time in **d**. Remind them to use the information in the **Writing messages** box.

You may like to get Sts to do the writing in class or you could set it as homework. If you do it in class, set a time limit for Sts to write their messages, e.g. 15–20 minutes, and if there is time, get Sts to compare their messages in pairs or small groups.

f Sts should check their work to make sure their messages are clear and as short as they can be.

2B Proceed to checkout

G possessives
V shops and services
P /r/ and final *-r*

Lesson plan

The main topic in this lesson is shopping, with a focus on online shopping, whether people love it or hate it, and whether online shopping is putting other businesses at risk. In the first half, the grammar focus is on different ways of expressing possession. Sts revise the use of the possessive *'s* and learn to use other structures, e.g. *a friend of mine*, *my own business*, etc. Pronunciation follows with a focus on the letter *r*, paying special attention to when it is or isn't pronounced /r/ at the end of a word. Next, Sts listen to some people talking about how they feel about online shopping. Finally, Sts discuss their own experiences of online shopping.

The second half begins with a vocabulary focus on shops and services, which is then revised with a video activity. This leads to questions prompting discussion about shops in Sts' own neighbourhoods. Next, Sts read a newspaper article about how bookseller James Daunt saved two bookshop chains despite competition from online retailer Amazon. The lesson ends with a video about farmers' markets, and specifically one in Winchester.

Video material
Pronunciation – /r/
Vocabulary – shops and services
Listening – *A farmers' market*

More materials

For teachers

Photocopiables

Grammar possessives *p.168*
Communicative Describe and draw *p.195–6* (instructions *p.186*)
Vocabulary Shops and services *p.221* (instructions *p.215*)

For students

Workbook 2B

OPTIONAL LEAD-IN – THE QUOTE Write the quote at the top of *p.22* on the board or get Sts to open their books and read it. This particular quote is anonymous (Anon), meaning that nobody knows who said it.

Get Sts to say whether they agree with the quote. You could also ask them whether, if they agree, the present is sometimes a 'surprise present' because they had forgotten that they'd ordered it!

1 GRAMMAR possessives

a Books open. Focus on the task and photos. Elicit what each photo represents (**A** *fruit and vegetables*, **B** *meat and fish*, **C** *bread*, **D** *films*, **E** *books*, **F** *clothes*, **G** *shoes*).

Put Sts in pairs to answer the questions. You could demonstrate the activity by choosing a photo and answering the two questions about it.

Elicit some feedback from various pairs.

b Do this as a whole-class activity. You could also tell Sts if there is anything you would never buy online and why.

c Focus on the instructions. Make sure Sts understand the meaning of *compound noun* (= a word made of two nouns where the first one describes the second one, e.g. *traffic lights*, *bookshop*, etc.).

Put Sts in pairs to do the task.

Check answers by first eliciting the three compound nouns. Then elicit the remaining words and punctuation onto the board. If Sts ask why the apostrophe is in a particular place, elicit possible rules, but tell them they will be looking at this next in the **Grammar Bank**.

ANSWERS
Compound nouns: Bathroom accessories, Garden furniture, Kitchen utensils
Add an apostrophe + *s* to: Children's shoes, Men's clothes, Women's clothes

e Tell Sts to go to **Grammar Bank 2B** on *p.143*.

Grammar notes

More rules for possessive *'s*

- Rule 3: Apart from using the possessive *'s* for people's houses, many shops and businesses also use the possessive *'s*, as Sts will see when they do **Vocabulary Bank Shops and services**, e.g. *the hairdresser's*, *the dentist's*, *the chemist's* to mean the hairdresser's salon, etc. However, nowadays people sometimes drop the *'s*, e.g. *I'm going to the dentist*.
- Rule 4: Sts may find the following comparison useful: *We saw Tom and Mary's parents*. (= Tom and Mary are brother and sister. We saw their parents.)

  We saw Tom's and Mary's parents. (= Tom and Mary are husband and wife. We saw Tom's parents and we saw Mary's parents.)

More rules for *of* to show possession

In many languages, possession is expressed with *of*-phrases, so Sts tend to overuse them in English. Many languages also use an *of*-phrase, e.g. *the door of the car*, *the window of the shop*, where English uses a compound noun, e.g. *car door*, *shop window*, *summer holiday*.

Highlight that we use a pronoun, e.g. *mine*, in phrases like *a friend of mine*, not an adjective, e.g. *my*.

own

Remind Sts that *own* is also a verb (= possess).

Focus on the example sentences for **more rules for possessive *'s*** and play audio **2.13** for Sts to listen and repeat. Encourage them to copy the rhythm and get the pronunciation of the *'s* correct. Then go through the rules with the class. Finally go through the **Compound nouns** box.

Repeat for **more rules for *of* to show possession** **2.14** and ***own*** **2.15**.

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

Check answers, getting Sts to read the full sentences.

ANSWERS

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

b **1** my friend's car
2 brothers'
3 the top of the building
4 travel agent's
5 Jim and Marie's
6 my husband's sister
7 my parents'
8 of mine
9 the centre of London
10 my own

c **1** ✗ women's clothes shops
2 ✓
3 ✗ their own flat
4 ✗ a colleague of hers
5 ✗ There's been a hairdresser's
6 ✗ Two of my friends' mothers
7 ✓
8 ✓
9 ✗ Kai and Sara's mother
10 ✓

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

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

2 PRONUNCIATION /r/ and final *-r*

Pronunciation notes

Here Sts are exploring the pronunciation of the letter *r*. At this level, Sts should be able to understand when and when not to pronounce *r*, depending on its position in a word (initial, middle, or final).

- *r* = /r/ at the beginning (e.g. *run*) and in the middle of a word (e.g. *umbrella*) when the *r* is followed by a vowel.
- *r* also = /r/ at the end of a word when the following word begins with a vowel (e.g. *her own*), in which case the words are linked.
- *r* is silent in British English when followed by a consonant either within the word (e.g. *garden*, *work*), or if it comes at the end of a word and the following word begins with a consonant, e.g. *My brother works here*, or when it is the last word in a sentence, e.g. *That's my brother*.

You may want to point out that in American English *r* is always = /r/.

a ▶ Play the video. Encourage Sts to focus on the mouth position.

▶
See sound and words in Student Book on *p.22*

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

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

b **2.16** Focus on the instructions and the **Final *-r*** box. Play the audio once the whole way through for Sts to listen and answer the question in the rule.

Check the answer.

ANSWER

vowel

2.16
See sentences in Student Book on *p.22*

c Play the audio again, pausing after each sentence for Sts to listen and repeat.

Give Sts time to practise saying the sentences or questions.

d **2.17** Tell Sts they must listen and write the five sentences they hear.

Play the audio, pausing after each sentence to give Sts time to write (each sentence is said twice).

Get Sts to compare with a partner.

Now play the audio again, pausing after each sentence to give Sts time to mark where the letter *r* is pronounced /r/.

Get Sts to compare with their partner.

Check answers. Elicit each sentence onto the board, and for each one, ask Sts which letter *r* is pronounced /r/ (see **bold** in script **2.17**).

2.17

1 Chris and Peter made their own website.
2 Our local shops don't deliver at weekends.
3 My French teacher lives near our house.
4 Is that all your own work?
5 They're Andy and Sam's parents.

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

3 LISTENING recognizing positive and negative comments

a Focus on the task and the list, making sure Sts understand all the vocabulary, e.g. *push your way through crowds*, *interact*, *substitute*, etc. Tell Sts to put their tick(s) at the end of the sentences, and not in the boxes. Make sure they understand that they should only tick things they strongly agree with.

When Sts have finished, get them to compare in pairs. Get some feedback from various pairs.

b **2.18** Focus on the instructions and explain that first, Sts are only going to hear seven extracts from the main listening. They need to complete 1–7 and then decide if each extract is positive or negative. Encourage them to think about the reasons for their decisions.

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

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

Check answers, first eliciting the missing words and then asking whether the extract is positive or negative. Then elicit / explain the meaning of each extract. Draw attention to the intonation of positive and negative expressions, i.e. that positive expressions usually have rising intonation at the end of the phrase, whilst negative expressions usually have falling intonation.

ANSWERS
1 nightmare (negative)
2 convenient (positive)
3 bonus (positive)
4 pain (negative)
5 love (positive)
6 great (positive)
7 annoying (negative)

2.18
1 It's just a huge nightmare.
2 It's so convenient.
3 That's a real bonus.
4 It was a real pain.
5 I love the fact that…
6 It's great being able to…
7 That's so annoying.

c **2.19** Tell Sts they are now going to listen to the five people talking about what they love or hate about online shopping. Sts need to listen to each speaker and write the speaker's number in the box they are speaking about in the lists in **a**.

Play the audio once the whole way through. You could pause the audio after each speaker to give Sts time to do the task. Then play again if necessary.

Check answers.

ANSWERS
Speaker 1 (Carol)
You can do your shopping in your pyjamas…
If something isn't right, it can be a problem sending it back or getting it changed.
Speaker 2 (Alex)
Online shops are open 24/7.
Clothes and shoes often don't fit…
Speaker 3 (David)
You don't have to carry heavy bags any more.
Things are often bigger or smaller than you wanted…
Speaker 4 (Anna)
You can buy things from shops that aren't near you.
It's easy to send presents to people.
You can't feel things or see exactly what they look like.
Speaker 5 (Chris)
You don't have to push your way through crowds of people.
Your shopping is always delivered when you're out.

EXTRA SUPPORT Play each speaker again, pause, and elicit the answers.

2.19
(script in Student Book on *p.130*)
1 Carol
I do a lot of shopping online. I love how convenient it is. You know, I can be in my pyjamas and do the food shopping for the week, or clothes shopping. But one thing I hate about it, though, is how difficult it is to sort out any problems because, you know, if you buy something in a shop, you go back to the shop and you sort it out, but if you've bought something online, returning it can be a pain, especially getting something replaced or changed if it's broken – it's just a huge nightmare.
2 Alex
I love online shopping. I guess because it's so convenient, because I can do it at any time of day or night, and I can do it from home. I don't particularly like going shopping, so that's a real bonus for me. But I hate having to send things back, particularly shoes. They never seem to fit when I buy them online.
3 David
I do quite a lot of shopping online. Mainly food – I usually do my supermarket shopping online. What I like best is that I don't have to take the shopping home. I live at the top of a hill, and I used to have to walk up the hill with a whole load of shopping bags. It was a real pain. The only thing I really don't like is that online, it's easy not to notice what size the packets are, so you can end up with a huge packet of things when you only want a tiny amount. For example, I ordered a box of teabags and I wanted a small box of forty bags, but I didn't read the description properly and I ended up with a huge box with four hundred and sixty teabags.
4 Anna
I do a lot of online browsing, looking for things I might buy. Not really for clothes, more shopping for, kind of, cooking things, or things on Amazon, presents for friends, that sort of thing. I love the fact that you have access to all kinds of shops, and access to brands that you can't necessarily find in shops that are near where you live. But I don't like not being able to feel things or know exactly what the colours are – they're often different from what you see online.
5 Chris
I do a lot of shopping online because I'm not very keen on going to places where there are crowds of people and it's really busy. It's great being able to avoid the big department stores and shopping streets especially at weekends, where you can hardly walk on the pavement because there are so many people there.
The only thing I hate is people delivering things when I'm not in. Some companies are really good and give you a one-hour delivery window, but with others, they say they'll deliver between eight in the morning and seven in the evening, so you stay in all day – but then just when you need to go out for an hour, that's when they come. That's so annoying.

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 Focus on the questions and give Sts time to go through them.

Play the audio again, pausing after each speaker to give Sts time to answer the questions.

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

ANSWERS
5 likes knowing exactly when things he has bought are going to arrive
3 once bought a large quantity of something by mistake
2 has one particular item she often has to return
4 enjoys looking on shopping websites
1 thinks it's easier to deal with problems in real shops

e Do this as a whole-class activity. You could also tell the class your thoughts about online shopping.

4 SPEAKING

Focus on the instructions and go through the topics. Give Sts time to decide which three topics they are going to talk about.

Now focus on the **Showing interest** box and go through it with the class. Model interested intonation and get Sts to practise the phrases.

Put Sts in pairs (or small groups) and get them to discuss their topics. Encourage Sts to give and ask for as much detail as possible, and to use the phrases in the box to respond and get more information.

Monitor and help with any new vocabulary they need, but don't correct too much as the aim here is to encourage fluency.

EXTRA CHALLENGE Get fast finishers to talk about more topics.

5 VOCABULARY & SPEAKING shops and services

a This video shows different shops and services, as if someone was walking down a street and filming what they pass by.

Tell Sts they are going to see a video where someone walks down a street and films the shops or services they pass. Play the video and tell Sts just to watch.

Then put Sts in pairs and set a time limit for them to remember exactly what they saw and in what order.

Check answers and see whether any pairs got all the shops and order right.

ANSWERS
1 launderette **2** hairdresser's **3** chemist's / pharmacy
4 estate agent's **5** newsagent's **6** baker's

b Tell Sts to go to **Vocabulary Bank** Shops and services on *p.162*.

Vocabulary notes

Places

Some shops sometimes use another word, e.g. *bakery* instead of *baker's*, and *travel / estate agency* instead of *agent's*.

Point out that *deli* is short for *delicatessen* and that *hardware store* is another word for *DIY store*.

Pharmacy and *chemist's* are used interchangeably in the UK, though *chemist's* is more commonly used. In the USA, *pharmacies* just sell medicine, and *drugstores* sell medicines and other things.

You could also remind Sts that they can use *'s* for some other services, e.g. *the doctor's*, *the dentist's*, etc.

Remind Sts also, as pointed out in the **Grammar notes**, that nowadays people sometimes drop the *'s* at the end of these words, e.g. *I'm going to the hairdresser* (rather than *hairdresser's*).

Phrasal verbs related to shops and shopping

You may want to highlight the difference between *go shopping* (= go to look round several shops, e.g. in a mall or shopping street) and *go to the shops* (= go to buy something specific, e.g. food).

Focus on **1 Places** and get Sts to do **a** individually or in pairs. Point out or elicit that *DIY* stands for 'do-it-yourself', and this kind of shop sells tools and materials for doing jobs around the house or making things, e.g. furniture.

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

Check answers.

2.20
Shops and services
1 Places
13 baker's
15 barber's
10 butcher's
3 car showroom
2 chain store
19 chemist's
8 deli
7 DIY store
5 dry-cleaner's
17 estate agent's
12 fishmonger's
21 florist's
4 garden centre
6 greengrocer's
20 hairdresser's
9 jeweller's
18 launderette
16 market stall
22 newsagent's
14 off-licence
1 stationer's
11 travel agent's

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.

Do **Activation** and tell Sts to cover the words, look at the photos, and see if they can remember the places.

Go through the **Shop names with *'s*** box with the class.

Next, go through **Other places to buy things in the UK** with the class and ask Sts if these kinds of shops exist in their country.

Now focus on **2 Phrasal verbs related to shops and shopping** and get Sts to do **a** individually or in pairs. Some of these phrasal verbs will already be familiar to them. Encourage Sts to use the context of the sentence to help them with the meaning.

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

Check answers.

2.21
2 Phrasal verbs related to shops and shopping
1 d **A** A lot of local shops and businesses have closed down because of the recession.
2 f **A** Do you need any help?
B No thanks, I just want to look round.
3 c I wanted to get the coat in a large, but they'd sold out.
4 b **A** Is there somewhere where I can try on this sweater?
B Yes, the changing rooms are over there.
5 e Excuse me, can you help me? I'm looking for a butcher's. Someone told me there was one near here.
6 a **A** Do you have these in a medium?
B I'm sorry, we're out of mediums at the moment, but we should be getting some in soon.

Focus on **Activation** and tell Sts to cover 1–6 and try to remember the phrasal verbs from the definitions, or vice versa.

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

EXTRA IDEA Get Sts to close their books and revise the names for places by asking them either *Where would you go if you want to buy some meat?* or *What can you get at a butcher's?*

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

c Put Sts in pairs and get them to discuss the difference between the pairs of words and phrases.

Check answers.

ANSWERS

1 A *stationer's* sells stationery (= paper, pens, envelopes, etc.).
A *newsagent's* sells newspapers, magazines, sweets, cigarettes, etc.
2 A *dry cleaner's* cleans things that can't be put in a washing machine, e.g. coats, dresses, duvets, curtains, etc.
A *launderette* is a place where you can pay to do your washing or sometimes have your washing done for you.
3 An *estate agent's* sells and rents out houses.
A *travel agent's* sells holidays and plane / train tickets.
4 *The shop's closing* means it's time for people to stop shopping, as the shop will no longer be open.
The shop's closing down means it's stopping trading or doing business.

d Focus on the *My local shops* questionnaire and go through the questions.

Put Sts in pairs and get them to interview each other. Get some feedback from the class.

EXTRA SUPPORT Answer the first two questions yourself to demonstrate the activity.

EXTRA IDEA Get Sts to film a series of shops and services in the area where they live as a project. They could then show each other and talk about the places and whether they ever use them.

6 READING predicting content from visual clues

a Focus on the article and the title and photos, and give Sts time to read the questions. Elicit some ideas from the class, but don't tell Sts if they are right or not.

b Give Sts time to read the article to check the answer to **a**.

Check the answer. Sts might be interested to know that James Daunt removed the apostrophe from the shop name *Waterstone's* when he took over the chain, presumably to indicate that it didn't belong to Tim Waterstone any more!

ANSWERS

James Daunt is a bookseller and CEO of the bookstores Daunt Books and Waterstones in the UK and Barnes and Noble in the USA. He succeeded where Amazon failed because of his philosophy of giving his shops autonomy to choose their stock to suit their customers.

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

Give Sts time to read the article again and choose the correct option a–c for each question.

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

ANSWERS

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

Deal with any other new vocabulary (but not the highlighted phrases). Model and drill the pronunciation of any tricky words.

d Focus on the instructions and the highlighted phrases. Get Sts, in pairs, to try to work out what the phrases mean. Tell them to use the context to help them.

Check answers, either explaining in English, translating into Sts' L1, or getting Sts to check in their dictionaries.

Model and drill pronunciation.

ANSWERS

has been a mecca for book-lovers = has been a place that attracts booklovers and that they all feel they need to visit
not only flourished but even expanded = not only did well but actually grew
repeat his trick = do the same clever thing that he did before
in a bad way = not doing well
a great stroke of luck = sth very fortunate
returned in bigger numbers = more (customers) came back
real-world bookshops = physical shops on the high street (not online shops)

e Do the question as a whole-class activity, or put Sts in pairs and get some feedback. You could have a class vote to see how many Sts agree with James Daunt.

EXTRA IDEA Ask *How do you think other high-street shops can attract back customers who are now shopping online?* and elicit ideas.

7 LISTENING understanding factual information in a documentary

a Do this as a whole-class activity. If you go to a local market, tell Sts about it.

! Don't elicit / explain what a farmers' market is yet, as Sts will do this later.

b This video is a documentary about a farmers' market in Winchester, in the south of England.

Focus on the photo and the questions. Play the video once the whole way through for Sts to watch and answer the first question.

Check the answer to the first question. Then ask Sts if they have similar markets in their country.

ANSWERS

Whereas a normal market sells a lot of products, a farmers' market sells locally produced food directly to the customers.

Hi, I'm Louise. Today, I'm at a farmers' market in Winchester in the south of England.
There are now over seven hundred and fifty markets in Britain. Unlike normal shops, these markets move from place to place. They set up in each location at regular intervals. Some are weekly, some are fortnightly, and some are monthly.
At farmers' markets producers can sell directly to customers. In an age of globalization and internet retailing, some people want to return to a simpler way of shopping. They like to touch and taste what they're buying. And, most importantly, they want to know where it comes from. When you shop in the supermarket, it isn't always easy to find out who produces your meat, picks your fruit, or grows your vegetables. But at farmers' markets, customers buy directly from the producer, who can tell them all about the goods they sell.
Supermarkets also have a long supply chain. The food often has to travel from the producer to a distributor and a wholesaler before it reaches the supermarket shelf. This means food can often spend days in lorries and warehouses. But at farmers' markets, there's no supply chain. It comes directly from the farm to the market. Producers sell it as soon as it's ready, so it's always fresh, organic, and tasty.
Winchester Market is the largest regular farmers' market in the UK. It takes place twice a month and has over ninety stalls selling all kinds of food and drink. Bakers sell freshly baked bread and cakes; farmers sell meat, vegetables, and fruit; and beekeepers sell honey. There are lots of different stalls and they sell everything from homemade meat pies to jams and sauces made from locally sourced ingredients.

The best part is that all this food comes from the local area. Winchester is in the county of Hampshire. All the businesses that have stalls at Hampshire farmers' markets must be based in the county or within fifteen kilometres of its borders. This is good news for customers. There's no middleman, like a shop or a supermarket, so customers can find out anything they want to know about the product they're buying. It's also good for the local economy. The money stays in the area and as these local businesses grow, they employ more local people.

This is Lyburn Farmhouse Cheesemakers. It's an excellent example of a local business which has benefited from these markets. They make all their produce in Salisbury, less than thirty miles away from here. Lyburn Farm is a family-run business. They milk their own cows and they use this milk to make their own cheese. Every morning, the farm's cheesemakers collect the milk and separate it into curds and whey. When the curd is ready they drain it, squeeze it, and put it into moulds. The next day, they package the cheese and store it on the farm until it matures. At any one time, they have eight thousand cheeses maturing! When the farm's cheese is ready, these employees bring it to markets like this, where they sell it directly to the customer. So this cheese comes straight from the farm. That's why it tastes so good! It's lovely!

Everything about Lyburn Cheese is local. The employees work locally, the customers buy locally, even the cows are local!

This is why people come to farmers' markets. They want to support local producers and want to buy local produce. Here, you know exactly what you're buying and where it's from. So, more and more people are trying to use the supermarket less and buy fresh, locally produced food instead.

c Focus on the task and give Sts time to read sentences 1–10. Make sure they understand all the lexis.

Give Sts time to complete the task, then compare with a partner.

Check answers.

ANSWERS

1 750
2 producers
3 how fresh your food is
4 supermarkets
5 twice
6 honey and jams
7 Hampshire
8 family members
9 8,000
10 milk

d Focus on the instructions. Get Sts to do the task with a partner, and then check answers. If necessary, model and drill the words in the list.

ANSWERS

1 the journey food makes from grower / producer to shop, to customer
2 a person who buys food from farmers and then sells to supermarkets
3 a large building where things are stored

EXTRA IDEA Put Sts in pairs. On the board, write *coffee* and tell them to think about what steps there are in the supply chain of this drink, from producer to consumer. Encourage them to use the words in **7d** as they talk about it.

In whole-class feedback, build a basic coffee supply chain diagram on the board, e.g.

Producer grows and harvests coffee beans → dried in warehouses → roasted / processed in factories → wholesalers buy it and transport it overseas (to more warehouses) → wholesalers sell and distribute it to supermarkets / coffee shops

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

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

e Do this as a whole-class activity.

1&2 Revise and Check

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.

The first page revises the Grammar, Vocabulary, and Pronunciation of the two Files. The exercises add up to 50, 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. There is a video for each sound on *Oxford English Hub* which Sts use to watch and practise.

The second page has 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 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 the *Classroom Presentation Tool*. 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. Sts could do these activities in pairs, or tick the boxes if they feel confident that they can do them.

Video material

Can you understand these people? 1&2

More materials

For teachers

Oxford English Hub

Quick Test 2
File 2 Test

GRAMMAR

ANSWERS
1 a **2** c **3** b **4** a **5** c **6** a **7** c **8** a **9** b **10** a **11** b **12** a **13** a **14** c **15** b

VOCABULARY

ANSWERS
a 1 glamorous **2** considerate **3** reliable **4** sensible **5** creative **6** suitable **7** luxurious **8** stressful **9** risky **10** impressive
b 1 insect repellent **2** adaptor **3** toothpaste **4** pack **5** swimsuit **6** driving licence **7** scissors **8** guidebook
c 1 butcher's **2** newsagent's **3** baker's **4** florist's **5** estate agent's **6** fishmonger's **7** greengrocer's

PRONUNCIATION

ANSWERS
c 1 ea**s**y /z/ **2** h**ea**dphones /e/ **3** sc**i**ssors /ɪ/ **4** **ch**emist's /k/ **5** st**a**ll /ɔː/
d 1 initials **2** affordable **3** luxurious **4** underwear **5** fishmonger's

CAN YOU understand this text?

ANSWERS
a Elephant & Castle and Piccadilly Circus
b 1 C **2** A **3** E **4** B **5** F

CAN YOU understand these people?

ANSWERS
1 a **2** c **3** b **4** b **5** c

1 Tilly

I = interviewer, T = Tilly

I What's your name?
T My name's Tilly.
I Where does it come from?
T Um, it's actually short for Ottilie, which is spelled O-T-T-I-L-I-E, um, and I think it's Hungarian.
I Who chose your name?
T My dad.
I Would you like to change your name?
T I'm happy with my name, yeah, I quite like it.

2 Tory

I = interviewer, T = Tory

I What's the colour scheme of your bedroom?
T The colour scheme of my bedroom changes in dependence of my mood. Currently, it's purple and white.
I Do you like it?
T Um, I stopped liking it once it was all sorted.
I Would you like to change it?
T All the time. But once I change it, then I'll want to change it again. It's a never-ending cycle.

3 Claudia

I = interviewer, C = Claudia

I Are you good at packing when you go away?
C When I go away, I'm really good at packing because I don't pack a lot. I'm very efficient, I've moved a lot, I've travelled a lot, so I can pack lightly. It's always a very small carry…I like to travel with a carry-on, if I can.

4 Maria

I = interviewer, M = Maria

I Is there anything you only do when you're on holiday that you wouldn't do in everyday life?
M Um, when I'm on holiday, I usually go for more walks. So for example, after dinner, I would always go for a walk on holiday, but at home, I'd never do that. I'm always too tired, it's a bit cold in the UK, so, yeah, on holiday it's usually warmer and I'll go for walks after dinner.
I What's your favourite kind of holiday?
M My favourite kind of holiday, um, is somewhere warm, and somewhere that's, um, not too crowded and perhaps with some historical significance, a nice place to walk around. Um, I wouldn't like to go somewhere too, um, quiet.

5 Diarmuid

I = interviewer, D = Diarmuid

I What sort of things do you buy online?
D I buy almost everything online these days, er, so, clothes, um, all gadgets and equipment. Um, I don't buy food, but I know a lot of other people do.

3A Are you a grown-up?

G past simple, past continuous, or *used to*?
V stages of life
P *-ed* endings, sentence rhythm

Lesson plan

The topic of this lesson is generational differences and stages of life.

In the first half, Sts learn vocabulary to describe different stages of life. Then they read a newspaper article about when people reach a stage where they feel that they are actually grown-ups. This is followed by a listening and speaking activity. Sts first compare about at what age they did certain activities, such as learn to swim, and conduct a class survey on this topic. They then watch a video where different speakers answer the same questions. The first half of the lesson ends with Sts talking about what they think is the best age for doing certain activities, e.g. having a baby.

The second half of the lesson begins with a grammar focus on three past forms: past simple, past continuous, and *used to*, which Sts revise and contrast through online posts about childhood. This leads into a pronunciation focus which revises the three different pronunciations of *-ed* endings. Sts then go on to practise sentence rhythm with the past forms presented in the grammar focus. The lesson ends with extended oral practice of the three past forms where Sts talk about their childhood.

Video material
Listening – *At what age did you…?*
Pronunciation – *-ed* endings (/t/ and /d/)

More materials
For teachers
Photocopiables *Grammar* past simple, past continuous, or *used to*? *p.169* *Communicative* When you were younger *p.197* (instructions *p.186*)
For students
Workbook 3A

OPTIONAL LEAD-IN – THE QUOTE Write the quote at the top of *p.28* on the board and the name of the person who said it, or get Sts to open their books and read it.

You could point out / elicit that Yoko Ono (1933–) is a Japanese artist, singer, songwriter, and peace activist. She is also famous for having married John Lennon.

Get Sts to discuss what they think the quote means and whether they agree with it.

1 VOCABULARY stages of life

a Books open. Focus on the instructions and the photos. Give Sts time individually or in pairs to match the phrases to the photos.

b 3.1 Play the audio for Sts to listen and check.

Check answers. Explain to Sts that a *toddler* is a child who has recently learned to walk (*toddle* = to walk in an unsteady way) and a *pre-teen* is someone who is not yet a teenager, e.g. a child of 11 or 12.

3.1
3 He's a baby.
2 She's a toddler.
6 He's a child.
5 She's a pre-teen.
4 She's a teenager.
1 He's in his early twenties.
7 He's in his mid-forties.
8 She's in her late sixties.

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

Next, focus on the ***middle-aged, old*** box and go through it with the class. You may want to tell Sts that the word *ancient* also exists, but it has a negative meaning (= very old and possibly incapacitated) when referring to a person, though it can also be used in a humorous sense, and is normally used to describe things, e.g. buildings.

EXTRA IDEA Give Sts more practice in using phrases like *in her early / mid- / late thirties*, e.g.
T *a man, 48*
Sts *in his late forties*
T *a woman, 25*
Sts *in her mid-twenties*

c Focus on the task and go through the prompts, making sure Sts understand them. Model and drill any words your Sts find difficult to pronounce. Then focus on the example speech bubbles, and elicit the meaning of *any age* (= it doesn't matter what age).

Put Sts in pairs or small groups to discuss each item.

Get some feedback from the class. You could find out if Sts disagreed with each other about any of the items, or if they worked in small groups, all agreed on a stage of life for a particular prompt.

d Focus on the task and the example. Give Sts time to think of their three people.

Now put Sts in pairs and get them to tell each other about their three people. Monitor and help them with any new vocabulary they may need.

Get feedback from various pairs.

EXTRA SUPPORT Demonstrate the activity by telling Sts about three people you know.

2 READING reading and retelling

a Focus on the instructions and the cartoon. Now focus on the ***grow up*** box and go through it with the class.

Do the question as a whole-class activity, and get Sts to explain their answers.

b Focus on the instructions and give Sts time to read the first paragraph.

Then get them to discuss the three questions with a partner.

Check answers.

ANSWERS
1 11 years
2 You don't have children, don't live in your own house, and are not financially independent.
3 They both show that you are a grown-up.

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

c Tell Sts that they are now going to read two journalists' writing about feeling grown up. Put Sts in pairs, **A** and **B**. Tell them to go to **Communication** A real grown-up?, **A** on *p.109* and **B** on *p.114*.

Focus on the instructions. Sts **A** should read about Carol and complete the sentences in a whilst Sts **B** do the same for Hugo. Monitor and check how they are completing their sentences.

EXTRA SUPPORT Put two **A**s and **B**s together first to do **a**. Monitor and help if necessary. Then put Sts in pairs **A** and **B**.

ANSWERS
Carol:
- not remembering to charge her phone and being terrified of being in a bar or restaurant on her own
- you can work full-time, get married, and join the army, but you can't drive or buy an alcoholic drink
- she was driving alone in France in the middle of the night with a map on her knees and no phone
- her baby was ill in hospital

Hugo:
- two kids, a mortgage, and a pension plan
- started wearing long trousers instead of shorts, and left home to raise a family
- staying longer in the family home, finding it difficult to become financially independent, still listening to pop music, and still wearing T-shirts
- make you feel like a grown-up
- he stops wanting a big night out once a month, or four days a year at a music festival, that sort of thing

When they are ready, Sts **A** should use their answers in **a** to tell Sts **B** about their texts. Then they swap roles. Finally, Sts should decide who is more grown up.

Elicit some opinions from the class.

Tell Sts to go back to the main lesson **3A**.

d Do this as a whole-class activity, or put Sts in pairs and then elicit ideas from various pairs. You could also tell the class if you have grown up yet.

3 LISTENING & SPEAKING tuning in to questions

a Focus on the questions and make sure Sts know what a *nursery school* is. If Father Christmas is not traditional where you are teaching, replace it with a local example, e.g. in Spain, The Three Kings.

Give Sts time to write the age at which they did each thing. If Sts can't remember, tell them to guess the approximate age.

Now put Sts in small groups and get them to compare their answers.

Get some feedback from different groups.

EXTRA IDEA You could put Sts in pairs or small groups to discuss how they felt when they did some of these things for the first time.

b Focus on the instructions. If your class is large, divide it into two or more groups for the class survey. Give Sts time to ask each other the questions and find out the earliest and latest ages for each.

Get feedback from the class. Find out if Sts found any of the answers surprising and why.

c ▶ In this video, seven speakers answer the questions in **a**.

Focus on the photos of the speakers and the task. Sts should write the number of the question they answer in the box with their photo.

Play *At what age did you…?* for Sts to match the people to the questions they are answering.

Get Sts to compare with a partner, then check answers. You may want to point out that Ross, who answers the question about Father Christmas, says *Santa*, short for Santa Claus, which is an alternative name for Father Christmas.

ANSWERS
Bea: 4
Ross: 7
Nicola: 5
Ela: 2
Jorge: 3
Rocío: 6
Ollie: 1

▶
Bea
When I was about seven or eight years old, or even younger, possibly, my PE classes at school involved going to the local swimming pool and that's where we learned how to swim.
Ross
Mm, around the time I was about ten years old, I think. I asked my mum, I said, 'Mum, is Santa real?' And she said to me, 'I'll let you decide.' And I think that was confirmation of my suspicions that maybe Santa wasn't real after all. And maybe it was my mum and dad who were coming down, er, to put presents in the living room on the night of Christmas Eve…in preparation for Christmas Day.
Nicola
I was in my forties, um, and suddenly the whole world opened up and I could contact everyone and everyone could contact me at any time. I mean it was a life-changer, but not good all the time.
Ela
When I was, er, fifteen, exactly when I, when I entered, er, secondary school, my secondary school, and it wasn't very close to my house, so I used to take a bus to get, er, to get to my school.
Jorge
When I was about fifteen, my parents finally stopped asking me to be home before dark. Well, most of the time. My friends and I used to meet up at this mall where we would spend hours doing absolutely nothing. But it felt like we were on the top of the world.
Rocío
At about three years old 'cause my parents worked quite a lot, so I believe I was very young. Um, it was a nursery school run by nuns. And one of my first memories is being sitting around the dining table not being allowed to get up, because one of us threw food under the table and they didn't know who it was. So, that was their their system, I guess. It was, er, is actually a really good, fond memory.
Ollie
As I recall when I was nineteen, I got my first job as a waitress and I believe that was the first time I've ever got paid. The amount of money was almost a hundred dollars and for me at that point in time was a great amount of money because I could spend that on my tuition fee. Um, making money in Vietnam isn't, not an easy thing to do, especially for a nineteen-year-old, but I managed to, um, receive the payment to do my job well, and I continued to maintain that job for about a year, before I switched to teaching. So, it was a really good experience and it was a memorable experience for me to receive my first paycheck at nineteen.

EXTRA SUPPORT

- Play each speaker again, pausing to check the answers before playing the next speaker.
- If there's time, you could get Sts to watch again with subtitles so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

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

d Focus on the task, and get Sts to write the names of the seven people in their notebooks so that they can make notes of their answers to the two questions.

Play the video again, pausing after each person to give Sts time to write.

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

ANSWERS

Bea
1 7 or 8
2 At PE classes at school – they went to the local swimming pool to learn to swim.

Ross
1 At about 10
2 He asked his mum about Father Christmas and she told him to decide. He then thought it was possibly his parents bringing down the presents on Christmas Eve.

Nicola
1 In her 40s
2 The world opened up because she could contact everybody and they could contact her.

Ela
1 15
2 When she entered secondary school she had to take a public bus.

Jorge
1 About 15
2 He would spend hours at a mall with his friends doing absolutely nothing, but he felt he was on top of the world.

Rocío
1 3
2 When she started going to a nursery school run by nuns.

Ollie
1 19
2 She got a job as a waitress, for which she was paid around $100, which helped her pay her tuition fees at the time.

e Focus on the instruction and question. Check Sts understand all the things in the list. Put Sts in small groups to discuss the best age to do each thing.

Monitor and help if necessary.

Get some feedback from different groups. Encourage Sts to give reasons for their opinions. Find out which things on the list caused most discussion in the groups and why.

4 GRAMMAR past simple, past continuous, or *used to*?

a Focus on the task and list of adjectives. Make sure Sts understand them all, and model and drill pronunciation where necessary.

Give Sts time to choose two adjectives from the list in answer to the question and then think of another.

Now put Sts in pairs and get them to compare their answers. Tell them to explain their choices.

Get some feedback from various pairs, and tell Sts what you were like.

b Focus on the task and the title of the forum, *What kind of child were you…and have you changed?*

Tell Sts to read the four posts and answer the questions.

Tell them not to worry about the options in the highlighted phrases.

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

ANSWERS
1 Alex 2 David 3 Stephen 4 Magda

c Put Sts in pairs and tell them to circle the correct form of the highlighted verbs in the posts. They should tick the phrases if they are both correct.

Check answers.

ANSWERS
1 used to like
2 ✓
3 was holding
4 started
5 used to have
6 went
7 ✓
8 always hated

EXTRA CHALLENGE Get Sts, in pairs, to discuss why one form is correct and the other not. Check answers.

ANSWERS
1 You can't use the continuous form with a non-action verb (here *like*).
3 It was a long action that happened in the past.
4 It was a short action that happened and finished in the past. She started university on one occasion.
5 You can't use the continuous form with a non-action verb (here *have*).
6 The action isn't repeated. The mother only went into hospital once, not several times in the past.
8 You can't use the continuous form with a non-action verb (here *hate*).

d Tell Sts to go to **Grammar Bank 3A** on *p.144*.

Grammar notes

Students at this level will have practised narrative tenses (past simple, past continuous, and past perfect) before, but here they contrast the past simple and continuous with *used to*. Sts often confuse these forms or use them incorrectly because they do not correspond exactly to equivalent forms in their L1. For instance, they use the past continuous to refer to a past habit or repeated past action, e.g. ~~*I was living in Madrid when I was a child*~~.

Focus on the example sentences for **past simple and past continuous** and play audio **3.2** for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Repeat for ***used to* and past simple** **3.3**. Remind Sts also how *used to* is linked and pronounced /ˈjuːst tə/.

Refer Sts to the **Irregular verbs** list on *p.173* and explain that this is their reference list. Get Sts to go through the list quickly in pairs, checking that they know what the verbs mean. Encourage them to highlight verbs they didn't know or whose past forms they had forgotten. Test the class or get Sts to test each other.

Tell Sts to go back to *p.144*.

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

Check answers, getting Sts to read the full sentences for exercises **b** and **c**.

ANSWERS

a

	+	−	?
Past simple *be*	I *was* you *were*	I wasn't you weren't	Was I…? Were you…?
Past simple *work*	he worked they worked	he didn't work they didn't work	Did he work…? Did they work…?
Past simple *have*	she had we had	she didn't have we didn't have	Did she have…? Did we have…?
Past continuous *study*	he was studying you were studying	he wasn't studying you weren't studying	Was he studying…? Were you studying…?
used to	I used to they used to	I didn't use to they didn't use to	Did I use to…? Did they use to…?

b 1 ✓
2 ✗ did they get
3 ✗ I was working
4 ✓
5 ✗ I travelled
6 ✗ didn't use to get on
7 ✗ never studied
8 ✓
9 ✗ I was watching
10 ✓

c 1 were already having / had already had, arrived
2 used to take / took
3 were still packing, came
4 Did, teach
5 didn't use to like / didn't like
6 used to have / had, was
7 used to spend / spent, were
8 was talking, stopped

Tell Sts to go back to the main lesson **3A**.

EXTRA PRACTICE OPTION Use the **3A Grammar** photocopiable activity.

e Focus on the instructions and then give Sts time to write their post.

Monitor and help with vocabulary if necessary. Correct any mistakes with the past simple, past continuous, or *used to*.

EXTRA IDEA Tell Sts not to write their names on their posts. Then collect all the posts and number them. Display them around the classroom. Sts should read each post and guess which classmate wrote it.

5 PRONUNCIATION *-ed* endings, sentence rhythm

Pronunciation notes

Sts at this level should be aware that the regular past simple ending *-ed* can be pronounced in three different ways, but they will probably still be making mistakes and will benefit from being reminded of the rules:

1 *-ed* is pronounced /t/ after verbs ending in these unvoiced sounds: /p/, /k/, /f/, /θ/, /s/, /ʃ/, and /tʃ/, e.g. *hoped*, *liked*, *laughed*, *washed*, etc.
2 *-ed* is pronounced /d/ after verbs ending in vowels or in voiced sounds, e.g. *enjoyed*, *played*, *tried*, *changed*, *showed*, *named*, *smiled*, etc. This group is the largest.
3 *-ed* is pronounced /ɪd/ after verbs ending in the sounds /t/ or /d/, e.g. *started*, *wanted*, *ended*, *decided*, etc.

a Focus on the instructions, and remind Sts of the most common pronunciations of the *-ed* ending (/t/ and /d/).

Play the video once the whole way through and tell Sts to focus on the difference between the two sounds, and the mouth position.

See sounds and sentences in Student Book on *p.30*

Now play the video again, pausing after each sentence for Sts to watch and repeat.

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

b **3.4** Focus on the task. Give Sts time to read sentences 1–6 and decide if the *-ed* ending in the verbs is pronounced /t/ or /d/.

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

3.4
See sentences in Student Book on *p.30*

Now play the audio again, pausing after each sentence to give Sts time to tick the correct box.

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

ANSWERS
1 /t/ 2 /t/ 3 /d/ 4 /d/ 5 /t/ 6 /d/

EXTRA CHALLENGE Get Sts to tick the correct box in each sentence before they listen to the audio.

c Give Sts time to practise saying the sentences in **b**.

EXTRA SUPPORT Remind Sts that the most important rule is to not pronounce the *-ed* as /ɪd/, except after /t/ and /d/.

Play the audio again, pausing after each sentence for Sts to listen and repeat.

d **3.5** Focus on the **Past or present?** box and go through it with the class. Give examples of when the /t/ or /d/ pronunciation of the *-ed* ending can be hard to hear, i.e. when the next word begins with a consonant sound, e.g. *We liked them / We like them* or *They played badly / They play badly*.

Focus on the task and play the audio once the whole way through for Sts just to listen (each sentence is said twice).

Now play the audio again, pausing after each sentence to give Sts time to write.

Get them to compare with a partner, and then check answers. Ask Sts to tell you which words helped them to understand if the sentences were past or present, e.g. *last summer*.

ANSWERS
1 past **2** present **3** past **4** past **5** present **6** present

3.5
1 I worked as a waiter last summer.
2 We often play video games on Saturday evenings.
3 We lived in America for six months.
4 I watched too much TV last night.
5 I usually cook at weekends.
6 I look like my sister.

EXTRA SUPPORT First, elicit if each sentence is present or past. Then elicit the sentence onto the board.

e Focus on the question and the eight regular past simple verbs in the list.

Get Sts to compare their answer with a partner.

f **3.6** Play the audio once the whole way through for Sts to listen and check their answer.

Check answer. Elicit the pronunciation rule that the past simple verb ending *-ed* is pronounced /ɪd/ after verbs ending in the sounds /t/ or /d/.

ANSWER
-ed is pronounced /ɪd/

3.6
See verbs in Student Book on *p.30*

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

g **3.7** Focus on the instructions.

Play the audio once the whole way through for Sts just to listen and to focus on the rhythm.

Ask Sts what kind of words are stressed and unstressed. Point out the **bold** words in the sentences.

ANSWERS
Questions words, verbs, nouns, and adjectives are stressed.
Auxiliary verbs, pronouns, and prepositions are unstressed.

3.7
See sentences in Student Book on *p.30*

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

Finally, put Sts in pairs and get them to practise the sentences.

6 SPEAKING

a Focus on the three sections in the task and elicit / explain the meaning of *event* (= sth important that happens in your life) and *incident* (= sth unusual or unpleasant that happens).

Give Sts time to look at the photos and read the questions, and decide what each photo is illustrating.

Put Sts in pairs to discuss which topic the photo is illustrating in each section.

Check answers.

POSSIBLE ANSWERS
Events in your life: starting primary school
When you were younger: what you used to look like and how you used to dress
An incident in your childhood: having a disappointing birthday

b Focus on the task and on the **Events in your life** section. Tell Sts to think what the missing words might be, but not to write them in, as they should be able to produce them orally. The focus on the example, and check the rest of the questions.

ANSWERS
1 were, did, live, were
2 were, started, Did, enjoy, did, do
3 was, travelled, did, go

In their pairs, Sts take turns to ask and answer the questions in the first section, using their own information. Tell them to answer with full sentences as much as possible.

Monitor to check they are pronouncing the past simple *-ed* endings correctly and using the correct sentence rhythm.

Next, focus on the instructions for the *When you were younger* section. Go through the six statements and make sure Sts understand what they have to do. Stress that they should answer with full sentences and give as much information as they can. Encourage Sts to interact by asking each other questions.

Finally, focus on the instructions in *An incident in your childhood*. Give Sts time to choose one of the topics and think about what they're going to say.

Then, in pairs, Sts take turns to describe the incident.

Monitor and help, encouraging Sts to get the sentence rhythm correct.

EXTRA IDEA You could get Sts to change partners for each section.

Get some feedback from the class for each section.

EXTRA SUPPORT Demonstrate the activity by answering some of the questions yourself in the first section, talking about something that used to be true about you when you were younger and then telling Sts about an incident in your childhood.

3B Capture the moment

G prepositions
V photography
P word stress

Lesson plan

The topic of this lesson is photography. It begins with an article from *The Guardian* newspaper where professional photographers post their best phone pictures. This leads into the vocabulary focus which includes useful phrases for describing photos and language related to taking photos. This is followed by a pronunciation focus on word stress in words from the root word *photograph* and other multi-syllable words. Sts then listen to an interview with a professional photographer who gives some tips on how to take good photos with a phone. In Speaking, Sts talk about their own preferences when taking photos and what they do with the results. Sts then write their own tips in an article on how to do something.

The second half of the lesson begins with a grammar focus on prepositions of place and movement, and dependent prepositions after verbs and adjectives. Sts then listen to people describing a holiday photo, before talking about a photo they took whilst on holiday. Finally, Sts read an article about the importance of backgrounds for online meetings and interviews in order to make a good impression.

More materials

For teachers

Photocopiables
Grammar prepositions *p.170*
Communicative What's the preposition? *p.198* (instructions *p.186*)
Vocabulary Photography *p.222* (instructions *p.215*)

For students

Workbook 3B

OPTIONAL LEAD-IN – THE QUOTE Write the quote at the top of *p.32* on the board and the name of the person who said it, or get Sts to open their books and read it.

You could point out / elicit that Catherine Opie (1961–) is a fine art photographer and professor of photography at the University of California, Los Angeles.

Get Sts to discuss what they think the quote means, and if they agree with it. You may need to elicit / explain what *cliché* means (= a phrase or an idea that has been used so often that it no longer has much meaning and is not interesting).

1 VOCABULARY photography

a Focus on the photo and the article, and on the question. Elicit answers to the question from the class.

EXTRA IDEA Ask Sts further questions to get them thinking about the photo. *Where do you think it was taken? What was the girl probably doing before the photo was taken? How old do you think she is? Why do you think she is in that place?*

b Tell Sts to read the article to quickly check their answer in **a**, and to answer questions 1–3. Tell them not to worry about the numbered highlighted options in the article.

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

Make sure Sts know the meaning of the two jobs: *portrait photographer* and *nanny*.

ANSWERS
a She is feeling peaceful, relaxed, and safe.
b **1** Suki Dhanda is a portrait photographer. Chisom Okoli is a nanny.
2 Suki was taking her daughter and dog for a walk.
3 She liked the way Okoli was sitting and the way the colour of her clothes blended with the trees and tennis court.

c Tell Sts to read the article again and this time to circle the correct answer in the highlighted words or phrases.

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

ANSWERS
1 background **2** take **3** lens **4** portrait

d Do this in groups or as a whole-class activity. You could demonstrate the activity by answering the question yourself first.

e Tell Sts to go to **Vocabulary Bank** Photography on *p.163*.

Vocabulary notes

Describing a photo

Check that Sts understand the difference between *opposite* and *in front of*, and between *foreground* and *background*.

You might want to highlight that *in the background* means behind the main objects, people, etc. in the photo, whereas *in the distance* means far away but still able to be seen.

Taking photos

Point out that the *subject* of a photo is the main person or thing you are photographing, and the *settings* are the positions for the controls on the camera.

Sts might have come across the terms *landscape* and *portrait* when using computer software such as Word, so you might want to explain / elicit the difference:

- *portrait* = printed so that the top of the page is one of the shorter sides
- *landscape* = printed so that the top of the page is one of the longer sides

You may also want to point out that *zoom* can be used as a noun to describe the lens some photographers use for this function.

Focus on **1 Describing a photo** and go through the ***on top of* or *at the top of*** box with the class. Make sure Sts understand the difference in meaning.

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

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

Check answers.

3.8

Photography

1 Describing a photo

Photo 1

1 **In the background**, there's a mountain and some low cloud.
2 **In the bottom right-hand corner**, there's a grandmother and three children.
3 The boy in an orange T-shirt is standing **in front of** his grandmother.
4 **In the centre** of the photo, there's a building with lots of steps.
5 There's a small building that looks like a temple **on top of** a small hill.

Photo 2

6 **In the foreground**, there's a woman standing on a terrace looking at the view.
7 The woman is standing **behind** a low wall.
8 **Opposite** the woman, there's a building with a tower that looks like a church.
9 **In the distance**, on the right, you can just see the top of an old building which looks like a ruin.
10 **In the top left-hand corner**, there are some trees.

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.

Now do **Activation** and tell Sts to cover sentences 1–10, look at the photos, and describe them.

Now focus on **2 Taking photos** and get Sts to do **a** individually or in pairs.

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

Check answers.

3.9

2 Taking photos

1 e You use flash when you want to take a photo somewhere dark, for example, indoors or at night.
2 a You zoom in when you're far away from something and you want to take a close-up of it.
3 g A photo can be out of focus if your camera isn't automatic and you haven't used the right settings.
4 d It's best to use portrait mode when you want to take a photo of a person.
5 c A photo can be overexposed if there's too much light on the subject when you're taking it.
6 b With good cameras, you can use different lenses, for example a wide-angle lens, when you want to take a photo of a landscape, but you can't get all of it in.
7 f You edit a photo when you change the size, colour, or brightness.

Now do **Activation** and tell Sts to cover a–g, look at 1–7, and try to remember the rest of the sentences.

Tell Sts to go back to the main lesson **3B**.

EXTRA PRACTICE OPTION Use the **3B Vocabulary** photocopiable activity.

2 PRONUNCIATION word stress

Pronunciation notes

Word stress can be difficult to perceive, especially if an English word is similar to the equivalent word in the Sts' L1 but is stressed differently. Remind Sts to underline the stressed syllable when they write down any new multi-syllable words.

a **3.10** Focus on the words beginning with *photo*. Check that Sts know the meaning of *photogenic* (= looking good in photographs) and *photoshop* (= change a photo using a computer). Get Sts to underline the stressed syllable in each word.

Play the audio for Sts to listen and check.

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

3.10

1 photo
2 photograph
3 photographer
4 photography
5 photographic
6 photogenic
7 photoshop

EXTRA CHALLENGE Get Sts to tell you where each word is stressed before playing the audio.

Get Sts to practise saying the words, focusing on the stress.

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

b Focus on the sentences and get Sts to underline the stressed syllable in each of the **bold** multi-syllable words.

c **3.11** Play the audio for Sts to listen and check.

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

ANSWERS

1 background 2 foreground 3 distance 4 behind
5 bottom, corner

3.11

See sentences in Student Book on *p.32*

Give Sts time to practise saying the sentences.

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

d Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** Spot the differences, **A** on *p.110*, **B** on *p.115*.

Go through the instructions and the example with the class carefully.

Get Sts to sit face to face, and take turns to describe their pictures without looking at their partner's picture.

Monitor and help, correcting any mistakes with the vocabulary they have just learned.

When Sts have found all nine differences, tell them to compare pictures to see if they have correctly identified the differences.

Check answers.

ANSWERS

A There's a hotel in the background.
B There's a tower in the background.
A There's a man playing the guitar in the middle of the picture.
B The man is taking a photo.
A There's a man riding a bike.
B The man is walking with the bike.
A The woman is drinking a coffee.
B She's eating something.

A The woman's bag is on the table.
B Her bag is under the table.
A The waiter is walking away from the table.
B The waiter is walking towards the table.
A There are some birds / pigeons on the fountain.
B There aren't any birds on the fountain.
A The dog is standing on the steps, looking up at the fountain.
B The dog is walking down the steps, away from the fountain.
A The man in the bottom right-hand corner is taking a photo.
B The man in the bottom right-hand corner is playing the guitar.

Tell Sts to go back to the main lesson **3B**.

3 LISTENING understanding tips

a Put Sts in pairs to discuss the questions.

Get some feedback from various pairs.

EXTRA SUPPORT Demonstrate the activity by answering the questions first.

b Focus on the task. You could either get Sts to read about Daria Bilyk on their own or you could read it to the class, explaining / eliciting the meaning of *atmosphere* (= the feeling in a particular place or situation) and *mood* (= the way a group of people feel about sth). Model and drill pronunciation.

Give Sts time to do the matching task and choose their favourite photo.

Check answers, eliciting what a *still life* is (= a photo, painting, or drawing of objects such as flowers, fruit, etc.).

ANSWERS
1 A 2 C 3 E 4 D 5 B

Ask individual Sts which photo is their favourite and why. If you have a favourite, you could tell the class.

EXTRA IDEA Put Sts in pairs and get them to describe the photos, using language from **Vocabulary Bank Photography**.

c **3.12** Focus on the instructions and give Sts time to read the ten tips, making sure they understand all the lexis, e.g. *to stick to* (= continue using the same style without changing), *unique*, etc.

! The term *grid* is explained in the audio.

Play the audio once the whole way through for Sts to listen and number the tips in the correct order.

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

Check answers.

ANSWERS
1 Be ready.
2 Don't think twice.
3 Learn about your phone camera.
4 Don't use zoom.
5 Light is important.
6 Use the grid.
7 Choose unique angles.
8 Don't stick to one style.
9 Select and edit.
10 Make your pictures come alive.

3.12
(script in Student Book on *p.131*)

D = Daria, N = narrator

D You don't need expensive photographic equipment to take amazing photos. The camera on your phone can be just as good. Here are my top ten tips for taking great photos on your phone.
N *Tip one.*
D Be ready. It may be an obvious thing to say, but remember to charge your phone and to keep your lens clean. I carry a charger with me most of the time. Also, keep your phone in your hand, not in your bag. I always keep my phone in camera mode so that when I unlock it, it's ready to take pictures.
N *Tip two.*
D Don't think twice. Take photos whenever you want and of whatever you want! There's nothing to lose. Some moments will never be repeated. If you don't like your picture, you can always delete it, but you can't turn back time.
N *Tip three.*
D Learn about your phone camera. Read your phone manual, and make sure you're using your camera in the best way. Sometimes little tips can really help you to improve your photos. Learn how you can control the exposure or focus on the objects better. Know the strengths and weaknesses of your phone camera. My iPhone isn't good at night photography, so I try to use it only in the daytime.
N *Tip four.*
D Don't use zoom. Don't forget that this is just a phone. It does not work like a camera with a DSLR lens. If you want to take a close-up of something, use your legs and move nearer!
N *Tip five.*
D Light is important. Good photography is all about using light well. Even the most boring composition will be saved by good use of light, whether it's day or evening.
N *Tip six.*
D Use the grid. Imagine your picture is divided into nine equal squares. This is called 'the grid'. The important parts of your photo should be positioned where the lines cross. Learn to use the grid, and then, just as importantly, learn to do without it.
N *Tip seven.*
D Choose unique angles. Try looking at objects from a new perspective. Take a picture from the dog's view!
N *Tip eight.*
D Don't stick to one style. A lot of people nowadays try to take photos in the same style or colours. Don't do this! Show your creativity. Take any photos you like, landscapes, portraits, or unusual compositions. Your own unique style will develop.
N *Tip nine.*
D Select and edit. Be selective! Choose only your best pictures and then edit those. There are many apps that will help you to do this. But remember that sometimes a picture can be better without any filters.
N *Tip ten.*
D Make your pictures come alive. Print your pictures, send them as postcards, give them to your friends, and hang them on your walls. Holding your photos in your hands is such a lovely feeling, much nicer than looking at them on a screen.

d Tell Sts they are going to listen to the tips again and this time they must mark the details from each tip T (true) or F (false).

Give Sts time to read 1–10.

You could tell Sts that the pieces of advice follow the order of the tips on the audio. Play the audio again.

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

ANSWERS
1 F 2 F 3 T 4 F 5 F 6 T 7 T 8 T 9 F 10 T

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

e Do this as a whole-class activity, or put Sts in pairs and then get some feedback from various pairs.

You could tell Sts that there are more of Daria's photos on her website if they are interested.

4 SPEAKING & WRITING an article

a Focus on the task. Go through the questions, making sure Sts understand *panoramic* (= a view of a wide area), *slo-mo* (= slow motion), etc. You might want to tell Sts that *scenery* and *landscape* have the same meaning, but *scenery* is uncountable.

Put Sts in pairs and get them to discuss the questions. Get some feedback from various pairs.

b Tell Sts to go to **Writing Bank 3** on *p.120*.

Focus on the task in **a** and give Sts time to look at the three photos. Tell them not to read the text yet.

Elicit some opinions from the class.

Focus on the instructions in **b** and go through the headings, making sure Sts understand them.

Give Sts time to read the article and to match the headings to the paragraphs. Remind them there are two extra headings they don't need to use.

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

ANSWERS
1 Don't look at me!
2 Don't make them pose
3 Try different angles

Focus on **c** and get Sts to answer the questions in pairs, small groups, or as a whole-class activity.

Get some feedback.

Focus on **d** and the **Useful language: tips and instructions** box and go through it with the class.

Put Sts in pairs and tell them to choose which topic they want to write three tips about.

Tell Sts to think of a heading for each tip and then to plan the content.

For **e**, you may like to get Sts to do the writing individually in class or you could set it as homework. If you do it in class, set a time limit for Sts to write their article, e.g. 15–20 minutes. Remind them to use the **Useful language**.

Finally, in **f**, Sts should check their article for mistakes before giving it in.

Tell Sts to go back to the main lesson **3B**.

5 GRAMMAR prepositions

a Focus on the photo and ask Sts where they think it was taken from (a plane). Focus on the task and tell Sts to read the text quickly. Then in pairs, Sts complete it with prepositions from the list.

b **3.13** Play the audio for Sts to listen and check.

Check answers. Highlight the expression *It reminds me of…* (= it makes me remember) and tell Sts this is very common when you are talking about a favourite photo.

ANSWERS
1 over **2** to **3** next to **4** at **5** of **6** in **7** at **8** of

3.13
See description in Student Book on *p.34* and answer key

EXTRA IDEA Ask Sts the following questions (elicit the answers in brackets) or write them on the board:

Which preposition shows where a person or thing is? (3 next to)

Which prepositions show where a person or thing is moving? (1 over, 2 to)

Which are examples of prepositions used after certain verbs? (6 in – after *arrived*, 7 at – after *look*, 8 of – after *remind*)

Which are examples of prepositions used after certain adjectives? (4 at – after *good*, 5 of – after *proud*)

c Tell Sts to go to **Grammar Bank 3B** on *p.145*.

Grammar notes

English prepositions are usually a problem area for Sts because they frequently do not correspond to prepositions in Sts' L1.

Prepositions of place and movement

This should be revision, but will be needed for many Sts, particularly in the case of prepositions of movement.

This is because movement is expressed by a single verb in many languages, not a verb of movement plus a preposition.

Dependent prepositions after verbs and adjectives

These are often hard to remember. This is because in many cases the prepositions have no central meaning, which makes it all the more difficult for Sts to remember which ones to use. Remind Sts to record verbs and adjectives with dependent prepositions when they meet them, e.g. *depend on* or *proud of,* rather than just *depend* or *proud*. There are also cases where verbs take a preposition in Sts' L1, but not in English, which can also lead to them inserting unnecessary prepositions, e.g. ~~*I need to call to my friend*~~.

Focus on the example sentences for **prepositions of place** and play audio **3.14** for Sts to listen and repeat. Encourage them to copy the rhythm, reminding them that prepositions are not normally stressed unless they come at the end of a sentence or question. Then go through the rules with the class.

Repeat for **prepositions of movement** **3.15** and **dependent prepositions after verbs and adjectives** **3.16**.

Finally, focus on the information box and go through it with the class. Refer Sts to the **Dependent prepositions** list on *p.172* and explain that this is their reference list of prepositions after verbs and of prepositions after adjectives. Get Sts to go through the list quickly, checking that they know what the expressions mean.

Tell Sts to go back to *p.145*.

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

Check answers, getting Sts to read the full sentences.

ANSWERS
a 1 across **2** into **3** onto **4** between **5** round **6** on **7** off **8** under **9** into **10** next to **11** in **12** towards
b 1 of, for **2** to, for **3** of **4** – **5** with **6** on **7** about **8** about **9** for **10** about, for **11** – **12** in, at

Tell Sts to go back to the main lesson **3B**.

EXTRA PRACTICE OPTION Use the **3B Grammar** photocopiable activity.

d Focus on the instructions and 1–10. Get Sts to complete the gaps individually.

Check answers.

ANSWERS
1 of **2** to **3** to **4** for **5** with **6** over **7** on **8** on **9** for **10** up

Now tell Sts to choose four of the topics they want to tell their partner about.

Put Sts in pairs and tell them to give and ask for as much information as possible.

Monitor and help, correcting any mistakes with prepositions.

Get some feedback from various pairs.

EXTRA SUPPORT Write on the board: *I'm going to tell you about…*

Tell Sts to start each topic with this, and remind them to change *you* to *I*, *your* to *my*, etc.

6 LISTENING & SPEAKING understanding the story behind a photo

a **3.17** Focus on the instructions and the three photos. Play the audio once all the way through and get Sts to number the photos 1–3.

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

ANSWERS
A 3 **B** 2 **C** 1

Now ask Sts if all the photos were taken by the speakers.

ANSWER
No, Kate's photo (speaker 3) was not taken by her.

3.17
(script in Student Book on *p.131*)
1 Chris
I took this photo last year when I was in Uganda. I was working there for three weeks and, before going back to London, the two friends I was working with and I decided to go and see the mountain gorillas which live in the rainforest on the border of Uganda. On the day of the trek, I was feeling very nervous because I wasn't sure whether I would manage it. I'm not very fit, and we basically had to walk up the mountain in the rainforest until we found the gorillas, which could take as long as five or six hours. Luckily, after two hours, just when I was wondering if I could carry on, we found them. The first gorilla we saw was this silverback, which is the large dominant male in the group. I couldn't believe my eyes – he was so close, only about a couple of metres away. I'll never forget that moment. We stayed with the gorillas for an hour, and then walked back down again.
I love this photo because it reminds me of that moment, how proud and relieved I was to have got there, and probably the most amazing wildlife experience I've ever had. I keep it on my computer as my desktop background and when I'm sitting working in rainy England, it reminds me of another world.
2 Tom
So, I took this photo in Australia, when I was visiting my girlfriend, Roz. She was studying out there for a year. It was taken in Byron Bay, which is the most easterly point of the Australian mainland. We were out walking along the beach, and in Byron, when the sun sets, it's a really special occasion, lots of people go out onto the beach and watch the sun set over the bay, and so I took this photo just as the sun was setting. I really like the photo because I have some great memories of Byron Bay and Australia, because I'd been there before on my own, and I was really glad to go there with Roz. It was a really happy time of my life and we were having a lovely holiday. And I like that you can see the silhouettes of people on the sand and in the water and I love the way the light comes off the sea and sand. It's one of several photos, actually, from that trip, that we printed and it's in a frame on a wall in our house.
3 Kate
This is a photo I really like. Me and my partner, David, were staying with friends who live on the edge of Dartmoor, a really wild and beautiful place in Devon, in the south-west of the UK. We had a big lunch, and then we all decided to walk up to the top of the hill behind their house. The weather wasn't very good on most of the walk; in fact, at one point it rained quite hard, but when we got to the top, the sun came out and there was a glorious blue sky, and we could see the most fantastic view of the countryside. We asked another walker up there to take the photo for us. That's me and David in the middle, in red and green, with our little black dog. I like this photo because it's so colourful and we all look really happy – it was just a lovely, memorable day. I have the photo on my phone and my iPad – at the moment, it's my Facebook profile photo.

b Focus on the task and give Sts time to read questions 1–5.

Play the audio again, pausing after each speaker to give Sts time to take notes.

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

Check answers.

ANSWERS
Speaker 1 (Chris)
1 In Uganda. She took it.
2 With two friends
3 She was there for work and they decided to go and see the mountain gorillas. After walking for two hours in the mountains, they had just found the gorillas.
4 It reminds her of the amazing experience.
5 She keeps it on her computer as desktop background.
Speaker 2 (Tom)
1 Australia. He took it.
2 His girlfriend, Roz
3 They were walking along a beach and the sun was setting.
4 Because he has great memories of that place, and he likes the silhouettes and light on the sea and sand
5 He has it printed and framed on a wall in their house.
Speaker 3 (Kate)
1 In Devon in the UK. Another walker took it.
2 With her partner and friends
3 They had just walked to the top of a hill. The weather had been really bad, but when they got to the top, the sun came out.
4 Because it's colourful and they all look happy
5 She has it as her Facebook profile (homepage) photo at the moment and it's on her phone and iPad.

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.

c Focus on the instructions and give Sts time to think of a photo and their answers to 1–5 in **b**.

Put Sts in pairs and tell them to first describe the photo. If they have the photo on their phone, tell them to show it to their partner. When they have finished describing the photo, they should answer the five questions. Encourage Sts to ask their partners follow-up questions.

Monitor and help, but don't correct too much as the aim here is to encourage fluency.

EXTRA SUPPORT Before putting Sts in pairs, demonstrate the activity by showing the class an interesting photo you took on your last holiday and describing it.

d Most Sts nowadays have photos on their phones. Get Sts to show some to each other, explaining where they were taken, who the people are, etc.

7 READING checking predictions

a Focus on the instructions and questions. Make sure Sts understand the task and the meanings of the words *competent* (= efficient, good at their job) and *trustworthy* (= can be trusted or relied on).

Give Sts time to look carefully at each photo and decide what they think, and then get them to compare with a partner.

Get feedback from the class. Encourage Sts to give reasons for their answers.

EXTRA SUPPORT Do this as a whole-class activity.

EXTRA IDEA Ask *How important do you think your background is when you are in an online meeting? Why?* Elicit opinions and encourage discussion.

b Focus on the article and the instructions. Here, Sts find out whether their answers in **a** are the same as those discovered by researchers.

Tell Sts not to worry about the gaps in the article. Give them time to read and compare their answers with those in the text.

Get Sts to compare their answers with a partner.

Get feedback from the class. You could have a show of hands to find out how many Sts had the same answers as the text about the best and worst backgrounds for making a good impression.

Ask some Sts for their opinions about the remaining backgrounds. You could also give your own opinion and your reasons.

POSSIBLE ANSWERS
The most competent and trustworthy is the plants background (female, happy, background of plants). The least competent and trustworthy is the novelty background.

c Focus on the gaps in the text and the phrases A–F. Elicit / Explain the meaning of *crumpled* (= full of folds, not neat and ironed flat).

Tell Sts to read the article and complete gaps 1–5. Remind them that there is one extra phrase.

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

ANSWERS
1 C **2** A **3** E **4** D **5** B
You don't need F.

d Focus on the highlighted words and phrases in the article and tell Sts to match them to their meaning 1–5.

Check answers, either explaining in English, translating into Sts' L1, or getting Sts to check in their dictionaries. You could point out that *backdrop* and *background* have a very similar meaning, though for describing a photo, we use *in the background* (not *in the backdrop*).

ANSWERS
1 takes up **2** framing **3** backdrop **4** blurred **5** still

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

EXTRA CHALLENGE Put Sts in pairs. Tell them to cover meanings 1–5 and see if they can guess the meaning of the highlighted words and phrases from their context.

e Do this as a whole-class activity and elicit opinions about backgrounds for video calls.

COLLOQUIAL ENGLISH 2

English File talks to... Andrew Walmsley

Lesson plan

In The Interview, the person interviewed is Andrew Walmsley, a British wildlife photographer and film-maker.

In The Conversation, three people discuss whether they think it's a good idea that everyone takes photos of everything nowadays.

If you didn't do **Colloquial English 1**, see the introduction on *p.33* which explains how these lessons work.

Video material
Colloquial English An interview with Andrew Walmsley
Colloquial English The Conversation

More materials	
For teachers	
Oxford English Hub	
Quick Test 3	
File 3 Test	
For students	
Workbook	Colloquial English 2
	Can you remember…? 1–3

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

Do you watch wildlife documentaries on TV? Are there any animals that you specially like watching? Which? Why?

Put Sts in small groups to discuss.

Get some feedback from the class.

1 THE INTERVIEW

Lead-in

Focus on the instructions and questions.

Play the lead-in video once the whole way through.

Elicit as much information from the class as you can, prompting them with questions if necessary, e.g. *What animals does he specialize in? How does he get close to the animals? Has he won any prizes?*

Then ask them the second question and elicit ideas.

ANSWERS
See video script

Andrew Walmsley is a wildlife photographer and film-maker.
He specializes in apes, monkeys, and birds and is an experienced climber, which helps him to get close to the animals in the tall trees of tropical forests.
Andrew works regularly with charities and NGOs to promote wildlife conservation.
His images have been published in *National Geographic* and *BBC Wildlife Magazine*.
He has won prizes in the prestigious Wildlife Photographer of the Year competition run by the Natural History Museum in London.

Part 1

a Focus on the photo and elicit that it is of two dolphins. Then focus on the task and give Sts time to read sentences 1–5.

Play the video (**Part 1**) once the whole way through. Then give Sts time to try to complete the missing words.

Get Sts to compare with a partner.

I = interviewer, A = Andrew Walmsley

I When did you decide to become a professional photographer?
A So, I didn't really decide to become a professional photographer as one decision. I actually, I studied marine biology at university, and then my first and only job as a marine biologist was making a photo ID catalogue of the bottlenose dolphins that live in west Wales. So it's just off New Quay, so in Cardigan Bay. And it was while I was doing that that I realized I was more interested in the photography side of things than the science side of things.
I Did you have to buy very expensive equipment when you started?
A I started off with some quite simple gear. You know, it's, it really is true that, you know, with, with particularly wildlife photography, it's not about the gear. It's all about how you understand the animals and how you give them space and get them to trust you so you can get the picture that you're looking for.
I So, has new technology not really changed things that much as regards the equipment itself?
A The gear has changed a lot, actually. The main difference is how well cameras work in low light. When I started off, it was, it was not very easy to get pictures in low light. You'd either have to add some sort of lighting or really just wait until the sun came out again. Um, the low-light abilities of cameras now is absolutely world-changing in terms of wildlife photography. Er, you know, people can even photograph things by moonlight now.
I Is it possible to take good photos just with your phone?
A It's certainly possible to take really, really good pictures of wildlife and also environmental things, landscapes and things, er, without having particularly expensive or fancy cameras, as I'm sure a lot of people recently, we had, er, the aurora, where the sky lights up in all sorts of incredible colours. We had that over the UK. And I'm sure a lot of people went out with their phones and got pictures that they probably never thought they were capable of taking. I would say that's one of the areas in which technology has really advanced, is that everybody pretty much now has a very capable camera in their pockets. And it is the old mantra of the best camera in the world is the one that you have on you. And I think that's, that's very true nowadays.

b Play the video again (with subtitles if you think necessary) for Sts to check their answers.

Check answers.

ANSWERS
1 biology **2** gear **3** animals **4** light **5** you

Part 2

a Focus on the photos. You could ask Sts if they know anything about any of the wildlife shown.

Focus on the task and questions 1–3. Put Sts in pairs to predict which animal or bird is the answer to each question.

Play the video (**Part 2**) once the whole way through for Sts to watch and check their answers.

Check answers.

ANSWERS
1 C **2** A **3** B

I What's the longest you've ever waited in one place to get a photo of an animal?
A I did sit in a hide for maybe ten days trying to get pictures of kingfishers, um, which, yeah, got a bit boring, not gonna lie. Um, I love kingfishers. They're amazing. I think they're probably fairly high up on most wildlife photographers', you know, dream animals to photograph. So, it was about ten days and I think it rained every day. Um, and I would say that that was one of the more testing bits of sitting, waiting for animals.
I Do you have a favourite animal or bird that you like to photograph?
A I would say that my favourite, my favourite ever subject to photograph, um, is a type of mountain parrot that's only found in the South Island of New Zealand, and it's called the kea. I spent quite a lot of time going up and, trying to find them and trying to get photographs of them exhibiting all of these different very charismatic behaviours, including stealing things out of people's bags. The tourists watching this bird, they're taking out their cameras, they're taking pictures. Meanwhile, there's three behind them going through their bags looking for things and they, I've seen them doing this and it's, it's just a ridiculously, ridiculously intelligent bird, um, and yeah, they're just a total joy to, to watch, er, for all these things.
I You've recently been taking photos high up in trees. What do you gain from being so high up?
A The most important thing I would say in all of photography is gaining an eye level with whatever your subject is, whether it's people, whether it's animals. So, photographing monkeys, for instance, if you're, if the picture is up, from up in the tree and you've got the monkey there, you can almost imagine that you are one of the other monkeys up in that group and it just creates a much more powerful picture. A few years ago, and I was frustrated with always being on the ground, so I actually signed up and did a climbing course.
I What's the most challenging project that you've ever undertaken?
A I would say that the most challenging project that I've been a part of, purely from a physical sense, was the last time I was actually away, I was in Indonesia trying to film gibbons. They were living in a peat swamp forest. So this is somewhere that you have to wade around up to your waist with your cameras. There's snakes everywhere, there's spiders everywhere. I was pretty tired. So, by the end of ten days of wading through forests with ten kilos of cameras on my back, I was done, I would say.

b Focus on the instruction and give Sts time to read 1–6.

Play the video again (with subtitles if you think necessary) Then give Sts time to answer the question. Play again if necessary.

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

ANSWERS
1 Ke **2** Ki **3** G **4** Ki **5** G **6** Ke

Part 3

a Focus on the photos and elicit what you think is happening in each. Give Sts time to read the three questions.

Play the video (**Part 3**) once the whole way through. Then give Sts time to make a few notes to answer the questions.

I Could you describe some of your favourite photos?
A I definitely have my favourite pictures that I've taken over the years. I'd say the first one actually was a picture of thrush. It's a bird about this sort of size, relatively common in the UK, er, and it had built its nest in a traffic light in the middle of Glasgow. And I was like, right, I've got an idea for a picture. I could silhouette the bird against the lights. And after, after about four hours, I did manage to get a picture of this silhouetted bird, er, in a traffic light. And actually, that picture particularly stands out to me because it was one of the first times when I had an image in my head that I thought could work and I managed to get what I was aiming for. And I was lucky enough, actually, that it went on to win a prize in the Wildlife Photography of the Year competition. Another picture that I'm particularly proud of was taken in Indonesia, and it was a monkey species that I've spent quite a lot of time photographing. They're called the Sulawesi crested black macaques, otherwise known as *yaki*. They are another very charismatic species. And I had been photographing them all morning, and just out the corner of my eye I heard a bit of commotion going on, turned my camera around and just rattled out a few pictures as a group of four of them were making a charge along the beach towards me. I would say I'm particularly proud of that picture because it was a moment that I wasn't expecting to get, but the, the, the sort of practised instincts of just finding the thing that's going on, getting and having the camera set up and ready, er, that all came together. And I would say that, along with patience, is probably the most important thing in wildlife photography, is to be ready. Because you never know, something will just happen.
I What advice would you give to a young person who was really attracted to the idea of wildlife photography?
A The biggest piece of advice I would give to anyone who is trying to get into photography of any kind, really, but particularly wildlife, is to let yourself be drawn in by the things that you find naturally interesting. Sometimes, people spend thousands of pounds on photography gear, go away on a safari, and come back slightly disappointed because their pictures aren't the same as the ones that the professionals with thirty years' experience under their belts have been working on for years, but actually the wildlife in their back garden – microphotography, so that's the style of photography of photographing small things. It can be a wasp in your garden. And actually, the phones now are actually really good at focusing really closely.

b Get Sts to compare notes with a partner.

Then, play the video again (with subtitles if you think necessary) for Sts check answers to **a**.

Check answers.

Finally focus on the last question, and elicit answers from the class.

ANSWERS
a
Photo A
1 Andrew took the photo in the centre of Glasgow.
2 He had to wait about four hours.
3 He had a good idea for a photo and he was able to take it; it won a prize.
Photo B
1 Andrew took the photo in Indonesia.
2 No time at all, it happened quite suddenly.
3 It was a photo he wasn't expecting to get, but he had his camera ready and he was able to react quickly and get a great photo.

b
Andrew advises aspiring photographers to take photos of things they find interesting, and try taking photos of small ordinary things. He says you don't need expensive equipment; you can take good photos with a phone nowadays.

Reading on screen

Focus on the list of animals and birds which Sts saw and read about during the video, and get Sts in pairs to say what they remember about them.

Elicit as much information as possible from the class, prompting them with questions, e.g. *Where do kingfishers live? What are gibbons like?*, etc.

POSSIBLE INFORMATION
Kingfishers: small brightly coloured birds; live near lakes and small rivers; catch fish
Keas: intelligent and curious birds; some scientists think it's as clever as a four-year-old human
Gibbons: apes, not monkeys; have no tails; move very fast which makes them very difficult to photograph
Thrushes: live in woodlands, and in urban areas with parks, and gardens; well known for its beautiful song
Sulawesi crested black macaques: found only on three islands in Indonesia; their population has gone down by 90% in the last 30 years

Looking at language

This exercise focuses on a common feature of spoken English – the use of informal language. Focus on the **Informal language** box and go through it with the class.

Now focus on the task and give Sts time to read extracts 1–5 and definitions a–e.

Play the video, pausing after each extract to give Sts time to match the informal phrases to their meanings.

Check answers.

EXTRA CHALLENGE You could ask Sts in pairs to try to match the highlighted informal words with the meanings before they watch the video extracts. Then when they watch, they check their answers.

ANSWERS
1 b **2** c **3** e **4** d **5** a

See extracts in Student Book on *p.37* and answer key

Reacting to the interview

Give Sts time to read through the questions and make sure they understand them.

Put Sts in pairs or small groups and set a time limit for them to discuss the questions.

Monitor and help.

Get feedback from various pairs. You could also tell the class what you think.

2 THE CONVERSATION

a Focus on the photo and tell Sts they are going to watch these three people discuss the question underneath.

Focus on the task and make sure Sts understand 1–3. Also, focus on the **Glossary**, which gives definitions of two key pieces of information from the video.

Play the video once the whole way through for match the speakers to the things they say.

Check answers.

ANSWER
1 S **2** D **3** P

I = interviewer, S = Sarah, P = Phil, D = Devika
I Do you think it's a good or a bad thing that everybody takes photos of everything nowadays?
S This reminds me of a trip I, um, took last year to, um, Paris. I visited the Louvre and I was so shocked by the number of mobile phones in the air. And the room with the *Mona Lisa* was…I just left in five minutes because it was so packed full of people trying to take a selfie. So, not just a photo of the *Mona Lisa*, but, you know, standing in front of the *Mona Lisa* and taking a selfie. And for me, it just ruined the experience. So just thinking about the museum / art gallery experience and actually concerts as well. Music concerts? Ban them. Don't let people take photos.
P Yeah. I've been to so many gigs where, um, artists say, 'Can you put your phones away, please?' And I kind of understand actually you want to be enjoying the moment, not watching back later. And probably you wouldn't even watch it again. It's just because the sound or the visual wouldn't be as good as it was actually in the in the venue. But I can also see the other side there as well, because I think, um, having a camera on your phone, um, has actually given access to people, given access to photography to lots of people now that maybe twenty years ago, they didn't have to, didn't have that because they'd have to buy a separate device or they'd have to, um, develop films. And that was a cost. So I think there is kind of two sides of the story.
D Yeah, I must say, I think you agree in a certain context. Maybe it's not a good thing, like at a concert or a museum. But I love the fact that we have in my family…we have a lot of old photographs that we have recently, um, digitized and made available so we can see them on the computer. But also it's been lovely looking at memories. I think, I hope anyway, in the future, we will one day be able to look back on nowadays, our photos that we are taking now and again be remembering what will then, um, seem like, our, you know, our young part of our lives and, and including memories of family members and friends because I think that is important. And, we are lucky, I think, that we live in a time when we can capture all of that on camera. I think it's really wonderful.
P It is wonderful. It's wonderful. I think there's a problem with sharing though, you know, with social media feeds, people sharing what they ate for every lunch, breakfast, dinner. And it kind of feels a bit too much. I don't, I'm not really interested in that. Um, my brother takes photos of every meal he eats out. Um, and I just don't understand why you would do that.
S It's become a habit, really, in our social media age. And it's unnecessary, but we all do it. I know my, um, photo roll is full of my nieces and nephews. I just can't help myself. I just take photos all day long. Um, but, yeah, I agree.
P That's lovely.

b Focus on the task and make sure Sts understand what they have to do.

Give them time to read through 1–6.

Play the video again (with subtitles if you think necessary). Pause after each extract, and elicit what the speakers were referring to.

Check answers.

ANSWERS

1 A trip to the Louvre in Paris to see the *Mona Lisa* where so many people were taking photos that she could hardly see the painting
2 What artists often say at concerts now because of all the people recording it on their phones
3 Having a camera on your phone
4 Making old photos digital
5 Take photos of meals out and share them on social media
6 Sharing photos on social media

c Focus on the task and give Sts time to read the four extracts. Point out that the highlighted phrases are used by each speaker to make the conversation flow.

Play the video.

You could get Sts to practise saying the four extracts aloud.

See extracts in Student Book on *p.37*

d Put Sts in small groups of three if possible. Then set a time limit for Sts to discuss the question in **a**.

Monitor and help, and encourage them to use *And…* and *But…* to keep the conversation flowing.

Get feedback from various groups. You could also tell the class what you think.

4A Reduce, reuse, recycle

G future forms: *will / shall* and *be going to*
V rubbish and recycling
P /aɪ/ and /eɪ/

Lesson plan

In this lesson, the topic is rubbish and recycling. The vocabulary, which focuses on rubbish and recycling, is presented through a video documentary about food waste. Vocabulary is followed by pronunciation, which contrasts the vowel sounds /aɪ/ and /eɪ/. This leads into a listening – an interview with Tessa Cook, co-founder of Olio, an app to help reduce food waste by sharing any surplus you have. The first half of the lesson ends with Sts reading a questionnaire about their attitude to waste and recycling, and then discussing their responses in small groups.

In the second half, a video showing sketches illustrating two people's attitudes to food waste and recycling, introduces the grammar focus, which is on future forms: *will / shall* and *be going to*. These forms are revised and contrasted, and then the uses (e.g. predictions, offers, plans, etc.) are extended. Next, Sts read an article about what can and can't be recycled in the UK. Finally, they talk about their own predictions for the future of recycling.

Video material
Vocabulary – rubbish and recycling
Pronunciation – /aɪ/ and /eɪ/
Grammar – future forms: *will / shall* and *be going to*

More materials
For teachers
Photocopiables
Grammar future forms: *will / shall* and *be going to p.171*
Communicative The Green Quiz *p.199* (instructions *p.186*)
Vocabulary Rubbish and recycling *p.223* (instructions *p.216*)
For students
Workbook 4A

OPTIONAL LEAD-IN – THE QUOTE Write the quote at the top of *p.38* on the board and the name of the person who said it, or get Sts to open their books and read it.

You could point out / elicit that Ed Begley Jr (1949–) is an American actor. He is also an environmental activist and vegan, who cycles and uses public transport wherever possible.

Get Sts to discuss what they think the quote means and whether they agree with it.

1 VOCABULARY rubbish and recycling

a Books open. Do this as a whole-class activity, or put Sts in pairs and then elicit as much information as possible.

Try to elicit vocabulary for food, e.g. different kinds of fruit and vegetables, as this will help Sts later with the listening.

b ▶ This video is a short documentary with information and statistics about food waste around the world.

Focus on the instructions, the five facts, and the numbers in the list.

Play the video once for Sts just to watch.

Then put them in pairs to see if they can complete the facts with numbers from the list.

Don't check answers yet.

▶
Over a third of all food produced globally goes to waste. Food waste contributes heavily to global warming. The worst countries for food waste per size of population are: the USA, Canada, Belgium, Australia, and Austria.
The UK throws away around nine point five million tonnes of food a year. The UK's annual food waste could provide food for more than thirty million people. The waste comes from farms, factories, supermarkets, restaurants, schools, and homes. The most food waste comes from homes – around sixty per cent. The five most commonly wasted food items are bread, milk, potatoes, cheese, and apples.
How can you help? Pre-plan your meals, so you don't buy things you won't eat. Freeze your leftovers and reheat them for another meal. Don't throw away food on the sell-by date. The sell-by date is the last date the shop should sell the food. It means the food has around one third of its shelf life remaining, so you can eat it after this date. Follow the use-by date. The use-by date means the food isn't safe to eat after this date.

EXTRA SUPPORT Quickly revise / elicit how to say the numbers in the list, i.e. the fraction 1/3 and *per cent* for the symbol %.

c Play the video again for St to check, and check answers. Remind Sts that *over* in 1 means *more than*. Then elicit the tips to help avoid food waste. Finally, ask Sts which fact shocked them the most.

ANSWERS
b **1** Over 1/3 **2** 9.5 million **3** 30 million **4** 60% **5** 5
c Pre-plan your meals, so you don't buy things you won't eat.
Freeze your leftovers and reheat them for another meal.
Don't throw away food on the sell-by date – you can eat it after this date.
Follow the use-by date – the food isn't safe to eat after this date.

EXTRA IDEA Ask Sts if they think their country is similar in how much food is wasted.

d Focus on the instructions. Give Sts time to complete the words and phrases.

Get Sts to compare with a partner.

Check answers. Model and drill the pronunciation of any tricky words.

ANSWERS
2 throw away **3** reheat **4** sell-by **5** use-by

e Tell Sts to go to **Vocabulary Bank** Rubbish and recycling on *p.164*.

Vocabulary notes

Rubbish: nouns and phrasal verbs

You may want to remind Sts that *waste* as a verb (e.g. *waste money*, *waste time*) means to use in a non-productive way, and that sometimes the noun *waste* also has this meaning as in the expressions *What a waste!* or *It's a waste of time*.

Point out that when *waste* refers to materials that are not needed it is uncountable, i.e. only used in the singular and not with *a*.

Highlight the pronunciation of *refuse* /'refjuːs/ in *refuse collector*, so that Sts don't confuse it with the verb *refuse* /rɪ'fjuːz/.

You could also introduce the informal nouns *tip / dump*, which refer to a local centre where you can take household or garden rubbish or recyclable waste (verb *go to the tip / dump*).

Tell Sts that all four phrasal verbs are separable, i.e. they can have an object after the particle or between the verb and the particle. Remind Sts that if the object is a pronoun (e.g. *it*), then it must go between the verb and the particle, e.g. *Throw it away*.

Packaging

Explain / Elicit:

- *polystyrene* is a lightweight, synthetic material, which is often used in packaging.
- *the difference between sell-by date* (= the date after which a shop cannot legally sell a product) and *use-by date* (= the date by which food must be eaten).

You could also mention the expression *best before…*, which is sometimes used as an alternative to *use-by date*.

Focus on **1 Rubbish: nouns and phrasal verbs** 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

Rubbish and recycling

1 Rubbish: nouns and phrasal verbs

Nouns

1 rubbish
2 waste
3 bin
4 bin bag
5 waste-paper basket
6 refuse collector
7 landfill site

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 get Sts to do **c** individually or in pairs.

4.2 Now do **d**. Play the audio for Sts to listen and check.

Check answers.

4.2

Phrasal verbs

1 If that pen doesn't work, just **throw** it **away**. I hate having pens around that don't work.
2 Please could you **take out** the rubbish? I did it last week.
3 I'm moving house in a few weeks, and I've decided to **give away** a lot of books and clothes to a charity shop.
4 In most countries, people **throw away** used glass, cardboard, etc. in special bins. Local councils then collect this waste and **take** it **away** to be recycled.

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

Focus on **Activation** and get Sts to cover the nouns and phrasal verbs in **a** and **c**, and try to remember the definitions (1–7 in **a**) and sentences (1–4 in **c**).

Now focus on **2 Packaging**. Make sure Sts know the meaning of *packaging* /'pækɪdʒɪŋ/ (= materials used to wrap or protect goods that are sold in shops). Model and drill its pronunciation. Then get Sts to do **a** individually or in pairs.

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

Check answers.

4.3

2 Packaging

5 bottle
6 can
9 cap
14 cardboard box
3 carton
15 jar
17 lid
13 packet
12 plastic bag
4 pot
7 pouch
11 sell-by date
10 tin
8 tray
1 tub
16 use-by date
2 wrapper

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

Focus on **Activation**. Make sure that Sts know the meanings of the words in the list. Do this as a whole-class activity, or put Sts in pairs and then get some feedback.

ANSWERS

biscuits – packet
cereal – cardboard box, plastic bag
chicken legs – polystyrene tray
ice cream – tub
milk – bottle, carton
olives – jar, tub
pasta sauce – jar, pouch
sardines – tin
soft drinks – bottle, can, carton
yogurt – pot, tub

EXTRA IDEA Get Sts to cover the words / phrases, look at the pictures, and remember the words.

Finally, look at **3 The prefix *re-*** and get Sts to do **a** individually or in pairs.

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

Check answers.

4.4
3 The prefix *re-*
1 There's a bottle bank at the local supermarket where you can **recycle** all your glass bottles and jars.
2 All supermarkets in the UK now charge extra for plastic bags. They prefer customers to have bags for life which they can **reuse**.
3 If you're not sure about the project, you should **rethink** the whole thing.
4 You can **reheat** your dinner in the microwave.
5 They'll have to **replay** the match next Saturday.
6 You should **reapply** sunscreen every hour if you have sensitive skin.

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.

Elicit that the prefix *re-* = again, e.g. *reuse* = use again.

EXTRA IDEA Get Sts to cover sentences 1–6 and try to remember the meaning of the verbs.

EXTRA CHALLENGE You could elicit other words which start with the prefix *re-*, e.g. *rewrite*, *remarry*, *restart*.

Tell Sts to go back to the main lesson **4A**.

EXTRA PRACTICE OPTION Use the **4A Vocabulary** photocopiable activity.

2 PRONUNCIATION /aɪ/ and /eɪ/

Pronunciation notes

Students may confuse the vowel sounds /aɪ/ and /eɪ/.

They often make sounds influenced by their L1, e.g. pronouncing the letters *ay* as /aɪ/.

a Focus on the two sound pictures and elicit the words and sounds: *bike* /aɪ/ and *train* /eɪ/. Elicit / Remind Sts that these are both diphthongs.

Tell Sts to focus on the pink letters in the words in the list and write the words in the correct column. Remind Sts that this kind of activity is easier if they say the words aloud to themselves.

Get them to compare with a partner.

EXTRA SUPPORT Say the words in the list once for Sts just to listen before they write them in the correct column.

b ▶ Play the video for Sts to watch and check.

▶
bike /aɪ/ reapply, recycle, require, sell-by, site, supply
train /eɪ/ away, date, replay, tray, waste

Now play the video again, for Sts to listen and repeat.

c Tell Sts to look at the words in **a** and give them time to complete the rules in the **/aɪ/ and /eɪ/** box.

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

ANSWERS
ay is always pronounced /eɪ/.
a + consonant + *e* is usually pronounced /eɪ/.
i + consonant + *e* is usually pronounced /aɪ/.
Consonant + final *-y* in a stressed syllable is usually pronounced /aɪ/.

d Focus on the instructions and point out that the pink letters in the words in the list are either pronounced /aɪ/ or /eɪ/.

Give Sts time to decide which sound the pink letters are. Get them to compare with a partner.

EXTRA SUPPORT Play audio **4.5** once for Sts just to listen to the words before they decide how the pink letters are pronounced.

e **4.5** Play the audio for Sts to listen and check.

Check answers and make sure that Sts know the meaning of all the words.

ANSWERS
/eɪ/ break, neighbour, straight, survey, weight
/aɪ/ buy, climate, eyes, flight, guy, height, wi-fi

4.5
See words in Student Book on *p.38*

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

Give Sts time to practise saying the words.

3 LISTENING focusing on detail

a Focus on the instructions and elicit / explain what *co-founder* means (= a person who starts an organization, institution, etc. with sb else).

Get Sts to read **Part 1** of the interview and then, with a partner, predict what the missing words might be. Encourage them to use the context for clues. Tell them not to write in the gaps, but on a piece of paper.

b **4.6** Play the audio for Sts to listen and check, and complete the text with the correct words. Check answers.

ANSWERS
1 neighbours **2** businesses **3** sell-by date **4** baker's
5 fridge **6** share **7** photo **8** message

4.6
See text in Student Book on *p.39* and answer key

! Don't ask Sts what they think of the app at this stage, as they will be discussing it later in the lesson.

c **4.7** Focus on the task and give Sts time to read the three questions.

Now play **Part 2** of the interview, pausing the audio when each question has been answered to give Sts time to write.

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

Check answers.

ANSWERS
1 Because she lived on a farm as a child, and learned how much hard work goes into producing food.
2 She was moving from Switzerland and packing up her flat, and she didn't want to throw away good food.
3 She was very excited.

4.7
(script in Student Book on *p.132*)
I = interviewer, T = Tessa
Part 2
I So how did you come up with the idea?
T Well, I've always been worried about food waste. My parents have a farm in the north of England, and I learned as a child how much hard work goes into producing the food that we all eat. And so I grew up with the belief that food should be eaten; it ought not to be thrown away. But I got the idea for the app when I was living in Switzerland and I was packing up my flat because I was going to move back to the UK. When the removal people came to take all my things, I still had some potatoes, a cabbage, and some pots of, er, yogurt. The men told me to throw away the food, but it seemed such a terrible thing to do, to throw away good food. The removal men didn't want it and my neighbours were out, and I thought to myself, 'This is absolutely crazy…this food is delicious. Why isn't there an app where I can share it with someone nearby who wants it?' And so the idea for Olio was born…When I told my friend Saasha about it…
I You co-founded Olio with your friend Saasha, is that right?
T Yeah. Saasha has always been passionate about sustainability, and when I told her my idea, her eyes immediately lit up – she got very excited. Um, in just an hour of talking, we'd come up with a name and made a plan.

d **4.8** Focus on the instructions and give Sts time to look at the phrases in the list. Make sure Sts know what *£1,000 worth of food* means.

Play **Part 3** of the interview once all the way through. Tell Sts just to listen and not write anything.

Now play the audio again for Sts to listen and take notes.

Get Sts to compare with a partner, and then if necessary, play the audio again, pausing after each answer is given.

Check answers.

ANSWERS
In the UK, the average family throws away **£1,000 worth of food** each year.
One in three people feel really terrible when they throw away good food.
They invited **12 people** from the research survey, who said they hated throwing away good food, to join a closed WhatsApp group.
They asked them to post photos of any surplus food they had into the group for **two weeks**, and see if anyone wanted it.
The first item someone posted was **half a bag of onions**!
They launched the Olio app on **9 July 2015**.
Now the app is being used in **63 countries**.
185 million portions of food have been shared via the Olio app so far.

4.8
(script in Student Book on *p.132*)
Part 3
I So what happened next?
T The first thing we did was some research, in order to understand how big the problem of food waste was, and what we discovered truly shocked us. For example, did you know that in the UK, the average family throws away a thousand pounds worth of food each year? That adds up to…fourteen billion pounds that's going straight in the bin! But our research also showed that one in three people feel really terrible when they throw away good food. But just because people hate throwing away food, that doesn't mean they'll take the next step, which is to share food. Ah, we needed a cheap and quick way to test whether our food-sharing idea would work.
I How did you do that?
T We invited twelve people from our research survey who said they hated throwing away good food, and we put them all in a closed WhatsApp group. We asked them to post photos of any surplus food they had into the group for two weeks, and see if anyone wanted it. Eventually, someone posted an item – half a bag of onions! And then more and more items of food were shared. Then, when the trial was over, we met face to face with everybody who took part, and asked for feedback. The conclusion was unanimous – 'it's an amazing idea'.
I So when did you actually launch the app?
T Er, we launched it on the ninth of July twenty fifteen. The very first version of the app could only be used in North London. But now it's being used in sixty-three countries.
I So people love it and are using it?
T Absolutely. We've had over a hundred and eighty-five million portions of food shared via the app so far. We get loads of emails, and there was one the other day from this guy – I'm going to read it to you – he said, 'I had some vegetables I knew I wouldn't have time to eat and within an hour they'd been collected and I suddenly felt like a hero!' That's so great. People are helping each other, and helping the planet, and feeling good all at the same time. It's been so successful that we've expanded the app so people can share other kinds of unwanted goods, like furniture, clothes, and books.

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. Encourage Sts to give reasons to justify what they say, and tell them what you think.

4 SPEAKING

a Focus on the *Zero waste* questionnaire and quickly go through the questions to make sure Sts understand all the vocabulary, e.g. *leftover food*, *buy one get one free* (= a sales promotion where customers buy one full-price item and they receive another free).

Give Sts time to think about what they are going to say.

b Put Sts in groups of three or four and tell them to take turns to ask each other the questions. Emphasize that they should give and ask for as much information as possible.

Monitor and help Sts with any vocabulary they need.

Get some feedback.

EXTRA SUPPORT Before putting Sts in groups, get them to ask you some or all of the questions.

5 GRAMMAR future forms: *will* / *shall* and *be going to*

a This drama video shows five sketches of conversations about waste, food waste, and recycling between a couple, Rick and Sarah, over five consecutive days (Monday to Friday).

Focus on the photo and the instructions. Then play the video.

Get Sts to compare their answer with a partner, encouraging them to give reasons. Check the answer.

ANSWER
Rick, because he doesn't throw away left-over food and he reminds Sarah about putting bottles in the recycling bin.

S = Sarah, R = Rick

S Could you take the rubbish out? It's beginning to smell.
R I'll do it as soon as this programme finishes.
R Are you going to finish this pasta?
S No, I've had enough.
R Hey, don't throw it away. I'll have it for lunch tomorrow.
R Don't put bottles in that bin. They need to go in the recycling bin.
S Sorry, I forgot. I won't do it again.
S This chicken's been in the fridge for three days. Shall I throw it away?
R No, don't waste it. Put it in the freezer.
S I'm a bit worried about this yogurt. The use-by date was last week.
R Don't worry, it'll be fine.

b Focus on the five extracts and make sure Sts understand they have to complete the gaps with the correct pronoun and the correct form of *will*, *shall*, or *be going to*. Tell them to use the contracted form of *will* (*'ll*) and of *be* after pronouns.

Play the video again, pausing after each sketch to give Sts time to write.

Get Sts to compare with a partner.

Check answers.

ANSWERS
M I'll
Tu Are you going to, I'll
W I won't
Th Shall I
F it'll

EXTRA CHALLENGE Write on the board *promises*, *offers*, *decisions made at the time of speaking*, *predictions*, *plans / intentions*. Put Sts in pairs to match each extract with one of these categories. Check answers.

ANSWERS
M We use *will / won't* for decisions made at the time of speaking.
Tu We use *be going to* to talk about plans / intentions.
W We use *will / won't* to make promises.
Th We use *shall* in questions with *I* to make offers.
F We use *will* to make predictions about what we think will happen.

EXTRA IDEA Ask Sts which character they feel more similar to, Sarah or Rick. Why? Get feedback from some Sts. You could also answer the question yourself.

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

c Tell Sts to go to **Grammar Bank 4A** on *p.146*.

Grammar notes

Sts will have met these future forms several times in earlier levels of *English File*, but here their uses are combined and extended. The correct use of future forms in English is always complicated for Sts because it depends on the concept the speaker wants to convey (a plan, prediction, offer, etc.) and cannot be translated directly from Sts' L1.

Remind Sts not to use the present simple instead of *will* for offers or promises, e.g. NOT ~~*I give you a lift to the airport*~~. Many Sts also tend to use *will* instead of the present continuous or *be going to* for plans, e.g. ~~*I'll go to see my grandmother at the weekend*~~. (This would imply that you have just made the decision.)

You may also want to highlight that:

- we can also use *won't* for 'refuse to', e.g. *The kids won't eat their vegetables*.
- *going to* is often pronounced /ˈgənə/ and written informally as *gonna*, e.g. in song lyrics.

There is sometimes very little difference between a plan and an arrangement, and we can often use either *be going to* or the present continuous when there is an arrangement to do something – something has been organized, e.g.

I'm going to the dentist tomorrow (= I have an appointment). *Liz and Nick are coming for dinner tonight* (= we have invited them, and they have said they are going to come).

Point out that if we need to refer to the future from a time in the past, we use *was going to* (the past form of *be going to*). We often use this structure to talk about things we intended to do, but then didn't, e.g. *I was going to…, but* (something happened and I didn't do it).

Focus on the example sentences for ***will / shall*** and play audio **4.9** for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Repeat for ***be going to*** **4.10**.

Go through the **The future in the past** box with the class.

Now focus on the exercises and get Sts to do them individually or in pairs. Encourage them to use contracted forms rather than full forms.

Check answers, getting Sts to read the full sentences.

ANSWERS
a **1** ✓, ✓ **2** ✗ Shall I put, ✓ **3** ✗ I'm going to get, ✗ Shall I help **4** ✓, ✗ I'll text her **5** ✓
b **1** 'll turn on
2 'll pay
3 'm going to give
4 Shall, buy, 'm going to make
5 'll give
6 shall, see
7 are, going to do, 'm going to take
8 won't be sold

Tell Sts to go back to the main lesson **4A**.

EXTRA PRACTICE OPTION Use the **4A Grammar** photocopiable activity.

d In this speaking activity, Sts practise using future forms to talk about plans and predictions.

Focus on the **Responding to plans and predictions** box and go through it with the class. Model and drill the phrases and encourage Sts to use friendly intonation.

Put Sts in pairs and tell them to choose topics from both lists and make plans and predictions. If they don't actually have a plan, tell them to invent one.

Monitor and help, encouraging Sts to use the expressions in the box.

Get feedback from various pairs.

EXTRA SUPPORT Demonstrate one or two of the topics yourself, getting a strong student to respond.

6 READING & SPEAKING understanding paragraph summaries

a Do this as a whole-class activity. You could also answer the questions yourself.

b Focus on the instructions and the title of the article. Encourage Sts to work out all the lexis, e.g. *glittery*, from the photos.

Put Sts in pairs and get them to choose the correct answers based on what they do or what they have read / heard.

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

c Now tell Sts to read the article and check their answers to **b**.

Check answers.

ANSWERS

1 The bottles can be recycled, but the caps can't.
2 The white plastic tray can be recycled, but the black tray can't.
3 The glittery paper can't be recycled, but the red and brown one can.
4 The glass jar can be recycled, but the plastic pouch can't.
5 The plastic pump-action bottle can be recycled, but the tube can't.
6 The number '4' means the packaging contains polyethylene, which can only be recycled in some centres.

Finally, find out if anyone got all answers correct.

d Focus on the instructions and make sure Sts know the meaning of *summary*.

Give Sts time to read the article again and match paragraphs 1–6 to summaries A–F.

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

ANSWERS

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

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

e Give Sts time to read a–c and then choose the one that conveys the main message of the article. Ask Sts to justify their answer, using information in the article.

Check the answer.

ANSWER

b

EXTRA IDEA Write the following on the board:

1 water b_____
2 recycling b_____
3 ready-meal t_____
4 wrapping p_____
5 baby f_____
6 pasta s_____

Tell Sts to complete the second word in each compound word. If Sts can't remember, they can check back with the article. Check answers.

ANSWERS

1 bottle **2** bin **3** tray **4** paper **5** food **6** sauce

f Do this as a whole-class activity.

g Focus on the instructions and four predictions. Remind Sts of the expressions for making predictions they saw in the **Responding to plans and predictions** box.

Put Sts in pairs and get them to discuss each prediction. Encourage them to justify their answers as much as possible.

Get some feedback from various pairs. You could find out if, on the whole, Sts feel positive about recycling in the future.

EXTRA SUPPORT Choose one of the predictions and tell the class what you think and why.

4B It's all work

G first and second conditionals
V study and work
P word stress

Lesson plan

The main context for this lesson is study and work. In the first part of the lesson, Sts revise and extend vocabulary related to higher education and work. This includes a pronunciation focus on word stress, followed by extended oral practice. Sts then listen to a radio programme about internships, where Jake Butler, a student representative, talks about internships, i.e. working for a company in order to get experience for a very low (or sometimes no) salary, and two women talk about their experiences. Next, the grammar focus revises and contrasts first and second conditionals, which are presented in the context of job interviews. The first half of the lesson finishes with oral grammar practice, where Sts talk about imagined situations.

In the second half, the topic of work is further developed with a newspaper article about part-time jobs once held by some well-known British people. This leads into a speaking activity in which Sts discuss their own experiences of part-time or holiday jobs, and their education or current job. Next, Sts watch a video about what happened to a music student who was working part-time. Finally, Sts learn to write a profile for LinkedIn or a similar career networking website.

Video material

Listening – *A part-time job*

More materials

For teachers

Photocopiables

Grammar first and second conditionals *p.172*
Communicative What if…? *p.200* (instructions *p.187*)
Vocabulary Study and work *p.224* (instructions *p.216*)

For students

Workbook 4B

OPTIONAL LEAD-IN – THE QUOTE Write the quote at the top of *p.42* on the board and the name of the person who said it, or get Sts to open their books and read it.

You could point out / elicit that Theodore Roosevelt (1858–1919) was youngest ever President of the USA (at age 42) and the longest-serving President. He also won the Nobel peace prize.

Get Sts to discuss what exactly the quote means and if they agree with it.

1 VOCABULARY & PRONUNCIATION study and work; word stress

a Books open. Focus on the three circles and the words in the list. Tell Sts to put four words or phrases in each circle, and point out that the first one (*A levels*) has been done for them. Elicit / Explain what *A levels* are (= a British exam taken in a particular subject, usually in the final year of school).

Get Sts to compare with a partner, and then check answers. Make sure Sts know the meaning of each word. Model and drill pronunciation, especially of the noun *graduate* /ˈgrædʒuət/. You might want to point out that it can also be used as a verb, but with slightly different pronunciation /ˈgrædʒueɪt/.

ANSWERS
school: classroom, head teacher, pupil
university: campus, degree, graduate, professor
applying for a job: CV, experience, qualifications, reference

b Tell Sts to go to **Vocabulary Bank** Study and work on *p.165*.

Vocabulary notes

Higher education

In British higher education, a *tutor* is a university teacher who works regularly with one student or a small group of Sts.

PhD is short for 'Doctor of Philosophy', but this title is used for a doctorate qualification in any subject. If necessary, use Sts' L1 to clarify. Highlight that it is pronounced as three individual letters /piː eɪtʃ ˈdiː/.

Point out to Sts that the plural of *thesis* /ˈθiːsɪs/ is *theses* /ˈθiːsiːz/.

Applying for a job or course

Although *scholarship* and *grant* are often used synonymously, a grant tends to be awarded to Sts from lower income backgrounds, whereas a scholarship is often awarded on the basis of academic achievement.

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

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

Check answers.

4.11
Study and work
1 Higher education
1 campus
2 undergraduates
3 postgraduates
4 dissertation
5 thesis
6 professors
7 faculties
8 halls of residence
9 tutor
10 seminars
11 lectures
12 webinars

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.

Go through the text with Sts, checking that they understand all the phrases in **bold**. If necessary, use Sts' L1 to clarify. You may want to explain a *first degree* (= a university or college course, normally lasting three years

or more), a *further / Master's degree* (= a further university degree that you study for after a first degree), and a *PhD* (= a university degree of a very high level that is given to somebody who has done research in a particular subject). Find out if any words are similar in your Sts' language(s). If so, do they mean the same? Model and drill pronunciation as necessary.

Now get Sts to do **Activation** in pairs, and then get some feedback. Where there are differences, you could ask them which system they think they would prefer, and what the advantages / disadvantages are.

EXTRA SUPPORT Tell Sts to look only at the words in the list and try to remember their meaning or what they are associated with.

Focus on **2 Applying for a job or course** and get Sts to do **a** individually or in pairs.

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

Check answers.

4.12

2 Applying for a job or course

What you may need to have

1 qualifications
2 experience
3 skills
4 a reference

What you may need to do

5 look for a job vacancy or course
6 apply for a work permit, a place on a course, a grant or scholarship
7 write a CV and a covering letter
8 attend an interview
9 get a job offer or an offer for a place on a course
10 work as an intern

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.

Go through the bullets with Sts, making sure they understand all the words and phrases in **bold**.

Then focus on the information box and go through it with the class. Note that in some languages, *attend* and *assist* are false friends.

EXTRA SUPPORT Tell Sts to look only at the words in the list and try to remember their meaning or what they are associated with.

Tell Sts to go back to the main lesson **4B**.

EXTRA PRACTICE OPTION Use the **4B Vocabulary** photocopiable activity.

Pronunciation notes

Many of these words are similar in other languages, but are stressed on a different syllable. If necessary, remind Sts about word stress in English (see **Pronunciation notes** in Lesson **3B** on *p.32*).

c Focus on the words in the list and get Sts to underline the stressed syllable in each one. Remind Sts that *PhD* is pronounced as the three individual letters.

EXTRA SUPPORT Play the audio once the whole way through for Sts just to listen before they underline the stressed syllables.

d **4.13** Play the audio for Sts to listen and check.

Check answers.

ANSWERS

attend dissertation PhD postgraduate professor qualifications reference residence scholarship seminar tutorial undergraduate vacancy

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4.13

See words in Student Book on *p.42*

Now give Sts a few minutes to practise saying the words, focusing on getting the stress correct.

EXTRA SUPPORT Play the audio again for Sts to listen and repeat.

e In pairs, Sts discuss the difference between the words and phrases in 1–8.

Check answers.

ANSWERS

1 An **undergraduate** is somebody studying for a first degree at university.
A **postgraduate** is somebody who is studying for a further degree.
2 A **Master's degree** is a one-year postgraduate qualification.
A **PhD** is a three-year (or more) postgraduate qualification.
3 A **campus** is the buildings and land of a college or university.
A **hall of residence** is a building where university students live while they are studying.
4 A **professor** is a highly ranked teacher at university.
A **tutor** is a university teacher who pays special attention to the studies of a group of students.
5 A **seminar** is a university class where students discuss or study with their teacher.
A **webinar** is a seminar conducted online.
6 A **tutorial** is a class with a very small group of students.
A **lecture** is a class where a large group of students listen to a talk, but do not participate.
7 **Qualifications** are exams that you have passed or a course of study that you have successfully completed.
Skills are things that you can do well (e.g. speak a language).
8 A **CV** is a record of your education and work experience that you send when you apply for a job.
A **covering letter** / **email** is a letter / email that you send with your CV when you apply for a job, usually explaining why you are applying.

2 SPEAKING

Focus on the task and make sure Sts understand all the points in the list, e.g. *an arts degree* (= the subjects you can study at university that are not scientific, such as languages, history, or literature).

Now focus on the **Agreeing / disagreeing and giving opinions** box and go through it with the class.

Give Sts time to think about each statement and decide whether or not they agree and why.

Then put Sts in groups of three or four. They should take turns to say what they think about a statement, and the rest of the group agree or disagree.

Monitor and help.

If your Sts are at university or have been to university, they could discuss each point both generally and personally. Encourage them to give as much information as possible and to give examples and reasons to justify what they say.

Get some feedback to see whether, generally speaking, Sts agree or disagree with the statements.

EXTRA IDEA If there's time, you could have a brief whole-class discussion on one or more of the topics.

3 LISTENING understanding factual information

a Do this as a whole-class activity. Ask Sts if they can think of any circumstances when working without pay could benefit them, e.g. to gain experience, to make contacts, or to help others.

EXTRA SUPPORT If you have had any experience of working without pay, tell the class about it.

b Focus on the instructions. Check Sts understand the title, *The ultimate guide to internships* (*ultimate* in this context means *best*, and they saw the term *internship* in the **Vocabulary Bank**).

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

Check answers.

ANSWERS
Internships are paid if you're being trained, or producing work, but they are not paid if they are considered work experience. Internships are a good thing, according to the article.

EXTRA IDEA Ask Sts some comprehension questions to check they have understood the article, e.g. *What do you think 'shadowing other members of staff' means?* (Following other members of staff), *Which three groups of people is an internship good for?* (Students, graduates, and people who want a new career), *What are the benefits of doing an internship?* (You can try the job first, you can meet people, and you can include it on your CV), etc.

c **4.14** Focus on the instructions. You could tell Sts that the website savethestudent.org was founded in 2007 and offers free, independent advice to university students on how to manage their money.

Explain that Sts are going to listen to a radio programme about being an intern and they must choose the correct option for the six statements. Give Sts time to read the statements and check they understand the meaning of the options. Point out the **Glossary** and go through it with the class.

Play the audio once the whole way through for Sts to listen and choose the correct options.

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

Check answers.

ANSWERS
1 better **2** legal **3** have to **4** should **5** don't have to **6** choose their own hours

4.14
(script in Student Book on *p.132*)

I = interviewer, J = Jake

Part 1

I Recently in the news, students and graduates have been complaining about how interns are treated, basically about the fact that many people doing internships are either very badly paid or not paid at all. We asked Jake Butler from the website savethestudent.org to give us the facts. Hello, Jake. Nice to have you on the programme.
J Hi, there.
I So what's the current situation with interns getting paid?
J Well, I'd like to make it clear that at Save the Student, we're strongly against unpaid internships. And, um, thankfully, the situation is better than it used to be.
I But are unpaid internships actually legal?
J Um, they can be. It all depends on your status as an intern: that is, whether you qualify as 'a worker' or not. And the law isn't completely clear about what being 'a worker' means.
I So how do you know if you should be getting paid?
J Um, well, if you're promised a contract for future work once the internship period is over, then you are an employee, so you're entitled to the National Minimum Wage – um, that's, er, ten pounds an hour – or the National Living Wage if you're over twenty-one, which is twelve pounds twenty-one an hour.
I Are there any other situations in which you should definitely be paid?
J Yes. If you spend your day doing jobs that would usually be done by a paid employee, then you should also be paid the Minimum or Living Wage.
I So when is it legal for an employer not to pay an intern?
J Er, you don't have to be paid if you're doing an internship as part of your university course, or if you're doing school work experience. And of course, if you're volunteering for a charity.
I Any other situations?
J Yes, you also don't have to be paid if the role you have is similar to work experience or shadowing – where you are in an office or another workplace just to observe and learn about what's going on rather than actually working. But, and this is very important, um, if you're not getting paid for doing an internship, you shouldn't be given fixed working hours.
I So the important thing is to know your rights?
J Absolutely!
I Thank you very much, Jake.

d **4.15** Focus on the instructions and the two photos. Play the audio, pausing at the end of each interview to check answers.

ANSWERS
Rosie was paid £15 a day for lunch and transport in one internship. Lauren was paid her travel expenses and her lunch in her last internship, but nothing in her previous ones.

4.15
(script in Student Book on *p.132*)

I = interviewer, R = Rosie, L = Lauren

I We're now asking people who either are interns or have just been interns to phone in and tell us about their experiences. Our first caller is Rosie. Hi, Rosie, and thanks for calling. So, what's your experience?
R Well, I wanted to work in fashion, making hats, to be precise, and in the fashion industry, it's almost impossible to get a job unless you do an internship first, so I did several.
I And did you get paid?
R The most I got was about fifteen pounds a day for lunch and transport. Companies get so many applications for internships that they don't need to pay you.
I So it wasn't a good experience?
R Er, actually, it was. It was very hard work, but I learned loads about designing and making clothes. I sometimes worked later than eleven p.m., and that wasn't easy, but then I'd look in the newspapers and I'd see a model wearing a hat that I'd helped to make, and then I felt great.
I But it can't have been easy to survive, financially?
R No, it wasn't. My parents were able to help me a bit, but I had to earn money by working in a bar as well.
I Would you recommend doing an internship?
R Oh yes, overall, I think they're brilliant. I'd definitely advise someone to do one – despite the hard work and the debt, you learn so much that it's worth it.

I Thank you, Rosie. Our next caller is Lauren. Hi, Lauren.
L Hello.
I So what was your experience like?
L I've done four internships in publicity. My last one was two months at a small public relations agency. They paid for my travel expenses and lunch, and I learned a lot. It really helped me when I applied for jobs because I knew what I was talking about.
I So, a good experience.
L Absolutely. But in the other three, I worked ten-hour days, six days a week, and I got no money at all, so I also had to work in a pub to support myself. And each time they told me, 'Do well and there'll be a job at the end of it.' But then there were no jobs. It made me so angry.
I And were you working during these internships, or was it more observing others?
L I was working really hard. In fact, during one of those internships, the manager went on holiday for a month and I had to manage everything. And in another one, I worked from home, using my own phone, and I wasn't paid a penny, not even to cover the phone bill. I only met the boss once – it was all done by email. She promised me a job after three months, but it never happened.
I So you felt you were being exploited?
L Yes, totally.
I I'm really sorry to hear that, Lauren…

e Focus on the instructions and tell Sts that they are going to listen again and this time note down the key factual information both women give about their internship experiences: what work they did, what was good about it, and what was bad.

Play the audio again, pausing after each speaker for Sts to make notes.

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

Check answers, eliciting as much information as possible about the two internships. Make sure Sts understand *publicity* (= a business which is all about attracting the attention of the public to sth, e.g. a product or event) and *public relations / PR* /pʌblɪk rɪ'leɪʃnz/ (= the business of giving the public information about an organization or person in order to create a good impression).

ANSWERS

Rosie

1 fashion design / hat-making
2 learned a lot about designing and making clothes; enjoyed seeing her hats in the newspaper
3 didn't get paid much; hard work; had to work late; had to work in a bar as well

Lauren

1 publicity / public relations
2 paid travel expenses and lunch; learned a lot; experience helped when she applied for jobs
3 worked very long hours; earned no money; had to work in a pub; had to do the work of her manager; wasn't paid for using her own phone; was promised a job, but wasn't offered one

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.

f Focus on the questions and make sure Sts know the meaning of *fair* (= acceptable and appropriate in certain situations) and *industry* (= business) here.

Put Sts in pairs or small groups and tell them to discuss the questions.

Get some feedback from the class.

EXTRA SUPPORT Do some questions as a whole-class activity.

4 GRAMMAR first and second conditionals

a **4.16** Focus on the task and tell Sts they are going to hear the last few moments of two job interviews. Highlight that they will hear two different conditional forms in the interviews.

Play the audio, pausing after each interview for Sts to complete the gaps. Play the audio again as necessary.

Get Sts to compare with a partner, and then discuss the question.

Check answers. Elicit the difference between the two conditionals – the first refers to a real possibility, and the second to a hypothetical situation.

ANSWERS

1 offer, will…be able
2 offered, would need

Now ask Sts who they think is going to get the job.

ANSWER

The first person, Simon, has a real possibility of getting the job.

4.16

(script in Student Book on *p.133*)

I = interviewer, S = Simon, A = Andrew

1

I Well, Simon, your qualifications are excellent and you've got a lot of great experience.
S Oh, thank you. I'm glad to hear it.
I If we offer you the job, when will you be able to start?
S How about tomorrow?

2

I OK, Andrew. You have some of the qualifications we're looking for, but not enough experience.
A I understand.
I If we offered you the job, you would need a lot of training. I'm afraid we don't have the budget for that at the moment.
A I see. Well, thanks very much for considering me.

b Tell Sts to go to **Grammar Bank 4B** on *p.147*.

Grammar notes

First and second conditionals have been presented in earlier levels of *English File*. They are revised and contrasted here.

First conditional

Emphasize that the *if*-clause uses a present tense, but has a future meaning, though we do not use a future tense here (NOT ~~*If I'll see her, I'll give her your message*~~.).

Remind Sts that the *if*-clause can come at the beginning or end of the sentence. When the *if*-clause starts the sentence, a comma separates it from the main clause.

When the *if*-clause is at the end, there is no comma.

Second conditional

It may be confusing to Sts to use past tenses in the *if*-clause – emphasize that this is how we describe a hypothetical or imaginary situation. The meaning is usually present or future, not past.

Remind Sts that *would* is often contracted to *'d*.

Remind Sts also that we can use *unless* instead of *if…not* in both first and second conditionals, e.g. *I wouldn't go to the gym unless I really liked it* (= if I didn't really like it).

Focus on the example sentences for **first conditional** and play audio **4.17** for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

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

Repeat for **second conditional** **4.18**.

Finally, focus on the **First or second conditional** box and go through it with the class.

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

Check answers, getting Sts to read the full sentences.

ANSWERS

a **1** wouldn't **2** get **3** were **4** tell **5** think **6** You might **7** wouldn't **8** didn't **9** won't **10** earned

b **1** decide **2** wouldn't have to **3** would get married **4** 'll apply **5** keeps **6** bought **7** didn't have **8** won't stay **9** don't want **10** was / were

Tell Sts to go back to the main lesson **4B**.

EXTRA PRACTICE OPTION Use the **4B Grammar** photocopiable activity.

c **4.19** This is an audio dictation to help Sts focus on the structure of first conditional sentences. Focus on the instructions and then play the audio once the whole way through for Sts just to listen (each sentence is said twice).

Now play the audio again, pausing after each sentence to give Sts time to write.

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

Check answers by eliciting the sentences onto the board.

4.19

1 If you don't have any work experience, apply for an internship.
2 If you don't speak English, you won't be able to get a job abroad.
3 If you're asked to an interview, make sure you wear smart clothes.
4 If you make spelling mistakes on your CV, it'll give a bad impression.
5 If you use a social media site, you'll have more chance of finding work.

Finally, ask the whole class what they think of the advice.

d Focus on the instructions. Now focus on the example and show how the prompt for 1 has been transformed into a second conditional. Give Sts time to think about how to transform the other four sentences, and what they would do in each situation and why.

When Sts are ready, put them in pairs or small groups, and get them to compare what they would do and give their reasons.

Get feedback from different pairs or groups.

EXTRA SUPPORT Get Sts to write out their sentences before they tell them to each other.

5 READING inferring meaning from context

a Do this as a whole-class activity and elicit opinions. If you had any part-time jobs while you were studying, you could tell the class about them.

b Focus on the task and the illustrations. Point out the range of jobs they do now, and explain that these people are quite well known in the UK and successful in their respective fields.

Now focus on the **Glossary** and go through it with the class.

Give Sts time to read the article and complete the task.

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

ANSWERS

A It's too long ago to know if I actually learned anything from the experience.
B I doubt that a Saturday job really teaches you anything.
C I learned the basics of working for money, like arriving on time and enjoying it no matter what.
D I've learned various important things from that job. First, I know I'm very lucky to have a job now that I truly love. I also learned that it's crazy to pay bankers millions while paying a low wage to people at gravel companies.
E I am good at talking and telling stories, and I think I learned it there…

Finally, ask who is the most positive about their part-time job.

ANSWER

C

c Focus on the instructions and tell Sts to read the article again and answer the questions. Set a time limit. You might like to suggest the following technique to help Sts focus on the key information in each paragraph. Use question 1 as the example. Tell Sts to look at the question, and underline the key words / phrases, e.g. in 1 job badly paid. Then scan through each paragraph quickly and try to look for words / phrases which link to the ones you underlined in the question, e.g. in paragraph D paying a low wage.

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

ANSWERS

1 D **2** C **3** A **4** E **5** B

d Now tell Sts to read the definitions related to money and find the matching word or phrase in the article.

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

ANSWERS

A cash **B** pocket money **C** earned **D** wage **E** checkout

EXTRA CHALLENGE Get Sts to try to remember the words and phrases before checking back with the article.

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

e Do this as a whole-class activity.

6 SPEAKING

Focus on the instructions and the flow chart. Make clear that all Sts should answer the first question about part-time / holiday jobs. If they answer 'yes', they should continue with the following questions, and then follow whichever route is appropriate (studying or working). If they answer 'no' to the first question, they should go straight to whichever of the second section applies to them.

Put Sts in pairs. Monitor while Sts interview each other. Correct any pronunciation errors they make when they use the vocabulary they have practised in the lesson, and help them with any new vocabulary they need. Make a note of

any common mistakes, and have a correction spot at the end of the activity.

Get some feedback from a few individual Sts.

EXTRA SUPPORT Get Sts to interview you first.

7 LISTENING understanding an anecdote

a This video is a short film about a young woman, Milly Forrest, a music student whose part-time job had a big effect on her life.

Focus on the photo and the question.

Play the video once the whole way through for Sts to watch and answer the question.

Check answers. Write *usher* on the board and elicit exactly what the job involves (= showing people where to sit, checking tickets, etc. in a concert hall, theatre, etc.). Model and drill its pronunciation /ˈʌʃə/. You might want to tell Sts that the Wigmore Hall is a famous concert hall in central London. It was built in 1901 and has 552 seats. It specializes in small orchestral concerts (chamber music) and solo performances, and it is well known for encouraging talented young performers at the beginning of their careers.

ANSWERS

While she was working part-time as an usher at the Wigmore Hall, Milly was asked to go on stage at short notice (in fact, because one of the performers was ill). The concert was a success and her story appeared in the press, which was good for her future career, and has inspired her to carry on.

N = narrator, M = Milly Forrest

N *Since it was first established in eighteen eighty-two, the Royal College of Music in London has trained many of the world's most promising young musicians. This is Milly Forrest, a twenty-four-year-old Masters student who is training to be a classical singer at the Royal College. Today, Milly has a rehearsal and practice performance with her friend and accompanist, Joe. Many of the students here have already been playing and performing for years. And Milly is no different.*

M I've been singing from about the age of seven. For as long as I can remember…I've always loved music. Um, I'm not from a very musical family, um, so I'm not really sure where my voice has come from, but, yeah, from an early age I, I knew that I loved being on stage and loved performing. I had decided to, to do a Masters at the Royal College of Music probably three years ago…and when I got in – because it's all audition-based – when I got in, er, I thought 'oh, OK. Well maybe I've got a good chance, then'. And, er, and it's been going well ever since. It's really fabulous. I'm improving all the time. Er, I have some lovely friends here. But it is tiring and the competition is really high. There are lots of singers out in London who, who are really talented.

N *But while Milly is following her dream, isn't it difficult being a full-time student in London, one of Europe's most expensive cities?*

M It is, absolutely, it's very expensive, and so I've had to have a part-time job all the way through my studies. I've been working for six years alongside my training. At the moment, I'm an usher at the Wigmore Hall and I've been there for three years now.

N *So what does a concert hall usher do?*

M We mainly look after the audience when there are concerts, and we do jobs such as checking tickets, and we're there in case there's a fire or emergency.

N *In fact, many music students work as ushers and most of them dream of being on stage themselves one day. But for Milly, this opportunity came a little sooner than expected, in July twenty seventeen.*

M Well, I had a call on the Wednesday evening and John Gilhooly, who's the director of the hall, told me that he'd like me to step in for a concert on the Saturday. So, I had a few days to prepare, but there was a rehearsal first thing on Thursday morning, so I stayed up until probably one in the morning that night desperately learning all the music. Um, I found the words particularly tricky actually – so, er, I mean a lot of the pieces were in French and German – so I got cracking straight away.

N *And after just three days of preparation, Milly took to the stage. But did the audience know she was standing in for a singer who was ill?*

M There was an announcement made at the beginning of the concert, which was lovely because I, I think the whole audience was on my side and everyone wanted me to do well.

N *And it didn't take Milly long to impress with her voice.*

M …there was a great applause, everyone was smiling and clapping, and I did have a feeling that I'd done well.

N *And the audience weren't the only ones to take notice.*

M So, after the concert everything went quiet for a couple of weeks; um, life just went back to normal, um, and then just out of the blue, er, *The Times* asked whether they could do an article on me about what had happened and, um, it was a really nice story so, um, I think it really warmed people's hearts and, er, and it was nice to make people smile. So, um, that day all of these different news channels got in touch…and I went to the BBC, and did an interview for them and then I met Sky as well and, um, it was really exciting. I must've done five or six interviews in the same day.

N *But has this opportunity helped Milly's career?*

M I think it has. I think, um, it's given me a boost. It's made me really inspired and it's made me work harder over the last year, but actually life carries on and I still have a lot that I want to work on. My voice is nowhere near perfect and I'm my biggest critic, but it's, it was nice to know that someone had me in mind and wanted to encourage me, so fingers crossed things will carry on that positively.

N *And does she still work at the Wigmore Hall?*

M I still work there as an usher. It's still really expensive living in London, um, and every now and again someone comes in and asks, 'Are you going to be performing here soon?' And I just have to, I have, I just have to tell them that hopefully, hopefully soon, because you never know what people are planning. Um, but it was a lovely, it was a lovely story when it happened.

b Now focus on the instructions and on sentences 1–10.

Go through them with Sts and make sure they understand them.

Play the video again the whole way through, and get Sts to mark the sentences *T* (true) or *F* (false). Remind them to correct the false ones.

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

ANSWERS

1 T
2 F (She isn't from a very musical family and she doesn't know where her voice has come from.)
3 T
4 F (She looks after the audience, checks tickets, etc.)
5 T
6 T
7 F (They were on her side and wanted her to do well.)
8 F (After the concert everything went quiet for a couple of weeks.)
9 T
10 F (She stills works there.)

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 Focus on the questions and elicit that *is likely to have made it* = has probably been successful. Do this as a whole-class activity, or put Sts in pairs and then get some feedback.

Then tell Sts that in fact Milly has been very successful and has both appeared in several operas and made recordings which have been very well reviewed.

8 WRITING a LinkedIn profile

In this writing lesson, Sts practise writing a profile to post on LinkedIn or other career networking websites.

Tell Sts to go to **Writing Bank 4** on *p.121*.

a Ask Sts if they have ever used LinkedIn or similar websites. If they have, ask if they found the website(s) helpful. Why (not)?

Now go through the instructions with the class. Focus on the beginning of the profile and put Sts in pairs to discuss the questions.

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

b Give Sts time to read the rest of the profile to check their answers in **a**. Tell them not to worry about the mistakes in the profile at this stage.

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

ANSWERS
Shopping Spy Ltd is a website that helps shoppers find good shops and sales in London.
She is studying for a degree in Communications and Marketing.

c Now tell Sts to look at the spelling mistakes underlined in Kate's profile and to correct them.

Check answers.

ANSWERS
~~currantly~~ currently
~~Comunications~~ Communications
~~gradaute~~ graduate
~~profesion~~ profession
~~expierence~~ experience
~~collegues~~ colleagues
~~asisted~~ assisted
~~brouhgt~~ brought

d Focus on the **Useful language: writing a CV, covering letter, or LinkedIn profile** box and go through it with the class. You could tell Sts that if the company abbreviation ends with a full stop, e.g. *Apple Inc.*, then they should only use one full stop at the end of the sentence, e.g. *A few years ago I worked for Apple Inc.*

Tell Sts they are looking for a job, so they are going to write a profile for a website like LinkedIn. If they would like to do a real profile or update one they already have, they can go to the website and then print out their profile to give in.

Go through the plan with the class, highlighting that a summary should be brief and give a lot of information in just a few words. Sts should use Jasmine's profile as their model to help them. If Sts have not had any work experience, tell them to invent the details.

Remind Sts to use the **Useful language** and **Vocabulary Bank Study and work** on *p.165*.

e You may like to get Sts to do the writing in class or you could set it as homework. If you do it in class, set a time limit for Sts to write their profile, e.g. 15–20 minutes.

f Sts should check their profile for mistakes before giving it in.

3&4 Revise and Check

For instructions on how to use these pages, see *p.49*.

Video material

Can you understand these people? 3&4

More materials

For teachers

Oxford English Hub

Quick Test 4

File 4 Test

GRAMMAR

ANSWERS

1 c **2** a **3** b **4** c **5** a **6** a **7** b **8** b **9** c **10** c **11** a **12** c **13** b **14** b **15** c

VOCABULARY

ANSWERS

a 1 teenager **2** in their early twenties **3** toddler **4** in their late sixties **5** in their late fifties **6** in their mid-forties / middle-aged

b 1 photographer **2** flash **3** in front of **4** bottom right-hand **5** background

c 1 refuse collector **2** cardboard **3** lid **4** bin bag **5** wrapper **6** landfill site

d 1 covering **2** residence **3** qualifications **4** permit **5** lectures **6** vacancies **7** attend **8** faculty

PRONUNCIATION

ANSWERS

c 1 **j**ar /dʒ/ **2** lec**t**ure /tʃ/ **3** w**or**k p**er**mit /ɜː/ **4** v**a**cancy /eɪ/ **5** appl**y** /aɪ/

d 1 teenager **2** opposite **3** photographer **4** recycle **5** professor

CAN YOU understand this text?

ANSWERS

b 1 F (He sells food in boxes or jars and people bring their own containers.)
2 F (They haven't always been interested in environmental issues before.)
3 T
4 F (There's a plastic-free shop in London.)
5 F (The food industry is no longer saying that recycling will solve the problem.)
6 T
7 T
8 T

CAN YOU understand these people?

ANSWERS

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

1 Erica

I = interviewer, E = Erica

I What kind of child were you?
E What kind of child was I? I was a very inquisitive child. I was the 'why' child, so anything you told me, I always responded with, 'Well, why?' and 'How come?' and 'Why is that?' And it was very annoying.
I Have you changed much?
E Um, I'm still very inquisitive, but I kind of ask more of why, like, I want to know more about your intentions as opposed to just why is something the way that it is.

2 Keith

I = interviewer, K = Keith

I Are you good at taking photos?
K I'm OK at taking photos. I have this technique now where instead of taking a photo with my camera, I'll take a video, um, and then I'll take, er, a screen, screenshots from the video, er, stills. For example, if my son's playing football, whenever I try and take a photo, I'll always miss really what I was trying to capture, but by taking a video I can get various stills of the exact shot that I want, so, so yeah, I'm OK.
I What kind of photos do you take?
K Um, I take a lot of photos of my children, um, I like a lot of action shots, so I'll, I'll take photos of them doing things. Um, I like taking photos of nice places when I go anywhere, so scenic photos, that kind of thing.
I Do you have a camera or do you use your phone?
K I always use my phone. Um, I do have a camera, but I've probably not used it in about five years. It was quite a good one as well, really expensive, but no, just the convenience of using my phone, and to be honest, it probably takes better photos.

3 Shreeya

I = interviewer, S = Shreeya

I How worried are you about plastic pollution?
S Um, yes, I would say I'm quite concerned about plastic pollution, um, the effect it has on sea life, the environment in general, um, and I think it's good that businesses are taking it more seriously, too.
I Are you doing anything to try to use fewer plastic products?
S I tend to not…while holding a plastic cup, um, can I put this down for that? Yes, if I'm shopping, I'll try to bring, um, a bag of my own, um, and if I have packed lunches for example, I'll reuse the same container and I have a water bottle as well so I don't get plastic water, I, um, tend to refill it.

4 Emma

I = interviewer, E = Emma

I Did you study at university?
E Yeah, I'm studying at university now.
I What are you studying?
E Osteopathy.
I Why did you choose that subject?
E Um, because I used to be a competitive swimmer and, um, we, I used to get recurrent injuries and I was seeing a physiotherapist and I wasn't really getting anywhere, and then somebody suggested to me to see an osteopath. I went to see an osteopath and my injuries improved really quickly and it inspired me to be an osteopath.

5 Thomas

I = interviewer, T = Thomas

I Have you ever had a part-time job?
T Yeah, I've, you know, when I was in graduate school I bartended, waited tables, um, you know, for, for part time.
I Did you enjoy them?

T I loved them, I loved them, each, each one, um, had different things, but it's part of my personality I would say. I've never had a job where I said I didn't like it, you know, I always tried to find the good in it. And when you're bartending and waitering, er you meet a lot of interesting people, you have a lot of good conversations, and you, you find, um, you meet a lot of people who, you know, I would say you'd see some of the bad of humanity and how they treat others, probably more so as a waiter than a bartender.

I So people often complained when you were a waiter, like about the bill?

T Yeah, and the service and if their food's late, yeah. It's interesting. It was a lot of fun though. I had a good time.

5A Must-watch

G present perfect simple
V television
P /w/, /v/, and /b/

Lesson plan

The topic of this lesson is television. Sts begin with a vocabulary focus on different kinds of TV programmes which is introduced through video clips, and common phrasal verbs used to talk about television. This is followed by a pronunciation focus contrasting three consonant sounds that Sts sometimes confuse or have problems producing: /w/, /v/, and /b/. The theme of television continues and Sts learn some more lexis related to ways of viewing programmes, e.g. *binge-watch*, *catch-up*, and listen to eight speakers describing their viewing habits. They then talk about their own habits, and what kind of things they watch. Sts then revise and consolidate some important uses of the present perfect simple and expand their knowledge of different adverbs typically used with this form.

In the second half of the lesson, Sts read an article about the popularity of foreign-language drama series in the UK. The lesson ends with a speaking activity in which Sts consolidate the vocabulary, grammar, and pronunciation by talking about different TV series that they have just finished watching, have seen many times, etc.

Video material

Vocabulary – television
Pronunciation – /w/, /v/, and /b/

More materials

For teachers

Photocopiables

Grammar present perfect simple *p.173*
Communicative Soap opera *p.201* (instructions *p.187*)
Vocabulary Television *p.225* (instructions *p.216*)

For students

Workbook 5A

OPTIONAL LEAD-IN – THE QUOTE Write the quote at the top of *p.48* on the board and the name of the person who said it, or get Sts to open their books and read it.

You could point out / elicit that Groucho Marx (1890–1977) is considered one of America's greatest comedians. He and his brothers, known as the Marx Brothers, made 13 films and he also had a successful solo TV career. Elicit / Explain that *set* in this quote refers to *TV set*, i.e. the television itself.

Get Sts to identify what the tone of the quote is (humorous), and whether they ever reject a programme in favour of reading a book.

1 VOCABULARY television

a ▶ This video consists of clips from different types of TV programmes.

Focus on the task and make sure Sts know what a *clip* is (= a short piece of video, film, etc. taken from a longer whole).

Now focus on the types of TV programme and explain / elicit that *period* in this context refers to a historical time period. You might also want to point out the pronunciation of the adjective *live* /laɪv/ in *live sport*.

Play the video once the whole way through. As they watch they should write the number of the clip in the appropriate box.

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

ANSWERS
A 6 B 5 C 4 D 3 E 2 F 1 G 7 H 8

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** Television on *p.166*.

Vocabulary notes

Types of programme

There may be some programme types that Sts are not familiar with or that don't have a specific name in their L1, e.g. *sitcom*, so try to give as many examples as you can, for example from Netflix, that Sts might recognize.

Phrasal verbs

Highlight that phrasal verbs 1–4 are separable, i.e. you can also put the particle after the noun, e.g. *Please **turn on** the TV* OR *Please **turn** the TV **on***, and if the object is a pronoun, it must go between the verb and the particle, e.g. *Please turn it on*.

Remind Sts that they can also use *switch on / off* or *switch over*, but not *switch up / down*.

Focus on **1 Types of programme** and get Sts to do **a** individually or in pairs.

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

Check answers.

5.1
Television
1 **Types of programme**
7 advert
6 cartoon
11 chat show
5 cookery programme
8 current affairs programme
10 documentary
9 drama
4 live sport
13 period drama
2 quiz show
1 reality show
12 the news
3 the weather forecast

Now either use the audio to drill the pronunciation of the words and phrases, or model and drill them yourself.

Give further practice of any words your Sts find difficult to pronounce.

Focus on the ***series*, *soaps*, and *sitcoms*** box and go through it with the class.

Finally, do **Activation** and put Sts in pairs to answer the question.

Then get some feedback from various pairs.

EXTRA SUPPORT Get Sts to cover the words and phrases and look at the photos. Can they remember all the types of programme?

Now focus on **2 Phrasal verbs** and get Sts to do **a** individually or in pairs.

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

Check answers.

5.2

2 Phrasal verbs

1 **turn on** the TV
2 **turn off** the TV
3 **turn up** the TV
4 **turn down** the TV
5 the programme **is on** now
6 **turn over** to another channel

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

EXTRA SUPPORT Get Sts to cover 1–6 and try to remember the meaning of the phrasal verbs in the list.

Finally, focus on **Activation** and get Sts to ask and answer the questions in pairs.

Get some feedback from various pairs.

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

EXTRA PRACTICE OPTION Use the **5A Vocabulary** photocopiable activity.

c Do this as a whole-class activity, or put Sts in pairs and then get some feedback. You could find out with a show of hands if there is a favourite type of TV programme in class.

2 PRONUNCIATION /w/, /v/, and /b/

Pronunciation notes

These three sounds can be problematic for learners from a number of different first languages, for example in German and many Slavonic languages *w* is pronounced /v/ rather than /w/, and in other languages the /w/ sound doesn't really exist at all. Spanish speakers often have problems distinguishing between /v/ and /b/.
It is important that all learners are able to perceive and produce all three sounds clearly. The first exercise reminds Sts of the three sounds using the sound pictures and the phonetic symbols. The next four exercises focus on learners distinguishing between and producing the different sounds.

a Focus on the sound pictures and put Sts in pairs to identify the words and sounds: *witch* /w/, *vase* /v/, and *bag* /b/.

b Play the video once the whole way through for Sts to check. Tell them to focus on the mouth position for each sound.

Then play the video again, pausing after each word or group of words and sound for Sts to repeat.

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

c **5.3** Focus on the pairs of words and letters and make sure Sts know what they mean (they may not know *berry* = a small fruit, e.g. raspberry or strawberry, or *vine* = the plant on which grapes grow).

Now play the audio once the whole way through for Sts just to listen and focus on the difference.

5.3
See words in Student Book on *p.48*

Play the audio again, pausing after each pair for Sts to listen and repeat.

d **5.4** Now tell Sts that this time, they will only hear one of the words in each pair and they must circle the one they hear.

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

Check answers.

5.4

1 boat
2 V
3 berry
4 win
5 bull
6 why
7 vet
8 wine

EXTRA CHALLENGE Put Sts in pairs, **A** and **B**. Sts **A** say one of the options from the pairs of words in **b**, and Sts **B** have to indicate which word they heard.
Make sure Sts swap roles.
Throughout the activity, monitor, acting as the 'judge' when two Sts don't agree on what they said or heard.

e Give Sts time to practise the sentences. Remind them to focus on the correct pronunciation of the sounds for the pink letters in the words.

EXTRA SUPPORT Model and drill each sentence first, before getting Sts to practise saying them.

3 LISTENING & SPEAKING using visual clues to tune in

a Tell Sts that they are going to look at some photos of people watching TV. Put Sts in pairs, **A** and **B**. Tell them to go to **Communication Changing TV habits, A** on *p.110* and **B** on *p.115*.

Focus on the instructions. Sts **A** should look at their photo and think about how to describe it clearly, whilst Sts **B** do the same for their photo. Give them a few minutes to think about the setting, the people, and what's happening.

EXTRA SUPPORT Put two **A**s and **B**s together first to talk about how to describe their photo. Monitor and help if necessary. Then put Sts in pairs, **A** and **B**.

Sts **A** start by describing their photo and then Sts **B** describe their photo.

Finally, they discuss how the photos illustrate the way in which watching TV has changed over time.

Get some feedback from various pairs.

EXTRA SUPPORT Tell Sts to quickly revise vocabulary for describing a photo in **Vocabulary Bank** Photography on *p.163*.

b Focus on the task and the questionnaire. Before Sts do the task, you might want to focus on the definitions on the right and explain / elicit the meaning of *slang* (= very informal words and expressions that are more common in spoken language) and an *idiom* (= a group of words whose meaning is different from the meanings of the individual words).

Now give Sts time to read the questionnaire and complete the definitions with the highlighted words and phrases.

Get Sts to compare with a partner, and then check answers. Model and drill pronunciation. You might want to point out that the plural of *device* is pronounced /dɪ'vaɪsɪz/.

ANSWERS
A two-screen **B** channel **C** binge-watch **D** streaming
E device **F** contestant **G** catch-up **H** upload

EXTRA SUPPORT Get Sts to work in pairs.

c **5.5** Focus on the photos and elicit what kinds of programmes Sts think they show.

Play the audio once, pausing after each speaker. Then elicit the programme or kind of programme they mention. You could ask Sts if they have seen any of the programmes mentioned. If Sts don't know, explain what the programmes are about: *House* (photo H) is a US medical drama series centred around the main character, Dr Gregory House; *Succession* (photo G) is a US drama series about a wealthy family who own a large entertainment and media company; *Bridgerton* (photo A) is a US period drama / romance; *Strictly Come Dancing* (photo B) is a British TV dance show where viewers vote for their favourite couple.

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

EXTRA SUPPORT You may want to write the names of the four programmes on the board before Sts listen.

ANSWERS
1 C **2** H **3** F **4** G **5** A **6** E **7** B **8** D

5.5
(script in Student Book on *p.133*)

I = interviewer, S = speaker

1
I How do you watch TV, on a television or on another device?
S1 Er, it depends. What I most watch on my actual TV is films because watching on a big screen really makes a difference. I watched *Barbie* last week, which I loved, to my surprise! Otherwise I often watch things on my iPad in bed, and I occasionally watch something on my phone if I'm out and about and something interesting has happened on the news.

2
I Do you 'two-screen' while watching TV? What kinds of things do you do on your other device?
S2 Yeah, so if I'm watching something on TV, I often look up information about something that I see, so if I'm watching a film, I often check the film rating on IMDb, that sort of thing. Or, the other day we were watching *House*, it's that medical drama with Hugh Laurie, and so I googled him and it turned out he grew up in Oxford, which is where I used to live, so that was interesting. I didn't know that.

3
I Do you ever watch live TV or do you mostly use catch-up?
S3 Both, though nowadays I probably watch more catch-up. The only thing I always watch live is sport: football, or tennis – Wimbledon – things like that, because I don't like knowing the result of a match in advance and if you watch on catch-up it's almost impossible to avoid knowing who's won.

4
I Have you ever binge-watched a TV series? How many episodes did you watch in one go?
S4 I haven't done it for a long time, but I did once watch three episodes in one go of the American series *Succession*. It was the last season and I was desperate to know what was going to happen. Yeah, brilliant series, I wish it hadn't ended.

5
I Do you use any streaming services? Which do you use the most?
S5 I have Netflix, er, Amazon Prime, and Now TV. I don't really use them for films, more for TV series, like old ones I missed when they first came out. For example, a few months ago, I watched the first series of *Bridgerton*, from twenty twenty or whenever it was, because I didn't see it then and people have told me it's really good. It was on Netflix; in fact, I think that's the one I use most.

6
I How often do you watch YouTube or other video-sharing sites? Do you ever upload videos yourself?
S6 I sometimes watch YouTube – it's usually if I have a problem with my laptop or my phone and I want to find out how to fix it, and I sometimes, I sometimes, use it for watching people cook recipes. In fact, I've just watched someone preparing a fish dish, because I'm going to cook it this evening. I've never uploaded a video though.

7
I Do you ever interact with TV shows by voting for contestants?
S7 Not very often, but I do like *Strictly Come Dancing* and I have voted several times for contestants, when they've done a really good dance. And once, I was addicted to a TV show where the contestants were auditioning for a part in a West End musical and I really liked one young singer, so I voted for him every week. And eventually, he won, and I remember shouting and jumping off the sofa when the results were announced!

8
I Do you ever watch foreign TV channels?
S8 Er, only when I'm abroad, and then I sometimes watch the news on CNN. It's not so easy to watch foreign TV channels. You can often only watch them if you're in the country.

---

d Focus on the instructions and make sure Sts understand that Speaker 1 answers question 1 in **b**, Speaker 2 question 2, etc.

Play the audio again for Sts to write how each speaker watches TV. You could pause the audio after each speaker. Get Sts to compare with a partner and discuss how each speaker answered the question.

Check answers. You might want to point out how speaker 7 uses the auxiliary *do* to add emphasis to her sentence '…, but I do like *Strictly Come Dancing*'.

ANSWERS

1 She watches films on television, but other things on her iPad or her phone.
2 Yes. She looks up information about something she's watching, e.g. she checks a film rating or googles an actor.
3 Both, but more catch-up. He only watches live TV for sport.
4 He once binge-watched three episodes of *Succession*.
5 She has Netflix, Amazon Prime, and Now TV. She uses them to watch films or TV series she missed. She uses Netflix the most.
6 She sometimes watches YouTube if she has a problem and wants to find out how to fix it and for recipes. She's never uploaded a video, though.
7 She has sometimes voted for contestants on *Strictly Come Dancing*, and once voted for a contestant in a TV show who was auditioning for a West End musical.
8 Only when he's abroad. He watches the news.

e Sts now take turns to interview each other and find out about their partner's television habits when watching a TV series. Put Sts in pairs and tell them to ask and answer the questions in **b**, giving as much information as possible.

Get some feedback from various pairs.

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.

EXTRA IDEA If there's time, the class could interview you.

4 GRAMMAR present perfect simple

a Focus on the instructions and then give Sts time to see if they can remember any of the missing words.

Get Sts to compare with a partner, and to say why each tense was used.

b **5.6** Play the audio for Sts to listen and check.

Check answers and elicit why either the present perfect or the past simple is used in each one.

ANSWERS

1 has 2 googled 3 for 4 ago 5 just 6 never 7 voted 8 was

5.6
See sentences in Student Book on *p.49* and answer key

EXTRA SUPPORT Play the audio for Sts to listen and check what the missing words are. Put Sts in pairs and give them time to discuss why each tense is used. Finally, elicit answers.

c Tell Sts to go to **Grammar Bank 5A** on *p.148*.

Grammar notes

At Intermediate Plus level, Sts will have seen the present perfect simple several times, and will have contrasted it with the past simple, but, along with future forms, it is an area where they make a lot of mistakes and need frequent practice, mainly because some of its uses do not correspond exactly with similar tenses in other languages. The most problematic use for Sts of most nationalities is with *How long…?* and *for* and *since*, where their L1 may use a present form, and Sts have tended to say, e.g. ~~*I work here for five years*~~.

Focus on the example sentences and play audio **5.7** for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class. Refer Sts to the irregular past participles in the **Irregular verbs** list on *p.173*.

Focus on the exercises and get Sts to do them individually or in pairs. Encourage them to use contracted forms rather than full forms in **b**.

Check answers, getting Sts to read the full sentences.

ANSWERS

a 1 for
2 I've already had
3 I've never been
4 since we were at university
5 already
6 they've been married
7 have you been
8 all his life
9 we went
10 just

b 1 Did, see, missed
2 did, get, 've only been
3 Have, checked, hasn't finished, started
4 's had, did, happen
5 's just gone out
6 Have, ever beaten, won
7 Has, already started, was
8 have, had, bought

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

EXTRA PRACTICE OPTION Use the **5A Grammar** photocopiable activity.

d Focus on the statements and the example. Tell Sts that they should only change the **bold** words in the statements to make them true for themselves.

Give Sts a few minutes to think about their sentences. Put Sts in pairs and get them to discuss each one and ask each other follow-up questions.

Highlight that Sts should use the present perfect simple at the beginning, but if they later refer to a specific time in the past, they need to use the past simple, e.g. *I've watched about four hours of TV, I think. I watched some live sport and…*

Get some feedback.

EXTRA SUPPORT You could model the activity first by choosing one of the statements and then eliciting follow-up questions.

5 READING speculating based on visual clues

a Do this as a whole-class activity, or put Sts in pairs and then get some feedback.

b Focus on the images and the instructions and get Sts to do the matching activity in pairs. Tell them to try to find clues, e.g. what languages the original titles look like or the actors, to help them.

! Don't ask Sts if they have seen any of the dramas as they will be discussing this later.

c Put Sts in pairs, **A** and **B**, and tell them to go to **Communication TV dramas**, **A** on *p.111*, **B** on *p.116*. Tell the class that Sts **A** will be reading about TV dramas A–D, and Sts **B** about TV dramas E–H.

Focus on the instructions and make sure Sts understand what they have to do. You might want to explain / elicit the meaning of *where it's set* in **b**.

When Sts have finished **a** and **b**, they should do **c** and take turns to tell each other about each series.

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

Check answers to **b**.

ANSWERS
A Spain **B** Denmark **C** Sweden / Denmark **D** Italy
E France **F** South Korea **G** Mexico **H** Türkiye

d Do this as a whole-class activity. If you have seen any of the series, you could tell the class.

e Focus on the instructions and three titles. Make sure Sts know the meaning of *foreign*. Model and drill its pronunciation.

Give Sts time to read the first paragraph or read it aloud to the class.

Check the answer.

ANSWER
b

f Now focus on the **Glossary** and go through it with the class. Go through 1–5, making sure Sts understand all the lexis.

Give Sts time to read the article and choose the correct options.

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

ANSWERS
1 b **2** a **3** a **4** c **5** b

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

g Put Sts in pairs to discuss the question.

Get some feedback from various pairs.

EXTRA SUPPORT Do this as a whole-class activity.

EXTRA IDEA Ask Sts if foreign TV series or films in their country are dubbed or subtitled. Then ask which they prefer and why.

6 SPEAKING

a Focus on the task and encourage Sts to try to write something in each of the four sections, and read the questions and think about their answers.

b Focus on the **Expressing enthusiasm** box and go through it with the class. Make sure Sts understand all the expressions, especially the informal phrase *to be hooked on sth* (= enjoying sth very much, so that you want to do it, see it, etc. as much as possible). Model and drill the intonation of the phrases, to show Sts how we use extra stress on the key words to demonstrate enthusiasm, e.g. *I think it's* ***absolutely brilliant****! I* ***adore*** *the main character*, etc.

Put Sts in groups of three or four and give them time to discuss the questions for each TV series or film they chose.

Monitor and help where necessary.

Get some feedback from various groups.

EXTRA CHALLENGE Write the following statements on the board and get Sts to discuss them in groups.

1 *You enjoy a series more if you watch it weekly and don't binge-watch.*
2 *Children under the age of five shouldn't watch any television at all.*
3 *TV screens should be banned from bars and restaurants.*
4 *You enjoy watching live sport on TV more if you watch it with other people.*
5 *Book adaptations work better as TV series than as films.*
6 *The news on TV is not objective, as most channels are controlled by the government.*

Get some feedback from various groups.

5B Away from it all?

G present perfect continuous
V the country
P vowel sounds, sentence rhythm

Lesson plan

The country, nature, and farming are the main topics of this lesson. In the first half of the lesson, Sts read an article about some Italian villages which are becoming ghost towns and what some local mayors are doing to prevent this from happening. Sts then discuss what they read and whether any of the solutions are good and come up with other ideas to help towns and villages survive. Next, Sts learn words and phrases related to the country, which are then practised in a video activity. Some of the words are then recycled and practised in a pronunciation focus on vowels or combinations of vowels, some of which can be pronounced in different ways.

In the second half, Sts listen to two British people who moved to the country and had very different experiences. This leads to Sts talking about someone they know who has moved from the city to the country or vice versa. They also imagine themselves moving and what they would enjoy and miss most. Next, they revise the form and uses of the present perfect continuous, and then practise it orally with the correct sentence stress in the pronunciation focus. Finally, Sts write an email in which they practise the grammar from the lesson.

Video material

Vocabulary – the country

More materials

For teachers

Photocopiables

Grammar present perfect continuous *p.174*
Communicative Why did you write…? *p.202–3* (instructions *p.187*)
Vocabulary The country *p.226* (instructions *p.216*)

For students

Workbook 5B

OPTIONAL LEAD-IN – THE QUOTE Write the quote at the top of *p.52* on the board and the name of the person who said it, or get Sts to open their books and read it.

You could point out / elicit that PJ (Polly Jean) Harvey (1969–) is a British singer and songwriter, who has won Grammy and Mercury Prizes for her work.

Get Sts to discuss what they think the quote means and whether they agree with it. You may need to explain the meaning of the idiom *see…through rose-coloured glasses* (= look at a situation as being better or more positive than it really is).

1 READING & SPEAKING understanding problems and solutions

a Books open. Focus on the instructions and the introduction to the article. Give Sts time to read it and answer questions 1–3.

Check the answer to the first question and elicit opinions for the other two.

ANSWER
1 Because people are leaving to go and work in the cities and birth rates are falling.

b Focus on the instructions and phrases A–D, making sure Sts understand all the lexis.

Give Sts time to read the first paragraph and complete the gaps.

Check answers.

EXTRA SUPPORT Get Sts, in pairs, to describe the photographs before they read the rest of the article.

ANSWERS
1 B 2 D 3 C 4 A

c Now focus on the instructions and make sure Sts know what a *mayor* is (= the head of a town, usually elected). Model and drill its pronunciation /meə/.

Give Sts time to read the second paragraph and complete the tourist information.

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

ANSWERS
The mayor's idea was to charge people an entrance fee to visit the town.
Entrance fee: €**5**
You can also book a private **tour** and you can buy refreshments.

d Now tell Sts to read the rest of the article and then answer questions 1–4.

Get them to compare with a partner, and then check answers. You could tell Sts that there are now more than 120 *Albergo Diffuso*.

ANSWERS
1 It was in ruins, with only 70 inhabitants.
2 He was a Swedish-Italian millionaire who visited the village. His idea was to buy the houses and restore the buildings as hotel rooms.
3 He buys everything for the hotel rooms from local people, including food and room accessories, so he is keeping local crafts and the economy alive.
4 Now people are using the houses, and the economy has been revived; the village is alive again.

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

e Put Sts in pairs to discuss the three questions.

Monitor and help with any vocabulary.

Get some feedback from various pairs. You could find out with a show of hands which village most Sts would like to visit.

EXTRA SUPPORT Do all or some of the questions as a whole-class activity.

2 VOCABULARY the country

a **5.8** Tell Sts they are going to listen to a woman describing a village where she used to live. Focus on the instructions and five questions.

Play the audio once the whole way through.

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

EXTRA SUPPORT You could pause the audio after each question is answered to give Sts time to write.

ANSWERS
1 It was very beautiful; there's a lake nearby and the hills are covered with pine trees; the coast wasn't far away.
2 There was no running water or electricity, and only one shop. There wasn't much choice of things to do and buy.
3 She worked in a school. In her free time, she played tennis, went for walks, and played the piano.
4 Istanbul, for work
5 The fresh food, especially the fresh fish, the peace and quiet

5.8
(script in Student Book on *p.133*)
I used to live in a village in the province of Sakarya, in Türkiye. It was an amazing place to live – just so beautiful. There's a large lake nearby and the hills are covered with pine trees – people go to picnic there. The coast is also not far away. When I lived there, it was as if time had stood still. People worked in the fields.
Some things were annoying…there was no running water or electricity – we had our own well and generator – and there was only one shop. We had to wait for a minibus from the nearest town to bring fresh bread and the newspapers every morning!
I worked in a school in a nearby town. I used to think, when I was living there, that there wasn't much choice of things to do, things to buy, but I made my own entertainment – I played tennis, went for walks, played the piano.
In the end, I had to move for work, to Istanbul, which is the biggest and noisiest city in Türkiye, and now I really miss the fresh food, especially the fresh fish, the peace and quiet.

b **5.9** Before playing the audio, get Sts to see if they can remember what the missing words are.

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

Check answers, making sure Sts understand all the lexis.

ANSWERS
1 lake (a large area of water that is surrounded by land)
2 hills (areas of land that are higher than the land around them, but not as high as mountains)
3 fields (areas of land used for growing food or keeping animals)
4 well (a deep hole in the ground from which people obtain water)

5.9
See sentences in Student Book on *p.53* and answer key

c Tell Sts to go to **Vocabulary Bank** The country on *p.167*.

Vocabulary notes

Nature

Make sure Sts practise the pronunciation of the heading *Nature* /ˈneɪtʃə/, as many Sts have problems with this word.

Point out that a *wood* is a smaller area than a *forest*. *Wood* is also the material that comes from trees. Elicit that the adjective from *mud* is *muddy*.

On a farm

Elicit that a male cow is a *bull* (Sts should know this as it is the example word in the Sound Chart for the /ʊ/ sound).

Highlight the silent *b* in *lambs*. You may want to point out that we often use *cock* instead of *cockerel*, and that in the US, they use *rooster* for this bird.

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

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

Check answers.

5.10
The country
1 Nature
19 branch
15 bush
9 cliff
14 fence
6 field
8 gate
17 grass
4 hedge
3 hill
11 lake
2 leaf
7 mud
1 path
10 rocks
16 sticks
13 stones
18 stream
20 valley
12 well
5 wood

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. Get Sts to do **Activation** by covering the words, looking at the photos, and saying the words. They could do this individually or in pairs.

Focus on the ***the country* and *the countryside*** box and go through it with the class.

EXTRA IDEA Write the following pairs of words on the board and get Sts to say what the difference is:

a bush and a tree; a fence and a hedge, a hill and a mountain, a lake and a stream; a gate and a door; a path and a road; rocks and stones; a stick and a branch; a forest and a wood.

Now focus on **2 On a farm** and get Sts to do **a** individually or in pairs.

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

Check answers.

5.11
2 On a farm
5 barn
3 cockerel
1 donkey
6 farmhouse
9 goat
10 tractor
4 hens
8 lambs
2 sheep
7 cow

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.

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

5.12 Now do **d**. Play the audio for Sts to listen and check.

Check answers.

ANSWERS
1 grow **2** planted **3** harvested **4** pick

5.12
See text in Student Book on *p.167* and answer key

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.

Go through the text with Sts, checking that they understand all the words in **bold**. If necessary, use Sts' L1 to clarify. Find out if any words are similar in your Sts' language(s). If so, do they mean the same?

ANSWERS
wheat = a plant grown for its grain that is used to produce the flour for bread, cakes, pasta, etc.
crops = plants that are grown in large quantities, especially as food
ripe = fully grown and ready to be eaten

EXTRA IDEA Depending on where your Sts live and what kind of farming / countryside there is locally, you may want to teach some more words and phrases to help them to talk about their local situation.

For **Activation**, get Sts to cover the words in **a**, look at the photos, and say the words.

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

EXTRA PRACTICE OPTION Use the **5B Vocabulary** photocopiable activity.

d This video consists of clips showing different things in the country which Sts might see if they were on a walk or visiting a farm.

Focus on the photo and the instructions. Explain that the items that they have to remember will be identified with an arrow, unless they are actions. Tell Sts not to write anything.

Play the video and pause when the symbol appears after the last clip in **On a walk** (*leaves*). Put Sts in pairs and set a time limit for them to try to remember the **eight** things they saw. Then continue with **On a farm** and pause when the sign comes up. Set another time limit for Sts to write down the **seven** animals or actions they saw.

Elicit answers for both parts. You could write them in separate columns on the board, getting Sts to spell the words, but don't tell Sts if they are right or not. Then continue playing the video and use the grids to check answers. See if any pair remembered all 15 items.

ANSWERS
On a walk: mud, stream, path, bush, field, gate, hedge, leaves
On a farm: a donkey, lambs, hens / chickens, cow, plant (seeds), pick (beans), harvest (wheat)

EXTRA CHALLENGE Ask Sts to try to remember what they saw in both sections in the right order.

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

e Do the question as a whole-class activity.

3 PRONUNCIATION vowel sounds

Pronunciation notes

In this focus, Sts distinguish between a number of common vowel sounds which should be familiar to them from previous levels of *English File*. The main problem Sts have is when a vowel or a combination of letters can be pronounced in different ways, as in the examples in the exercise.

a Focus on the pairs of words. Give Sts two or three minutes to decide if the vowel sounds are the same or different in each pair of words.

EXTRA CHALLENGE Elicit answers to **a** before playing the audio.

b **5.13** Play the audio for Sts to listen and check.

Check answers and elicit the sound picture for each one.

ANSWERS
(sound words shown in brackets)
1 S: (tree /iː/)
2 D: bush (bull /ʊ/), mud (up /ʌ/)
3 S: (car /ɑː/)
4 D: grow (phone /əʊ/), cow (owl /aʊ/)
5 S: (fish /ɪ/)
6 D: rock (clock /ɒ/), stone (phone /əʊ/)
7 D: lamb (cat /æ/), grass (car /ɑː/)
8 S: (tree /iː/)

5.13
See words in Student Book on *p.53*

Finally, get Sts to practise saying the words.

EXTRA SUPPORT

- Before getting Sts to practise saying the words, play the audio again, pausing after each pair of words for Sts to listen and repeat.
- If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the **Sound Bank** videos on *Oxford English Hub*.

4 LISTENING & SPEAKING understanding a point of view

a Focus on the title of the article, *From the city to the country and sometimes back again*, and the introduction. Read it as a class and then do the questions as a whole-class activity.

b Focus on the photos and tell Sts that Liz Jones and Bob Ayers moved to the country. Before Sts read each paragraph to find out why these people moved to the country, you might want to explain / elicit the meaning and pronunciation of *idyllic* /ɪˈdɪlɪk/ (= peaceful and beautiful) and *shooting* here (= a situation in which a person is shot with a gun).

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

ANSWERS
Liz: She wanted to live somewhere quieter, simpler, more beautiful to live.
Bob: He and his wife had stressful jobs; they had often talked about moving to the country.

c **5.14** Focus on the instructions and the extracts. You might want to explain / elicit the meaning of *shooting* in Liz's extract (= the sport of shooting animals and birds with guns). Point out the nesting herons in the photo.

Play the audio, pausing after each extract to give Sts time to complete the gaps.

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

ANSWERS
1 shop **2** vegetarian **3** hated **4** view **5** stars
6 donkey, horse **7** sheep **8** muddy **9** hard **10** farmers

5.14
See extracts in Student Book on *p.54* and answer key

Now play the audio again for Sts just to listen to the extracts and decide who stayed and who moved back to the city.

Either do the question as a whole-class activity, or get Sts to discuss it in pairs and get some feedback. Encourage Sts to give their reasons, but don't tell them if they are right or not. You could get Sts to show their opinion with a show of hands.

d **5.15** Focus on the **Glossary** and go through it with the class.

Now play the audio for Sts to listen to Liz and Bob talking about their experiences, and to check their answer to the question in **c**.

Check the answer.

ANSWER
Bob stayed, and Liz moved back to London.

5.15
(script in Student Book on *p.133*)
Liz
When I moved in, the house was cold and absolutely filthy, and the cooker didn't work. I discovered everything in the countryside is more expensive: you have to drive miles to find a shop where everything costs twice as much as in my local supermarket in London. Local restaurants are really expensive and there's never more than one vegetarian option on the menu. I never fitted in. Another thing I hated was the shooting! I love animals, I had two horses and two dogs, and I just couldn't pass a group of men with guns, shooting rabbits and deer, without getting out of my car and saying, 'Do you really have nothing better to do on a Saturday morning?' That didn't make me very popular. I became so lonely, I often used to sit in my car and listen to the kind voice of the satnav lady. After five years, I decided to go back to London. I'd learned that an amazing view and a pair of nesting herons were not enough to make me happy. On my last night in the country, I sat outside underneath millions of stars and I thought to myself, 'I've come to the end of a five-year prison sentence.' I promised myself I would never, ever go back.
Bob
The first thing we had to do was find new jobs. Jean got part-time work with a local company that sells meat products, and I did work as a lawyer. Two years later, we had a barn built, and my wife always wanted to have a donkey or a horse, but in the end we thought sheep were less destructive to the land, so we kept with the sheep, better for the land. So we started with four sheep, which we kept in the garden at first, and then we bought a field, and then we bought ten more sheep and sold six for meat, and that was the start of our sheep business. Now we've got sixty-eight sheep and seven fields. At the moment, we've got twenty-five sheep that are expecting lambs, ready for the next season. In addition to that, we've got free-range hens which we rescued from battery farms.
It hasn't all been easy. Um, it rains a lot where we live now, and, um, it gets incredibly muddy, and of course the work with the animals – it can get physically very hard. At first, we had a little bit of resistance – there were some local farmers who didn't really like newcomers – but we've always employed local people and we buy food in the local shops, and we try and engage with the local community as much as we possibly can. We sell our meat and eggs to neighbours and friends, and we produce wool from the sheep as well now. We haven't really ever considered moving back, because we really enjoy it. We loved life in the city, but we would never think about going back now.

e Give Sts time to look at 1–8 and see if they can remember who each one refers to.

Now play the audio again for Sts to listen and mark each question with the person's initials or *Bo* for *both*.

Check answers.

ANSWERS
1 L **2** L **3** B **4** B **5** L **6** Bo **7** B **8** B

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 Do the question as a whole-class activity.

g Put Sts in pairs and tell them to go to **Communication City or country?** on *p.111*.

Then tell Sts they should answer the top question *Do you know anyone who…* and then one set of questions if they live in a large town or city or the other set of questions if they live in a village or small town in the country. You could demonstrate the activity by answering one set of questions first.

EXTRA SUPPORT Do a quick revision of the form of the second conditional, which Sts revised in Lesson **4B**. Write on the board:

If I moved to the country, I'd miss the restaurants and shops.
I would enjoy the peace and quiet.

Monitor and help with any vocabulary.

Get some feedback from various pairs.

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

5 GRAMMAR present perfect continuous

a Focus on the photos and what the people are saying. Get Sts to circle the correct forms.

b Get Sts to compare with a partner and explain their choices.

Check answers.

ANSWERS
1 I'm fixing (We use the present continuous for actions that are in progress now. Bob is in the middle of fixing the tractor.)
2 I've been working (We use the present perfect continuous for continuous or repeated actions that started in the past and have either just finished or are still in progress. Here Bob has been working in the fields all day and has just stopped.)

c Tell Sts to go to **Grammar Bank 5B** on *p.149*.

Grammar notes

Sts should have met the present perfect continuous at Intermediate level. This form is difficult for many Sts, partly because a period of time up to now (*I've been learning English for three years*) is expressed with a present tense in many Sts' L1, and also because their L1 may not have continuous tenses. The present perfect continuous form and uses are revised here, with an emphasis on adverbs and expressions like *all day*, *recently*, etc.

It is important that Sts are really comfortable manipulating the present perfect continuous, and feeling confident with when to use it, before getting them to choose between the simple and continuous forms. This is focused on in *English File* Upper-intermediate.

- Rule 1: Remind Sts that we use the present perfect simple, not the present perfect continuous, with non-action verbs (e.g. *be*, *know*, *love*).
- Rule 2: Elicit some clear examples of actions with visible present results, e.g. *He's hot and sweaty; he's been working out at the gym. They're exhausted; they've been looking after their grandchildren all day*, etc. Remind Sts that if it is a short finished action that has a present result, it will be in the present perfect simple, e.g. *I've cut myself*. NOT ~~*I've been cutting myself*~~.

Focus on the example sentences and play audio **5.16** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the ***work* and *live*** box and go through it with the class.

Now focus on the exercises and get Sts to do them individually or in pairs. Encourage them to use contracted forms rather than full forms.

Check answers, getting Sts to read the full sentences.

ANSWERS

a **1** i 've been sitting
2 b 've been drinking
3 f 've been looking
4 e 've been eating
5 g 's been learning
6 h 've been taking
7 a 's been watching
8 c 's been snowing

b **1** I've been living
2 she's been travelling
3 I haven't been doing
4 I'm staying
5 he's driving
6 I've been waiting
7 it's been raining
8 I'm trying
9 I've been seeing
10 It hasn't been working

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

EXTRA PRACTICE OPTION Use the **5B Grammar** photocopiable activity.

6 PRONUNCIATION & SPEAKING sentence rhythm

Pronunciation notes

The rhythm of English, with its combination of stressed and unstressed syllables, can become especially difficult for learners when a verb tense requires the presence of auxiliary verbs, as is the case with the present perfect continuous. Some Sts may also have difficulty with the contracted form of *have*, and the weak form of *been* /bɪn/. If so, it is worth focusing specifically on these points to help with the overall rhythm.

These exercises give Sts the opportunity to practise getting the sentence rhythm correct and an opportunity to speak using the present perfect continuous.

a **5.17** Focus on the task and then play the audio, pausing after each sentence to give Sts time to complete sentences 1–10. Remind them to use contractions when possible.

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

Check answers.

ANSWERS

1 've been working
2 haven't been sleeping
3 have been making
4 've been thinking
5 've been arguing
6 haven't been watching
7 've been feeling
8 've been doing
9 've been going out
10 've been spending

5.17
See sentences in Student Book on *p.55* and answer key

b Play the audio again, pausing after each sentence for Sts to listen and repeat, copying the rhythm.

c Focus on the task and the example. Tell Sts that if the sentence is not true for them, they should make it negative, e.g. *1 isn't true for me. I haven't been working hard this week because…*

Give Sts a few minutes to decide what is true or not for them and to think of reasons.

Put Sts in pairs and get them to do the task.

Monitor and help with the rhythm of the present perfect continuous verbs.

Get feedback by asking a few Sts about some of the sentences.

EXTRA SUPPORT You could demonstrate the activity yourself to show Sts exactly what they have to do.

d Focus on the task and give Sts time to think about what they are going to say.

Focus on the example, highlighting that the student listening must show interest.

Now put Sts in pairs, **A** and **B**, and tell Sts **A** to start. Then make sure they swap roles.

Get feedback from various pairs.

EXTRA SUPPORT You could demonstrate the activity yourself to show Sts exactly what they have to do.

7 WRITING an informal email

Tell Sts to go to **Writing Bank 5** on *p.122*.

a Focus on the task and give Sts time to read Bob's email and answer the two questions. Tell them not to worry about the gaps in the email. You could tell them that Sainsbury's is a British supermarket.

Check answers.

ANSWERS
The weather. He says the snow is a problem because they can't get to the supermarket. He's happy it's going to melt tomorrow.

b Focus on the instructions and get Sts to read the email again before completing the gaps with verbs from the list in the present perfect continuous. Remind them to use contractions, which are common in informal emails.

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

ANSWERS
1 haven't been studying
2 's been snowing
3 've been trying
4 've been listening
5 's been working
6 've been moving
7 've been waiting
8 have, been doing

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

Check answers.

ANSWERS
1 Glad you're OK.
2 Hope you haven't been studying too hard, though!
3 Miss you lots.

Now focus on the **Useful language: informal emails** box and go through it with the class. You could point out that in the sentences without the pronoun *I*, e.g. *Glad you're OK*, it can be inserted and have the same meaning (i.e. *I'm glad you're OK*). Likewise, in the sentences with the pronoun *I*, e.g. *I'm sorry to hear that*…, it can be omitted (i.e. *Sorry to hear that*…).

d Focus on the instructions and tell Sts to think of a friend or family member they would like to send an email to.

Then focus on the plan and go through it with Sts. Encourage them to make brief notes on what they will write.

e Now get Sts to write the email, following the plan they made in **d**. Remind them to use the **Useful language** to help them. Sts could write an actual email to send to a real person if they would like to.

You may like to get Sts to do the writing in class or you could set it as homework. If you do it in class, set a time limit for Sts to write their email, e.g. 15–20 minutes.

f Remind Sts to check their email for mistakes before giving it in.

EXTRA IDEA Get Sts to write and send emails to each other.

COLLOQUIAL ENGLISH 3

English File talks to... Candida Brady

Lesson plan

In The Interview, the person interviewed is Candida Brady, a British journalist and film-maker who made a documentary film about waste called *Trashed*.

In The Conversation, three people discuss whether they think we will ever be plastic-free.

If you didn't do **Colloquial English 1**, see the introduction on *p.33* which explains how these lessons work.

Video material

Colloquial English An interview with Candida Brady

Colloquial English The Conversation

More materials

For teachers

Oxford English Hub

Quick Test 5
File 5 Test
Progress Test Files 1–5

For students

Workbook Colloquial English 3
Can you remember…? 1–5

OPTIONAL LEAD-IN (BOOKS CLOSED) Tell Sts that they are going to watch an interview with Candida Brady, who has made a documentary film about the problems of waste. Write the following questions on the board:

1 What kind of images do you expect to see in the film?

2 What do you think her biggest problem was in making the film?

3 Do you think the film will have a positive or negative message?

Put Sts in pairs to discuss the questions. Get feedback from different pairs. Leave the questions on the board to come back to at the end of the video.

1 THE INTERVIEW

Lead-in

Focus on the instructions and questions.

Play the lead-in video once the whole way through.

Elicit as much information about her as you can using question prompts where necessary, e.g. *What's the name of her film about waste? Which famous actor appears in it? What's the name of her most recent film? What kind of film is it?*

ANSWERS
See video script

Candida Brady is a journalist and film-maker.
She has produced and directed films and documentaries on a variety of topics.
She directed the award-winning *Trashed*, which follows the actor Jeremy Irons around the world as he discovers the growing environmental and health problems caused by waste – the billions of tons of rubbish that we generate every day – and the way we deal with it.
'I would have preferred to make a much more cheerful documentary than I think *Trashed* is. I think it has got hope. I think because we were very much aware that we wanted to offer solutions at the end of it.'

Part 1

a Focus on the photo and the instructions and give Sts time to read all the sentences halves.

Play the video (**Part 1**) once the whole way through. Then give Sts time to complete the task.

I = interviewer, C = Candida Brady

I What were you hoping to do by making the film *Trashed*?
C Well, I think, um, the role of the film, um, for me, was to raise awareness, um, on the topic and get it into the press so that people could start having a, a meaningful conversation about waste, which, um, is not a particularly, um, attractive subject, let's say.
I How many countries did you film in?
C We ended up actually filming in eleven countries, um, but the stories that I've chosen are universal, and obviously I spoke to…to people in communities, um, in more countries, um, than we actually filmed in. Um, but their stories are certainly not isolated: they were repeated around the world, sadly, wherever you kind of want to pick, actually.
I How did you persuade Jeremy Irons to get involved in the film?
C I had worked with Jeremy some years ago on a…on a different film, and I was generally aware that he doesn't like waste, either. Um, he will, you know, wear his jumpers until they're worn out; he'll keep his cars until they're falling apart, you know; he'll repair everything – so he's always seen, you know, um, the value in reusing things. It's just something natural to him as well, so he just felt like a natural, um, first approach, and, and so I sent him the treatment and amazingly he, um, he loved it.
I How did you get Vangelis to write the soundtrack?
C Well, er, Jeremy and Vangelis have been friends for years, so, um, Jeremy sent him the, um, rough cut of the film and Vangelis absolutely loved it. He…he is also a committed environmentalist, so he's always been aware. Um, he was aware because he'd worked with, um, Cousteau – sort of various people, you know – he was aware of issues for the seas and so on, um, but generally, again, he was very shocked, um, by the film and, and really wanted to get involved, so…
I What research did you do before you started making the film?
C I spent about a year, um, talking to communities, talking to experts, um, you know, obviously reading an awful lot, and, um, just ingesting it all, because obviously, again, it's such an enormous topic to take on.

b Get Sts to compare answers with a partner.

Play the video again (with subtitles if you think necessary) for Sts to check their answers.

Check answers.

ANSWERS
1 D 2 E 3 C 4 A 5 B

Part 2

a Focus on the instructions and give Sts time to read the gapped sentences.

Play the video (**Part 2**) the whole way through for Sts to complete the gaps.

Get Sts to compare with a partner.

EXTRA SUPPORT When playing the video the second time, pause as necessary to give Sts time to write the missing words.

I = interviewer, C = Candida Brady, N = narrator

I Rubbish isn't very attractive visually. Was that a problem for you as a film-maker?

C Er…yes and no, um, strangely enough. Obviously, I had a wonderful, um, DOP – Director of Photography – so, um, he can pretty much make anything look beautiful, I think. But, um, I wanted to choose – as…as I've said earlier, um, you know, I did a lot of research, and so sadly, these things were repeatable and… and in every country around the world – so I wanted to choose, um, beautiful places wherever possible, um, that had been ruined, unfortunately, by, um, man-made rubbish. So, um, the ancient port of Saida in Lebanon – um, the fact that, you know, you've got this huge mountain of waste which was formerly a flat sandy beach.

N *What was a sandy beach has been replaced by a trash mountain, well over forty metres in height.*

I Documentaries about how we're destroying the planet can be very depressing. Was that also a challenge for you?

C A huge challenge, yes. Um, I would have preferred to make a much more cheerful, um, documentary than, um, I think *Trashed* is. I think it has got hope, um, I think, 'cause we were very much aware that we wanted to offer solutions at the end of it, but you are…um, the subject is not a cheerful subject. Um, I could have gone further, I think, with it, but I didn't want to because actually, you know, you could sort of end up feeling that you just want to go and shoot yourself, which is not what I wanted. I wanted to feel that, you know, people feel that they can make a difference to this topic.

I In the film, you focus on air pollution, land pollution, and water pollution – which do you think is the most worrying?

C Um, if I had to pick one, um, which I would be reluctant to do… er…it would be water, without a doubt. I think that what has happened to all of the oceans – and beaches, actually, as well – um, in the world in the last thirty years is astonishing in the scale and the speed. Um, you know, there are certain places in the world, that, you know…that you have to dig down on a beach, um, over a foot before you'll find sand that doesn't have plastic in it. Unfortunately, what's happened with the way that soft plastic degrades in water is that, um, the pieces become so fragmented that they're the same size as the zooplankton, um, which obviously is in the food chain.

b Give Sts time to read the questions and deal with any unknown vocabulary. Make sure Sts know the meaning of *depressing*.

Play the video again (with subtitles if you think necessary). Put Sts in pairs to compare their answers in **a**. Play the video again if necessary.

Check answers.

ANSWERS

a **1** beautiful **2** plastic **3** food

b **1** b)

2 She wanted to offer hope, and make people to feel that they can actually make a difference.

Part 3

a Give Sts time to read the three questions, making sure they know the meaning of *blame*.

Play the video (**Part 3**) once the whole way through.

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

EXTRA SUPPORT You could pause the video at appropriate places and, in pairs, get Sts to compare answers.

ANSWERS

1 Not one person or thing

2 To show that zero waste can be achieved on a big scale

3 Not really – she's always been someone who doesn't waste much

I Who do you think is mostly to blame for the problems we have with waste?

C I tried very hard, actually, not to blame one person or things, um, in the film – actually quite deliberately, because I think in a way, um, it lets us off the hook, um, and it also, um…I think we all need to work on the, the problem together because it's too complicated to blame one person or one thing or one act, or, um, you know, I think it's, it's…it's multifaceted, unfortunately.

I Your film finishes on an optimistic note with the example of San Francisco's zero-waste policy. Can you tell us a bit about that?

C …I actually in the film ended up, um, using San Francisco as, er, the example because I wanted to show, er, that zero waste could be achieved on a big scale. When you go and stay in San Francisco in your hotel room, you'll have four different bins, and you'll have signs on the wall of what goes into each bin, so it's very, very easy to…to recycle, and I think that's a huge part of what we should be doing.

I Has the film changed your own habits regarding waste?

C I don't think the film has particularly changed my own habits dramatically, um, because I've always been thrifty, um, by nature because, um, I was lucky enough to spend a lot of time with my grandparents when I was growing up, and the post-war, sort of, philosophy of never wasting anything, it just, you know, it was instilled in me. I…I ride the same bicycle that I've had since I was fifteen years old, and I've over the years obviously had it repaired and repaired, but I take tremendous pride in the fact that I've always, um, ridden the same bike, and, you know, I have lovely memories of it, so – and with it – so, um, I think…I think we need a sort of slight change of mindset to make things cool the longer you have them, in a way, than actually this perpetual thing of buying new things for the sake of it.

b Focus on the task and give Sts time, in pairs, to see if they can remember what Candida said about the three things.

Play the video again (with subtitles if you think necessary).

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

EXTRA SUPPORT You could pause the video at appropriate places and, in pairs, get Sts to compare orally what they have understood.

EXTRA IDEA If you did the optional lead in, you could look back at the three questions on the board and ask Sts to what extent their predictions were right.

ANSWERS

1 You get four different recycling bins in your hotel room, which makes it easy to recycle.

2 They taught her not to waste things, because of their experiences after the war.

3 She's proud of having had the same bicycle since she was 15 and has had it repaired many times.

Reading on screen

Focus on the names of the three people and a city, all of which Sts read about during the interview. Give them time in pairs to say what they can remember about them.

Elicit answers from the class. You could ask them if they know any other films of TV series that Jeremy Irons has appeared in, and if they have seen *Chariots of Fire* and remember the soundtrack.

ANSWERS
Jeremy Irons: English actor and activist; has won awards including an Oscar for Best Actor
Vangelis: Greek composer; famous for electronic and film music, including soundtrack to *Chariots of Fire*
Jacques Cousteau: well-known French conservationist and film-maker; produced some of the first ever underwater documentaries
Saida: Lebanon's third largest city; ancient port on the Mediterranean coast

Looking at language

This exercise focuses on a common feature of spoken English – the use of fillers. Focus on the **Fillers** box and go through it with the class.

Now focus on the task and give Sts time to read extracts 1–6.

Play the video, pausing after each extract to give Sts time to write the missing fillers. Check answers.

ANSWERS
1 you know **2** um **3** Well **4** again **5** I think **6** sort of

See extracts in Student Book on *p.57* and answer key

Reacting to the interview

Give Sts time to read through the questions and make sure they understand them.

Put Sts in pairs or small groups and set a time limit for them to discuss the questions.

Monitor and help.

Get feedback from various pairs. You could also tell the class what you think.

2 THE CONVERSATION

a Focus on the photo and tell Sts they are going to watch these three people discuss the question underneath. Elicit / Explain that *plastic-free* = not contaminated by plastic (because people will have stopped using it).

Focus on the task and make sure Sts understand the question.

Play the video once the whole way through.

Check the answer. Encourage Sts to support their answer with things the three people say in the video.

ANSWER
They are more negative, though they think that it is possible to reduce the amount of plastic we use.

I = interviewer, A = Anindhita, S = Syinat, T = Tim
I Do you think we will ever be plastic free?
A That's a pretty challenging question, I'd say. Yeah, because plastic is just about everywhere. And it's it's in our clothes. It's in our electronic devices. It's in our packaging. It's pretty much everywhere. And there's a reason why it's so popular, right? Because it's cheap. It's super versatile. It can be used for anything. So, you know, if we needed to replace plastic, we'd need to find a material that's just as cost-effective that can be used for just as many things. So, yeah, I'm quite, quite cynical, really about whether we can actually do that.
S Well, I have a bit more hope. I think that we humans are very innovative, and I think if we've managed to come up with plastic, we can quite easily come up with replacements. So even, for example, this morning on the way here, I grabbed a takeaway coffee and, er, the coffee and the cup, they were both made out of sugar-cane. So, yeah. Completely nice, decomposable material.
T I wonder whether there are kind of strong business interests that want us to carry on using plastic. I mean look at how difficult it's been to, er, reduce, um, smoking. And the, the tobacco world is a powerful world and there's a lot of money in it. And I, I think to eliminate plastic altogether…is, would be very, very difficult. Just from a commercial, business manufacturing point of view.
S But also, just, I think it's used a lot in medicine, right? Like for surgery, because you can make, like, so many, I don't know, needles, for example. And then they're all sterile and single use.
T So there are good uses.
S Yeah. There are good uses.
T You do need it. Yeah. Of course.
A So maybe we need to be thinking of reducing our usage of plastic as opposed to eliminating it entirely.
T Especially in, in supermarkets. You know, packaging is…so much plastic is used in that…that's quite unnecessary.
A Yeah, I think I might be wrong, but I think they banned single-use plastics in Rwanda about, in two thousand and eight or something, and actually they've had some amazing results with regards to, like, environmental benefits. And that's something I think we need to sort of establish everywhere else as well.
T And it has to be global. You know, there's not, there's no point a few countries doing it. It has to be everyone. Otherwise plastic will still be…
S …in the circulation.
T In the circulation, yeah.

b Focus on the task and give Sts time to read the seven questions, and make sure they understand them. Also, focus on the **Glossary**, which gives definitions of two key pieces of information from the video.

Play the video again (with subtitles if you think necessary) for Sts to answer the questions with the correct person's initial. Get Sts to compare with a partner, and then play again if necessary. Check answers.

ANSWERS
1 A **2** S **3** T **4** S **5** A **6** T **7** A

c Focus on the instructions. Give Sts time to read extracts 1 and 2. Ask Sts to give you examples of sentences with question tags or write these sentences on the board: *It's an important topic,* (*isn't it?*) *The video was interesting,* (*wasn't it?*) and elicit the reason for the question tags, i.e. usually to check information.

Play the video and focus on the intonation of *right*.

Get Sts to say the sentences aloud, making sure their intonation rises on *right*.

See extracts in Student Book on *p.57* and answer key

d Put Sts in small groups of three if possible. Then set a time limit for Sts to discuss the question in **a**.

Monitor and encourage them to use *right* as focused on in **c** to check that others in their group agree with them. Get feedback from various groups.

6A Add a tip?

G obligation, necessity, prohibition, advice
V at a restaurant
P word pairs with *and*

Lesson plan

The topic of this lesson is how to behave in restaurants, with a focus on complaining and tipping – the latter is first related to restaurants, but then extended to all services where people sometimes tip. The lesson begins with a vocabulary focus on restaurant language and common verb phrases, which is then practised in a video activity. This is followed by a pronunciation spot on the weak pronunciation of *and* in food- and restaurant-related word pairs such as *oil and vinegar*. Next, Sts read an article about how to complain successfully in restaurants. The first half ends with Sts listening to three people talking about bad experiences in restaurants, and Sts then discuss their own experiences of bad service.

The second half of the lesson starts with the grammar. A text about tipping in restaurants in different countries revises and consolidates modals and other phrases used to express obligation, necessity, prohibition, and advice. This is followed by an interview with an American woman talking about the very different rules for tipping in the USA. Sts then discuss tipping in general – who and when to tip, how much, etc. The lesson ends with a writing focus where Sts write a restaurant review.

Video material

Vocabulary – at a restaurant

More materials

For teachers

Photocopiables

Grammar obligation, necessity, prohibition, advice *p.175*
Communicative What's the problem? *p.204–5* (instructions *p.188*)
Vocabulary At a restaurant *p.227* (instructions *p.217*)

For students

Workbook 6A

OPTIONAL LEAD-IN – THE QUOTE Write the quote at the top of *p.58* on the board and the name of the person who said it, or get Sts to open their books and read it.

You could point out / elicit that Charlie Brooker (1971–) is a British writer, journalist, TV presenter, and producer.

Get Sts to discuss whether they agree with the quote, and what kind of things you can tell.

1 VOCABULARY at a restaurant

a Books open. Focus on the phrases and give Sts time to decide who says each one.

Check answers, making sure Sts understand each one. Elicit / Explain that *today's specials* refers to dishes which are available on that day but are not on the standard menu. This is why they are usually written on a board or separate one-page menu.

ANSWERS
1 W 2 W 3 C 4 W 5 C 6 W 7 W 8 C 9 C 10 C

EXTRA SUPPORT Get Sts to work in pairs before checking answers.

b Tell Sts to go to **Vocabulary Bank At a restaurant** on *p.168*.

Vocabulary notes

Things on the table

Highlight the difficult consonant cluster in *corkscrew* /ˈkɔːkskruː/, which has four consonant sounds together, and give extra practice of this word.

You may want to explain the difference between a *cup* and a *mug* (a cup is smaller and usually comes with a saucer). You could also teach the word *cutlery* /ˈkʌtləri/ (= the collective noun for knives, forks, and spoons).

Things people do in restaurants

You may want to teach *set the table* as a synonym for *lay the table*, and as the US English expression.

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

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

Check answers.

6.1
At a restaurant
1 Things on the table
13 bowl
3 candle
7 corkscrew
19 cup
11 fork
5 glass
18 jug
14 knife
16 mug
10 napkin
4 oil and vinegar
12 plate
6 salt and pepper
21 saucer
1 serving dish
8 spoon
9 tablecloth
15 teapot
20 teaspoon
17 tray
2 wine glass

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. Do **Activation** and elicit answers from the class, encouraging Sts to use vocabulary from **a**.

Finally, focus on the ***food*, *plate*, *dish*, *meal*, and *course*** box and go through it with the class.

Now focus on **2 Things people do in restaurants** and get Sts to do **a** individually or in pairs.

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

6.2
2 Things people do in restaurants
Waiters
4 lay the table
1 take an order
5 recommend a dish
6 carry a tray
2 serve customers
3 pour the wine
Customers
9 book a table
13 look at the menu
8 order food
11 try the wine
7 send something back
12 ask for the bill
10 leave a tip

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** and tell Sts to cover the verb phrases and look at the photos. Can they remember the verb phrases?

Tell Sts to go back to the main lesson **6A**.

EXTRA PRACTICE OPTION Use the **6A Vocabulary** photocopiable activity.

c This video shows waiters and customers in restaurant situations. Sts have two tasks; to say what actions the people are doing and to identify the items which are shown in spotlights.

Focus on the photo and the instruction. Play the video all the way through.

Put Sts in pairs to discuss what they remember seeing. Then play it again, pausing after each clip. Elicit what the people are doing and what the spotlighted items are.

ANSWERS
1 She's laying the table. Napkin, knife and fork
2 He's leaving a tip. Cup and saucer
3 She's carrying a tray. Tablecloth
4 He's pouring the wine. Wine glass, corkscrew
5 He's taking an order / recommending a dish. Candle

EXTRA SUPPORT You could ask Sts to write down the actions and items when you pause the second time after each clip. Sts in pairs then compare answers. Then play the video again, pausing to elicit the answers from the class.

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

2 PRONUNCIATION word pairs with *and*

Pronunciation notes

At this stage, Sts will be well aware that what is written and what is pronounced in English are often not the same thing. These exercises focus on the word *and*, which is typically pronounced in its weak form, and can be heard as /ən/, as in the photograph in **a**.

The exercises aim to get Sts to correctly recognize the different weak form pronunciations of *and* in natural speech. If they can comfortably pronounce /ən/ where appropriate, this will help them to be more fluent when speaking in English.

a Focus Sts' attention on the photo. Get them to suggest what the *n* stands for and why it is written like that.

ANSWERS
It stands for *and*.
It is written like that to reflect the pronunciation of *and* when it is unstressed (/ən/).

b **6.3** Focus on the phrases and play the audio once the whole way through for Sts just to listen.

6.3
See phrases in Student Book on *p.58*

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

Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT If Sts are having problems with /ən/, get them to write out the phrases as a single word, but with no letter *d* in *and*, e.g. *fishanchips*, *oilanvinegar*, etc. They can then try to pronounce what they have written as one word.

c Focus on the **Word pair order** box and go through it with the class.

Put Sts in pairs and get them to tell each other what they can see in each photo.

EXTRA CHALLENGE Elicit the answers before playing the audio in **d**.

d **6.4** Play the audio for Sts to listen and check.

Check answers.

6.4
1 bacon and eggs
2 bread and butter
3 strawberries and cream
4 ice and lemon
5 tea and biscuits
6 milk and sugar

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

3 READING using paragraph headings to understand the main points

a Focus on the title of the article, *How to complain in restaurants…without losing your cool*, and make sure Sts know the meaning of *losing your cool* (= becoming angry). Do the questions as a whole-class activity, or put Sts in pairs and then get some feedback. You could also tell Sts if you have ever 'lost your cool' and what happened.

b Focus on the question and make sure Sts know the meaning of *sympathize* (= feel sorry for). Model and drill its pronunciation /ˈsɪmpəθaɪz/. Tell Sts that if they can answer this question correctly, they have understood the overall message and tone of the whole article.

Give Sts time to read the article and answer the question.

Check the answer. Elicit some examples from the article to support their answer.

ANSWERS
He sympathizes with restaurant staff – the article says 'the waiters are often innocent victims' of bad management; they are often overworked.

c Focus on headings A–H and make sure Sts understand the idiom *put yourself in their shoes* (= imagine yourself in their situation) and the noun *expertise* /ekspɜːˈtiːz/. Also check Sts understand *wholemeal* (para 6).

Now get Sts to read the article again and complete it with the headings.

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

ANSWERS
1 C **2** F **3** A **4** E **5** B **6** H **7** D **8** G

d Now tell Sts to focus on the highlighted words and work out the meaning of *over-* and *under-* from the context.

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

ANSWERS
over- = more than necessary
under- = less than necessary

EXTRA CHALLENGE You could teach a few more words with *over-* and *under-* prefixes, e.g. *overcharge / undercharge, overpaid / underpaid, overrated / underrated*. Point out that not all words with the prefix *over-* have an *under-* equivalent, e.g. *overcrowded, overpriced, overworked*.

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

e Do this as a whole-class activity and elicit opinions.

4 LISTENING & SPEAKING taking notes about an incident

a **6.5** Focus on the task and photos and make sure Sts understand that they are only going to hear extracts this time.

Play the audio once the whole way through for Sts to listen and write the food words they hear. You may want to pre-teach *coeliac* /ˈsiːliæk/ (= a person who cannot eat food containing gluten). Model and drill its pronunciation.

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

ANSWERS
Speaker 1: grilled sardines, fried sardines
Speaker 2: lasagne
Speaker 3: wheat, onions, a plain omelette

6.5

1 We ordered some grilled sardines to share, and after a few minutes, the waiter came with a big plate of fried sardines and put them down on our table.
2 We ordered very simple things like lasagne, which is easy to just heat up.
3 …and there was a vegan and a coeliac – you know, someone who can't eat wheat…
…there was even a woman who said she didn't like onions…
There was also a little boy and I got the kitchen to make a plain omelette for him.

b **6.6** Tell Sts they are going to hear the full stories this time. First, give Sts time to read the questions in the chart. They will need to copy the chart onto a piece of paper.

Now play the audio again, pausing after each speaker to give Sts time to write.

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

Check answers.

ANSWERS
Speaker 1
A customer
At a restaurant in Portugal
That they were charged for food they hadn't ordered but the waiter gave them by mistake. He took the fried sardines off the bill after a long argument.
Speaker 2
A customer
At a brasserie in Paris
That they had to wait for their food for ages and then the waiters were aggressive when they asked about the food.
They got their food, ate it, and left.
Speaker 3
A waiter
At a restaurant in London
The very small tip a woman left even though he had gone to a lot of trouble with the complicated food orders.
He left the tip on the table.

6.6

(script in Student Book on *p.134*)

1 I remember we once went to a restaurant in Portugal – beautiful location, upstairs overlooking the River Douro. We ordered some grilled sardines to share, and after a few minutes, the waiter came with a big plate of fried sardines and put them down on our table. And we thought, well, we'd ordered grilled sardines, but hey, they're really busy and these look really nice. So we each took a fried sardine and ate it, at which point the waiter came back and said, 'These aren't yours' and took them away, and in a few minutes came back with a plate of grilled sardines. So this was all fine, and we had a nice meal, but when we got the bill we saw that we'd been charged for both the fried sardines and the grilled sardines. So we complained to the waiter and then to the manager and said, you know, 'This was your mistake.' But the manager said, basically, 'You ate them, so you have to pay for them' and we had quite a long argument. Eventually, when we said that we wanted to make a formal, written complaint, very reluctantly he agreed to take them off the bill. We didn't leave a tip.

2 We went to lunch one Sunday in a well-known Parisian brasserie – I won't say the name. We hadn't been there before. It's a beautiful place – it's from about nineteen hundred, with wonderful old furniture, mirrors, and all that – really nice. We ordered very simple things like lasagne, which is easy to just heat up, but we waited and waited, and it didn't come. The place was crowded, but not completely full, and there were quite a few waiters, but when we realized that we had been waiting for two hours, we went to speak to them, and we asked them, 'What about our food? Have you forgotten us?' And instead of apologizing, they were really aggressive with us, so we became more and more angry with them. And finally, we got our dishes and ate them and left. We should have left earlier, but we kept thinking that the food would come, and also it was too late to find somewhere else. But it was a terrible experience because it was a very famous place, very, with a good reputation, where all the famous people go. But that's the type of service they offer. First, I thought maybe they were treating us like that because we're not famous, but in fact, I heard lots of other people complaining.

3 I had a table recently at the restaurant I'm working at in London, and I went to all sorts of trouble with them. It was a group of six and there was a vegan and a coeliac – you know, someone who can't eat wheat – and anyway, I went through the menu with them and explained what they could have. There was even a woman who said she didn't like onions, so I had to check all the dishes to make sure they didn't have any. There was also a little boy and I got the kitchen to make a plain omelette for him. Anyway, one of them, an elderly woman, asked for the bill, and

she paid in cash, and when I came back with the change, she said, 'Don't worry about that; you've been great. Keep it.' It was sixteen p! I mean, I know service was included, but in that case, much better not to tip at all. I left the sixteen p on the table.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.134* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

c Get Sts to answer questions 1–3 in pairs. Encourage them to think about their experiences in informal places like cafés and takeaways as well as restaurants.

Get some feedback from various pairs. You could do question 3 as a whole-class activity.

5 GRAMMAR obligation, necessity, prohibition, advice

a Do the questions as a whole-class activity.

! Make sure Sts only talk about what *they* do and not the situation regarding tipping in their country, as they will be doing this next.

b Focus on the instructions and then give Sts time to read the article and answer the questions.

Get Sts to discuss their answers in pairs.

Get some feedback from various pairs. If your country isn't mentioned in the article, you could tell Sts how much people usually tip.

c Focus on the instructions and remind Sts to use the context to help them. Sts could do this individually or in pairs.

Check answers.

ANSWERS
1 you have to
2 you don't have to, you needn't
3 You mustn't
4 you should
5 you shouldn't
Other verbs are: 1 must, 4 and 5 ought to / ought not to

d Tell Sts to go to **Grammar Bank 6A** on *p.150*.

Grammar notes

Sts will have seen most of these modals and other expressions in earlier levels of *English File* and should be fairly comfortable with their forms and basic uses. Here the emphasis is on contrasting their uses and expressing them in a range of tenses.

You may want to remind Sts that *should*, *ought to*, and *must* are modal verbs. They don't add *-s* in the third person and don't have any other forms (e.g. past, infinitive). They can be used to talk about the present and the future.

Obligation and necessity

- Rule 2: Remind Sts not to use *to* after *must*, e.g. NOT ~~*You must to be careful.*~~

No obligation / no necessity

Here Sts learn to use *needn't*, which has some grammatical characteristics of a modal. *Needn't* and *don't need to* have the same meaning, but *don't need to* is a full verb.

Highlight that unlike *don't need*, *needn't* must be followed by a verb, e.g. *We don't need any more eggs*, but NOT ~~*We needn't any more eggs.*~~

Prohibition

You could point out that *mustn't* and *can't* mean the same thing (= something is not allowed), though the prohibition is usually stronger with *mustn't*.

Highlight that the first *t* in *mustn't* /'mʌsnt/ is silent. Model and drill the pronunciation.

A typical mistake is confusing *mustn't* (prohibition) and *don't have to* (not necessary / not obligatory), e.g. ~~*Today is a public holiday, so we mustn't go to work. You don't have to text while you're driving.*~~

Advice

Remind Sts that the letter *l* in *should* /ʃʊd/ and *shouldn't* /'ʃʊdnt/ is silent.

Focus on the example sentences for **obligation and necessity** and play audio **6.7** for Sts to listen and repeat. Encourage them to copy the rhythm. You might want to point out the weak form of *must* in *You must pay him back as soon as possible*. Then go through the rules with the class.

Repeat for **no obligation / no necessity 6.8**, **prohibition 6.9**, and **advice 6.10**.

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

Check answers, getting Sts to read the full sentences.

ANSWERS
a 1 don't have to **2** ✓ **3** shouldn't **4** ✓ **5** ✓
6 don't need to **7** mustn't **8** ✓ **9** ✓ **10** oughtn't to
b 1 mustn't **2** have / need **3** ought **4** don't **5** needn't
6 had **7** must / should **8** oughtn't **9** have / need

Tell Sts to go back to the main lesson **6A**.

EXTRA PRACTICE OPTION Use the **6A Grammar** photocopiable activity.

e Put Sts in pairs and give them time to complete sentences 1–7. You might want to check that they know the meaning of *mediocre* (= not very good, of only average standard). Model and drill its pronunciation /mi:di'əʊkə/.

Check answers.

POSSIBLE ANSWERS
1 shouldn't **2** mustn't **3** shouldn't **4** have to **5** shouldn't
6 don't have to **7** needn't / don't have to

EXTRA IDEA You could ask Sts if there are any statements in 1–7 that they disagree with.

6 LISTENING & SPEAKING comparing different cultural experiences

a Focus on the instructions and photos 1–8. Put Sts in pairs to discuss whether the names of the jobs are different in British English.

Check answers.

ANSWERS
Taxi driver is the same in British English. *Cab driver* is also used.
Waiter is the normal term in British English although *server* is sometimes used in the UK.
Bartender is used in British English, but you often hear *barman* or *barmaid*.
Valet is used in British English but means a hotel employee who looks after guests' clothes. In the UK, a person who greets you at

the door of a hotel is called a *doorman* and a person who helps you with your luggage is called a *porter*.
Cleaner and *housekeeper* are both used in British English, but *chambermaid* is also common.
Beautician, *masseur / masseuse* are the same in British English.
Hair stylist is used in British English but *hairdresser* is more common as a general term.

Elicit answers to the second question from some pairs. You may want to remind Sts that they read about tipping on *p.60* where it says *…the USA and Canada are another story – there's no upper limit!* You could also give your opinion about whether Americans tip more than the British.

b **6.11** Focus on the photo of Anna and the instructions. Before they listen tell Sts that Anna, being American, uses a couple of US English expressions that may confuse them, e.g. she uses *bill* to mean note, e.g. *a twenty-dollar bill,* as well as with its British meaning, i.e. the document which shows how much you have to pay. She also uses *ride* as a noun, meaning car journey.

Point out to Sts where to write the numbers or percentages on the photos in **a**. Warn them that she doesn't talk about the jobs in exactly the same order as the photos.

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

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

Check answers.

ANSWERS
2 Server 20–25% of the bill
3 Bartender $2–$5 per drink
4 Hotel valet $10 for a weekend
5 Cleaner $5 per day
6 Beautician 10–20%
7 Masseuse 10–20%
8 Hair stylist 10–20%

6.11
(script in Student Book on *p.134*)
Tipping in the USA is a complicated business. Here's my quick guide to who to tip and how much.
Taxi drivers, OK, so, in the past, it was usually ten per cent or you would just round up, so if the fare was seventeen dollars fifty and you had a twenty-dollar bill, you would just give them that, and tell them to keep the change. However, now with Uber and Lift, which are all on apps, you just add the tip at the end of the ride on your phone. It usually suggests some amounts, like one or two dollars.
For servers and bartenders in restaurants, cafés, I'd say the main big difference in the US to places like the UK and Europe is the fact that what restaurant workers and bartenders earn depends on them getting tips. Sometimes up to thirty per cent of their wage comes from tips, so if they aren't getting good tips, they often aren't making enough money to live off. This is why you're expected to tip, even when the service isn't very good. You're expected to leave twenty per cent of the bill these days, and in some cities like New York and San Francisco, where I'm from, twenty-five per cent can be the norm, especially in nicer restaurants. If you don't leave a tip, or leave a really bad tip, and just so you know, ten per cent is considered bad, your server will ask what the problem was, and if you think you can just leave without giving a tip or giving a low tip, they might run after you. Really, it's a really big statement in the US if you don't leave a tip. For drinks at a bar, or coffee place, it used to be the norm to leave a dollar per drink, but now it's gone up to two dollars or even five dollars per drink, which sounds amazingly expensive, and this also applies to coffee, so you'd better tip your barista or he or she will be chasing you down the street.
OK, so, hotel valets and cleaners, I'd say, in the past it was considered polite to give a hotel valet one dollar per day if they helped you into the lobby, and up to five dollars if they took your bag up to the room. But now that many people don't carry cash any more, I think that the expectation is that you'll leave a tip for the staff when you settle your bill at the end of your stay, maybe for a valet ten dollars for a weekend stay. For cleaners for your room, it's not necessarily expected to leave anything, but it is good practice to leave five dollars per day during your visit, that's really appreciated. As with the waiters and other servers, their wages depend largely on these tips. For beauticians and masseuses, ten per cent is the norm, but if you really like your provider, twenty per cent is greatly appreciated, and will pretty much guarantee you good service the next time you come. Hairstylists, again ten to twenty per cent is normal, I think a good hair stylist is worth her money in gold, or his money in gold, so I always add twenty per cent. I get a surprised look when I do that here in the UK, but I can't help it, it's a habit. And I always get great service!

c Focus on questions 1–8 and give Sts time to read them.

Play the audio again for Sts to listen and answer the questions.

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

EXTRA CHALLENGE Ask Sts to answer as many questions as they can from memory. Then they can check their answers when they listen again.

EXTRA SUPPORT Pause the audio after the information for each answer to give Sts time to write.

ANSWERS
1 People used to pay in cash but now they use apps to call a taxi and add a tip on their phone.
2 In the USA, up to 30% of servers' wages comes from tips, so they can't live without the tips. You're expected to tip, even if the service isn't very good.
3 Your server will ask what the problem was and they might even run after you when you leave.
4 $2–$5
5 Up to $5
6 No, it's not necessary, but it is a good thing to do.
7 Good service the next time you come
8 They are very surprised because they don't expect such a big tip.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.134* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

d Focus on the questions and make sure Sts can remember the meaning of *fair* (they saw it in Lesson **4B**).

Put Sts in pairs to answer the questions.

Get some feedback from the class.

EXTRA SUPPORT You could demonstrate the activity by answering one or two of the questions yourself.

7 WRITING a restaurant review

Tell Sts to go to **Writing Bank 6** on *p.123*.

a Focus on the task and give Sts time to read the two restaurant reviews for Bistro Giacomo. Remind them to try to guess new words from context as they read.

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

ANSWERS
They agree that the service and the food were good.
Rafael thinks the atmosphere was lively and the prices were reasonable, but Zoe thinks the music was too loud, the tables were cramped, and the prices were too expensive.

b Focus on the instructions and questions 1–4. Get Sts to read the reviews again and then answer the questions individually or in pairs.

If Sts worked alone, get them to compare with a partner.

Check answers to 1–4 and then elicit opinions for the final question in **bold**.

ANSWERS
1 Zoe **2** Rafael **3** Rafael **4** Zoe

c Focus on the **Useful language: describing restaurants** box and go through it with the class, making sure Sts understand all the lexis, e.g. *dreadful*.

Now tell Sts to read the reviews again and work out the meaning of the highlighted words and then put them in the correct gaps in the **Useful language** box. Tell them to read the whole sentence as the context will help them.

Get Sts to compare with a partner.

Check answers, either explaining in English, translating into Sts' L1, or getting Sts to check in their dictionaries.

ANSWERS
1 lively (= full of people, noise, etc.)
2 cramped (= crowded)
3 delicious (= nice to eat)
4 fresh (= recently produced or picked and not frozen, dried, or tinned)
5 tasty (= with a good taste)
6 reasonable (= (of prices) not too expensive)
7 pricey (= expensive)

EXTRA CHALLENGE Get Sts to add more words and expressions to the chart, both positive and negative. Elicit their ideas and write them on the board.

d Tell Sts they are going to write a review for a website about a café, bar, or restaurant. If they haven't been to one recently, tell them to invent the details.

Now focus on the two possible plans and go through them with Sts. Encourage them to make brief notes on what they will write about.

e Sts write their review, following the plan they've made. Remind them to use the **Useful language** and **Vocabulary Bank At a restaurant** on *p.168* to help them. You may like to get Sts to do the writing in class or you could set it as homework. If you do it in class, set a time limit for Sts to write their review, e.g. 15–20 minutes.

f Sts should check their review for mistakes before giving it in.

EXTRA IDEA You could get Sts to post their corrected reviews on a website like TripAdvisor.

6B Do it yourself

G *can*, *could*, and *be able to*
V DIY and repairs, paraphrasing
P consonant clusters

Lesson plan

The topic of this lesson is DIY (do-it-yourself) and things that people do around the house, e.g. repairing things that are broken and assembling flat-pack furniture. The lesson begins with an article about everyday items that we have in our homes and which have more uses than we expect. Sts revise and extend the uses of *can*, *could*, and *be able to* for ability, possibility, permission, and deduction. This leads into an extended speaking and writing activity in which Sts think of solutions to problems.

The second half begins with a vocabulary focus on words and phrases used to talk about DIY and repairs around the home, which is then practised with a video activity. This is followed by a pronunciation focus on consonant clusters. Next Sts watch a video about the history of flat-pack furniture, and listen to some people's (bad) experiences of trying to assemble furniture. The lesson ends with a speaking activity where Sts share their own experiences of putting something together, setting something up or mending something.

Video material

Vocabulary – DIY and repairs
Listening – *The history of flat-pack furniture*

More materials

For teachers

Photocopiables

Grammar *can*, *could*, and *be able to* *p.176*
Communicative What can I do? *p.206* (instructions *p.188*)
Vocabulary DIY and repairs *p.228* (instructions *p.217*)

For students

Workbook 6B

OPTIONAL LEAD-IN – THE QUOTE Write the quote at the top of *p.62* on the board and the name of the person who said it, or get Sts to open their books and read it.

You could point out / elicit that Napoleon Bonaparte (1769–1821) was a very successful French general and strategist who conquered much of Europe in the early 19th century.

Get Sts to say whether they agree with the quote, and why (not).

1 READING working out meaning from context

a Books open. Focus on the question and make sure Sts understand all the lexis.

Then put Sts in pairs and tell them to discuss possible uses for the items in the photos.

Elicit some ideas for which item could work for each use, but don't tell Sts yet if they are right or not.

EXTRA SUPPORT You could do this as a whole-class activity.

b Tell Sts to read Marina's blog to check their ideas in **a**.

Check answers. Find out if any Sts got all the answers correct. You could also find out if any Sts had heard of any of the ideas in the blog, or already done some of the things suggested.

ANSWERS
A to make towels soft
B instead of shaving cream
C to keep insects away
D to make your hair shiny
E to get rid of smells

c Give Sts time to read the blog again and try to guess the meaning of the highlighted verbs. Encourage them to use the context to work out meaning.

Get Sts to compare with a partner.

EXTRA SUPPORT Sts could work in pairs.

d Individually or in pairs, Sts now match the highlighted verbs in the blog to definitions 1–10.

Check answers, and model and drill pronunciation.

ANSWERS
1 rinse 2 rub 3 absorb 4 apply 5 seal 6 place
7 crumple 8 restore 9 keep away 10 stuff

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

EXTRA SUPPORT Get Sts to cover the words on the left, read the definitions, and see if they can remember the verbs.

e You could do this as a whole-class activity, or put Sts in pairs or small groups and then get some feedback.

2 GRAMMAR *can*, *could*, and *be able to*

a Focus on the task and then get Sts to complete the five tips from Marina's blog with the correct form of *can* or *be able to*.

Check answers.

ANSWERS
1 be able to 2 can 3 been able to 4 can 5 can't

Finally, ask Sts if they had heard of any of these tips before. If not, do they believe them? If so, which might they try?

b Tell Sts to go to **Grammar Bank 6B** on *p.151*.

Grammar notes

Sts will have met these forms before, so this grammar focus should be mainly revision and consolidation, although Rule 5 will probably be new. The emphasis here is on the use of these forms in various functions.

You may want to remind Sts that *can* and *could* don't add *-s* in the third person and don't have any other forms (e.g. infinitive). They can be used to talk about the present and the future.

Ability, possibility, and permission

Rule 1:

- Emphasize that *can* is the natural and most common form to use when the meaning is *know how to*, e.g. *I can swim*. Remind Sts not to use *to* after *can*.
- The conditional form *could* is often used as an alternative to *would*, for instance in second or third conditional sentences, e.g. *If I had more experience, I **could** get a good job. If you hadn't tried to book so late, you **could** have got a table.*

Rules 3–5:

- Sts will focus on when to use *be able to* rather than *can / could*.
- Highlight that we often use *can* when we're talking about decisions and future arrangements, e.g. *I **can** meet you for coffee after class. The doctor **can** see you next Monday*. In most other cases we use *will be able to* for the future, for instance when we talk about a skill or ability that we don't have now, but will have in future, e.g. *I'**ll be able to** speak basic Spanish when the course is over* (NOT ~~*I can speak basic Spanish*~~…).

Focus on the example sentences for **ability, possibility, and permission** and play audio **6.12** for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Repeat for **deduction** **6.13**.

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

Check answers, getting Sts to read the full sentences.

ANSWERS

a **1** ✗ He can sew
2 ✗ you can phone / you'll be able to phone
3 ✓
4 ✗ You can't be
5 ✓
6 ✗ she might be able to help
7 ✓
8 ✗ Will I be able to use
9 ✗ I was able to get
10 ✓

b **1** can't **2** being able to **3** could **4** Could / Can
5 be able to **6** couldn't / weren't able to **7** been able to
8 can't **9** was able to **10** to be able to

Tell Sts to go back to the main lesson **6B**.

EXTRA PRACTICE OPTION Use the **6B Grammar** photocopiable activity.

c Focus on the task and point out the two different groups of verb prompts and the examples. Tell Sts that they should make sentences beginning with the phrases 1–5 and use the prompts or their own ideas, e.g. *I think everybody should be able to give first aid*.

Give Sts time to think about their sentences.

EXTRA SUPPORT You could give Sts enough time to write their five sentences.

Now put Sts in pairs and get them to tell each other their sentences. Encourage them to react and to ask for more information where possible.

Finally, get some feedback from various pairs. Find out whether Sts mostly agreed or disagreed with their partner.

EXTRA SUPPORT Demonstrate the activity by completing one or two statements yourself.

3 SPEAKING & WRITING a paragraph for a blog

a Focus on the instructions and go through the list of problems, making sure Sts understand phrases like *power cut*, etc.

Now focus on the **Responding to other people's suggestions** box and go through it with the class. Model the responses with natural intonation.

Put Sts in pairs and get them to discuss their ideas for solving the problems.

Monitor and help, encouraging Sts to use expressions from the box.

Get some feedback from the class.

POSSIBLE ANSWERS

- red wine – put salt or white wine on it, then wash it in the normal way
- screw in glasses – put nail varnish over the end of the screw
- pen mark on your jeans – rub it with hairspray
- the heel breaks – break off the other heel, so both shoes are the same / find a quick-repair heel bar
- freezer power cut – don't open the door; cover it with towels to keep the temperature the same
- phone in toilet – put it in a bowl of rice to soak up the liquid
- zip breaks on suitcase – have your case wrapped in plastic film / buy some luggage straps or string to tie round them
- car nearly out of petrol – drive very slowly, and take your car out of gear when you're going down a hill
- shoelace breaks – use string, or the wire from your earphones, or cut the remaining one in half

EXTRA SUPPORT Demonstrate the activity by choosing one of the problems and telling the class your own solution.

EXTRA IDEA Ask Sts if they know any other practical solutions for household problems.

b Focus on the task. Tell Sts to choose their best solution to a problem from **a** and write a paragraph about it.

Tell Sts to start by describing the problem and then offering a solution. They could refer back to the blog in **1b**. Encourage them to use the expressions they practised in the grammar focus.

Sts should check their paragraphs for mistakes and then swap them with another student to read.

EXTRA IDEA If there's time, put Sts in groups of three or four and get them to read each other's work. Each group votes for the best one. The winners from each group read their paragraphs to the class, and the class votes for a winner.

4 VOCABULARY DIY and repairs, paraphrasing

a Do this as a whole-class activity. Focus on the photo and the questions. Elicit that the shop is a DIY store and sells tools and materials for DIY. Find out how many Sts go to DIY stores from time to time.

b **6.14** Focus on the instructions and the four objects in the photos. Model and drill their pronunciation. Tell Sts that the man wants to buy two of these things.

Tell Sts to cover the conversation in **c**. Alternatively, you could write the four objects on the board and get Sts to close their books.

Play the audio once the whole way through for Sts to listen and choose the two items.

Check answers.

ANSWER
He wants to buy some screws and a light bulb.

6.14
See conversation in Student Book on *p.64* and answer key

c Tell Sts to uncover the conversation. Focus on the instructions and give Sts time to read the conversation. Tell them to complete each gap with one word as they listen.

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

Check answers.

ANSWERS
1 looking **2** word **3** things **4** lamp **5** work

EXTRA CHALLENGE Get Sts to try to complete the missing words first and then play the audio for them to listen and check.

EXTRA SUPPORT Get Sts to practise the conversation with a partner.

d Refer Sts back to A's expression *They're the things that you put into wood* from the conversation in **c**. Tell Sts that it's very common, even in your own language, to forget the exact word for something, e.g. a tool, and when this happens, people explain what they want using other words. They are now going to practise doing this.

Put Sts in pairs, **A** and **B**, preferably face to face. Tell them to go to **Communication** What's it called?, **A** on *p.112*, **B** on *p.116*.

Go through the instructions with Sts carefully and make sure they understand what they have to do.

Point out the **Paraphrasing** box and go through it with the class.

Remind Sts that in the first part, **A** is the customer and **B** is the shop assistant. Tell Sts **B** to start by saying *Can I help you?*

To demonstrate, you could role-play the first exchange with a strong student in front of the class.

The customers should write the names below the three items after hearing them from the shop assistant, who should spell the words if necessary.

Sts then swap roles, and **A** is the shop assistant, **B** the customer.

Get feedback from various pairs to see how well they communicated what they wanted to buy. Model and drill the pronunciation of all the objects that both **A** and **B** were given.

EXTRA CHALLENGE Get some Sts to role-play their exchange in front of the class after they have done this in pairs.

Tell Sts to go back to the main lesson **6B**.

e Tell Sts to go to **Vocabulary Bank** DIY and repairs on *p.169*.

Vocabulary notes

In a shed: tools and other things for repairs

Sts might have come across the term *cable*, e.g. a computer cable, so you might want to explain the difference between *cable* (= set of wires, covered in plastic or rubber, that carries electricity, telephone signals, etc.) and *wire* (= metal in the form of thin thread).

Verb phrases

Highlight the unusual sound-spelling of *sew* /səʊ/.

Focus on **1 In a shed: tools and other things for repairs**. Point out that a *shed* is a small building used for storing tools, gardening equipment, bicycles, etc. Get Sts to do **a** individually or in pairs.

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

Check answers.

6.15
DIY and repairs
1 In a shed: tools and other things for repairs
15 brick
11 bucket
9 drill
2 hammer
4 ladder
14 nail
10 padlock
3 paintbrush
12 piece of wood
8 rope
7 screwdriver
13 screw
1 spanner
6 tap
5 tile
16 wire

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

EXTRA SUPPORT Get Sts to cover the words and look at the photos to see if they can remember what they are.

Now focus on **2 In a drawer: useful things around the house** and make sure Sts know how to pronounce *drawer* /drɔː/. Model and drill its pronunciation.

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

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

Check answers.

6.16
2 In a drawer: useful things around the house
13 battery
2 box of matches
6 drawing pin
7 fuse
5 glue
11 handle
4 light bulb
8 needle and thread
9 penknife
10 Sellotape
1 string
12 tape measure
3 torch

Now either use the audio to drill the pronunciation of the words and phrases, or model and drill them yourself. 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 to see if they can remember what they are.

EXTRA CHALLENGE You may want to teach other things for the shed / drawer, e.g. *a saw*, *elastic bands*, etc.

Now focus on **3 Verb phrases** and get Sts to do **a** individually or in pairs.

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

Check answers. Point out that you can also *mend* sth made of material or paper that's torn, such as clothes or a page of a book.

ANSWERS
1 c 2 g 3 h 4 i 5 f 6 e 7 b 8 a 9 d

6.17
See exercise **a** in Student Book on *p.169* and answer key

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 your Sts find difficult to pronounce.

EXTRA SUPPORT Get Sts to cover verbs 1–9, look at the phrases, and say the verbs.

Finally, focus on the **Synonyms** box and go through it with the class.

Tell Sts to go back to the main lesson **6B**.

EXTRA PRACTICE OPTION Use the **6B Vocabulary** photocopiable activity.

f This video shows first a shed, in which ten items are zoomed in on and circled, and then a drawer with six circled items.

Focus on the instruction and question. Play the video of the shed and pause when the symbol appears. Then put Sts in pairs or teams and set a time limit for them to try to remember the ten items.

Then continue with the drawer, and give Sts slightly less time to remember the six items (NB *needle and thread* counts as **one** item).

g Elicit answers from each pair or team. Then play the video again for Sts to check. Give Sts one point for each item they remembered correctly.

ANSWERS
1 a padlock, a ladder, a hammer, nails, rope, a drill, a paintbrush, screws, a screwdriver, a spanner
2 needle and thread, a (light) bulb, string, a torch, glue, a tape measure

Then ask Sts if they can remember any other things they saw in the shed or the drawer that were not circled. Play the video one last time to check, and give the pairs or teams a bonus point for anything they remembered correctly (and could say in English!). Finally, find out which pair or team got the most points.

OTHER POSSIBLE ITEMS
In the shed: pots of paint, tape measures, wire / cable, pieces of wood, a broom, a pen and pencils, gloves, a garden fork
In the drawer: Sellotape, pens / biros, a tennis ball, a cable

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

5 PRONUNCIATION consonant clusters

Pronunciation notes

Consonant clusters are two or more consonant sounds that come together in a word, either at the beginning of the word (***scr***ipt, ***spr***ing, ***str***uggle), in the middle (su***ngl***asses, de***scr***ibe), or at the end of the word (pou***nds***). They can also occur if a word that ends in two consonant sounds is followed by a word beginning with one or more consonant sounds. Clusters are common in languages like Polish or Russian and will not be difficult for learners of English from such language backgrounds.

In contrast, for learners whose first language does not have so many clusters, including Arabic, Spanish, Turkish, or Portuguese, this area of pronunciation will be difficult. Faced with a problematic cluster, learners usually apply one of two strategies:

- they insert a short vowel (usually /ɪ/ or /ə/), so that *screw* sounds like /ɪskruː/ or /sɪkruː/, and *paintbrush* sounds like /ˈpeɪntəbrʌʃ/.
- they delete one of the consonant sounds, so that *screw* sounds like *crew*, for example, and *paintbrush* sounds like /ˈpeɪnbrʌʃ/ or /ˈpeɪnrʌʃ/.

If learners can pronounce a cluster without adding small vowels or deleting consonant sounds, this is ideal. If they need to add a small vowel, this is usually comprehensible. If they delete any of the consonants, this is not generally comprehensible.

a **6.18** Focus on the **Consonant clusters** box and go through it with the class. Use the examples in the box to demonstrate the concept of consonant clusters.

Point out that words like *card* or *walk* do not contain clusters. Although both end in two consonant letters, *r* and *l* are silent in these words; a cluster refers to two or more consonant sounds that come together.

Play the audio once the whole way through for Sts just to listen. Focus their attention on the clusters shown with the pink letters.

6.18
See words in Student Book on *p.64*

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

Then repeat the activity, eliciting responses from individual Sts.

b Focus on the sentences and point out that sometimes clusters are created when a word ends in a consonant sound and the next word begins with one or more consonant sounds.

Individually or in pairs, Sts practise saying the sentences. Finally, get individual Sts to say the sentences.

EXTRA SUPPORT Model each sentence first for Sts to listen and repeat. Then put Sts in pairs to practise saying the sentences.

6 LISTENING & SPEAKING checking assumptions; understanding anecdotes

a Focus on the first question. You could tell Sts that the company is called IKEA because *I* and *K* are the initials of Ingvar Kamprad, the company's founder; *E* is for Elmtaryd, the farm where Ingvar Kamprad grew up; and *A* is for Agunnaryd, the name of a village near his home town.

Then do the questions as a whole-class activity, or get Sts to answer in pairs and then get some feedback.

b Focus on the instructions and go through questions 1–6, making sure Sts understand all the lexis, e.g. *patented*, etc. Give Sts time, in pairs, to try to guess the answers.

c ▶ Play the video once the whole way through for Sts to watch and check their answers to **b**.

Get Sts to compare with a partner, and then check answers. Find out if any Sts got all the answers correct.

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

▶
Hi, there. I'm Daniel. I've just bought a new bookcase. All I need to do is put it together. It shouldn't be difficult. After all, all I need to do is follow the instructions.
OK…this might not be as easy as I thought. I don't know why I'm surprised. People have warned me about flat-pack furniture! Almost everybody has a story about complicated instructions, and missing parts. But it's incredibly popular. And today, most people own at least one piece of flat-pack furniture. So, how has this concept come to dominate the entire furniture industry? Well, the story begins with a man called Erie J Sauder.
Sauder owned a furniture business in Ohio in the nineteen thirties. He made benches, but with the spare wood he made small coffee tables. Because Sauder used leftover wood the tables were cheap, but high quality.
In nineteen forty, two travelling salesman noticed these tables. They really liked them. So they took one and displayed it at a furniture show in Chicago. A few days later, they returned with an order for twenty-five thousand tables!
Sauder had to transport all of these new tables to Chicago, so he invented furniture that he could take apart and put into boxes. This made it easy to transport, and people could put it together at home. He patented the idea in nineteen fifty-one and the ready-to-assemble furniture industry was born.
But the idea didn't become popular immediately. Five years later, a Swedish man named Gillis Lundgren was moving some furniture. He had never heard of ready-to-assemble furniture, and he was finding it very difficult to fit a table into his car. But then he realized that if he took the legs off, he would be able to put it in the car and put it together again at home. He discussed the idea with his employers, a small, local firm…called IKEA. They loved it and decided to focus their entire business on it.
IKEA launched their first flat-pack product in nineteen fifty-six. Today, it's the largest furniture retailer in the world, generating sales of over twenty-seven billion euros a year. So it's safe to say that the flat-pack concept has been a huge success.
Today, almost everybody has a flat-pack wardrobe, table, or bookcase. But did you know there are entire flat-pack rooms? You can have a flat-pack bedroom, bathroom, or kitchen. You can even build an entire house out of flat-pack!
There are many reasons why this type of furniture has been successful. Manufacturers are able to produce it quickly and transport it easily, so it's cheaper and more convenient than other furniture. And while it might look complicated at first it is generally very well designed, so it's very, very easy to put together. In fact, anyone can do it! I'm nearly finished and I've only been working on it for a few minutes! I haven't used these bits, but they're probably not important. So, what do you think?

d Now tell Sts they are going to watch the documentary again and afterwards they are going to talk about what they remember from the video.

Give Sts time to read the notes. Deal with any lexis they don't understand.

Play the video again the whole way through.

Then ask the class what happened in the 1930s and elicit answers by asking *Who was Erie J Sauder? What did his company make? What did he use the leftover wood for?*, etc.

Then put Sts in pairs and get them to continue, using the prompts to say what they can remember about what happened in each time period.

Check answers.

EXTRA CHALLENGE Before they watch for a second time, ask Sts in pairs to remember as much as they can about the video, using the notes. Then play the video all the way through for Sts to check what they remembered.

EXTRA SUPPORT

- Do this as a whole class activity. Pause the video after the information mentioned in each set of notes so that Sts can tell you what they remember. Elicit responses from different individuals.
- If there's time, you could get Sts to watch again with subtitles so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

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

e 6.19 Tell Sts they are going to listen to three people tell a short anecdote about an experience with flat-pack furniture. Focus on the instructions and question.

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

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

ANSWERS
Speaker 1: A; yes
Speaker 2: C; yes
Speaker 3: B; not really (it's wobbly)

6.19
(script in Student Book on *p.135*)
1
I love IKEA. Especially the bookshelves. We have several. And I'm usually pretty good at putting their stuff together. But I have had a few problems over the years. I remember I once had some trouble with a wardrobe. After hours and hours, and a lot of swearing, I finally managed to put it together. But I'd assembled it in my study, next to the bedroom, which was where the wardrobe was going, because I had more space there. And when my husband and I tried to move it into the bedroom, we couldn't get it to fit through the door. So I had to take it to pieces, move all the bits into the bedroom, and start all over again. I suppose it was my fault, though, not IKEA's. And the wardrobe looked very nice and has lasted for ages.
2
About three years ago, my girlfriend and I went to IKEA to buy a kitchen. The units were cheap and cheerful, but they also looked quite well designed, and we were very excited by how good it was all going to look. The guy in the store said they were easy to put up, that it wouldn't take long, etc., etc., and I'm quite handy, quite practical, so I thought, 'No problem', though I admit my girlfriend was a bit sceptical. Anyway, when we got home, I thought I'd assemble one cupboard, just to see how easy it was going to be.

It was a nightmare. The instructions were incomprehensible – it took me the whole afternoon just to do this one cupboard, and when it was finished, I realized I'd put the door handle on the wrong way round. In the end, we had to pay someone to come and do it all for us. But at least they looked good.

3

I have lots of things from IKEA – it's great for students because, generally speaking, it's pretty cheap. Anyway, I bought a table there with my boyfriend not long ago. We started putting the table together, and at one point we had three legs screwed in. Then we reached for the screws to attach the fourth leg – and realized there were no more screws. We had to take off the other three legs, take one screw off every one of them and reassemble the table. So now at least it has four legs, but it's rather wobbly, and I'm not very happy with it. It does annoy me when they don't give you the right number of nails or screws or whatever, and it's not the first time it's happened to me. Now I always check before I bring stuff home.

f Give Sts time to go through questions A–G and to compare with a partner to see what they remember. Remind them that there is one item they do not need.

Then play the audio again, pausing after each speaker. Play the audio again if necessary.

Check answers.

ANSWERS

A 3 **B** 1 **C** 2 **D** 1 **F** 3 **G** 2

E is not needed.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.135* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

g Focus on the instructions and go through the questions, making sure Sts understand the different meanings.

Then focus on the **Describing a process** questions and go through them with the class.

Put Sts in pairs and tell them to use the questions to guide them. If your Sts haven't done any of these things themselves, tell them to talk about a time somebody they know did them, e.g. a family member.

Monitor and help.

Get some feedback from various pairs.

EXTRA SUPPORT Model the activity first by talking about one of the topics yourself.

5&6 Revise and Check

For instructions on how to use these pages, see *p.49*.

Video material

Can you understand these people? 5&6

More materials

For teachers

Oxford English Hub

Quick Test 6

File 6 Test

GRAMMAR

ANSWERS

1 b **2** a **3** c **4** a **5** b **6** c **7** c **8** b **9** a **10** a
11 c **12** b **13** b **14** a **15** c

VOCABULARY

ANSWERS

a 1 barn (the others are farm animals)
2 episode (the others are types of TV programmes)
3 rope (the others are tools)
4 tray (the others are cutlery)
5 saucer (the others are things you drink out of)
b 1 turn **2** soap **3** forecast **4** current **5** box
c 1 leaves **2** stream **3** valley **4** pick **5** lamb
d 1 ladder **2** torch **3** thread **4** screws **5** set up
e 1 ask **2** leave **3** take **4** sew **5** change

PRONUNCIATION

ANSWERS

c 1 dram**a** /ə/ **2** val**l**ey /l/ **3** w**oo**d /ʊ/ **4** **kn**ife /n/
5 b**u**cket /ʌ/
d 1 programme **2** documentary **3** vinegar **4** recommend
5 screwdriver

CAN YOU understand this text?

ANSWERS

a 2
b 1 wasn't able **2** recipes **3** alone **4** themselves **5** so
6 filmed **7** how

CAN YOU understand these people?

ANSWERS

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

1 Rafael

I = interviewer, R = Rafael

I How much TV do you watch?
R I watch a fair amount of television, maybe at least one, maybe two, three hours a day.
I Do you think you watch too much TV?
R Maybe, since I fall asleep in front of it.
I What kind of shows do you watch most?
R Some news, um, some entertainment – late night talk shows – and then some French TV or some drama.

2 Melanie

I = interviewer, M = Melanie

I Do you live in a city or in the country?
M I live in Brooklyn, New York, so I live in a different borough.
I Would you like to move to the country?
M I lived in a place that was more country than here, and while I found it really peaceful, I didn't find it that stimulating, so I definitely would prefer to live in a city, at least, at least right now. You know, I'm twenty-five, I kind of want lots of things going on, you know.

3 Royce

I = interviewer, R = Royce

I What is more important to you when you eat out, the food or the service?
R The food is much more important when I go out to eat. If the service is bad, I can forgive that.
I Is there anything that waiters do that really annoys you?
R Um, mostly just when they're, um, when you can't get their attention and when they ask you how things are when you've just taken a big bite of food.

4 Julia

I = interviewer, J = Julia

I Do you usually tip in restaurants and taxis?
J Yes, I usually tip in restaurants and taxis.
I How much?
J Um, I usually just do the standard, like the twenty per cent, yeah.
I Are there any situations where you feel embarrassed to tip?
J Um, sometimes I'm embarrassed to tip at hair salons, or if I'm getting my nails done, which I almost never do, but just 'cause I'm not sure how much.

5 Lynn

I = interviewer, L = Lynn

I Are you good at DIY?
L Yes, I'm really good. And I love renovating, and refurbishing, and doing everything myself, and I mean really by myself, because I don't invite friends or anyone, I just do it alone and I love it.
I What was the last thing you did?
L The last thing was, er, my bedroom. I renovated my bedroom. It was waiting for three years to be renovated. Yes, that's the last thing I did.

7A Touch screen to start

G phrasal verbs
V self-service machines; phrasal verbs
P linking

Lesson plan

The topic of this lesson is money. The lesson starts with a vocabulary focus on the more formal language used in self-service machines, such as ATMs or cash machines. This is followed by Speaking, where Sts talk about their own use of self-service machines, and expand it to other interactions with machines, e.g. on helplines. Next, Sts listen to a true news story about an incident involving a cash machine. Finally, they write a report about the introduction of a self-checkout system in a university library.

In the second half, Sts read two articles, one about the relationship between money and happiness, and the other a true story about a woman who has given away much of the large amount of money that she inherited. Sts then go to the **Vocabulary Bank** to learn some new phrasal verbs, and revise the ones from Files 1–6. This is followed by the grammar focus on phrasal verbs. The three types of phrasal verbs (separable, no object, and inseparable) are revised and practised. In Pronunciation, Sts practise linking in phrasal verbs. Finally, they consolidate what they have learned in a speaking activity.

Video material
Vocabulary & Grammar – phrasal verbs

More materials
For teachers
Photocopiables
Grammar phrasal verbs *p.177*
Communicative Talking of money… *p.207* (instructions *p.188*)
Vocabulary Phrasal verbs *p.229* (instructions *p.217*)
For students
Workbook 7A

OPTIONAL LEAD-IN – THE QUOTE Write the quote at the top of *p.68* on the board and the name of the person who said it, or get Sts to open their books and read it.

You could point out / elicit that Clive James (1939–2019) was an Australian writer, most famous for his TV and literary criticism. He was also a well-known TV and radio presenter.

Get Sts to discuss what they think the quote means, and whether they agree with it.

1 VOCABULARY self-service machines

a Focus on the photos and the first two questions. Give Sts time to identify the locations of the different self-service machines and what they are used for.

Get Sts to discuss their answers in pairs.

Check answers.

ANSWERS
A at a petrol station, for filling up your car with petrol
B at a train station, for buying tickets or collecting pre-booked tickets
C at an airport, for checking in for a flight and getting your boarding pass
D at a car park or in the street, for paying for parking
E in a supermarket, for paying for shopping
F in the street, usually outside a bank or in a shop, for taking out cash

Now get Sts, in their pairs, to discuss the other two questions.

Get some feedback.

b Focus on the instructions. Point out that the boxes contain examples of typical language you read on the screens of the different self-service machines (though these instructions may vary slightly). Each box relates to a different machine in the photos in **a**. Give Sts time to write the letters for each group of phrases.

! Don't go through any of the highlighted or embolden words at this stage as Sts will study these later.

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

EXTRA SUPPORT Get Sts to work in pairs.

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

c Focus on the highlighted words in **b** and elicit that these are all verbs. Give Sts time to do the matching task.

Put Sts in pairs to compare their answers.

Check answers. You could ask them if any of the formal words are similar in their language.

ANSWERS
1 insert 2 scan 3 confirm 4 enter 5 remove 6 select
7 withdraw 8 present 9 display 10 follow

d Focus on the words in **b** which are in **bold**.

Give Sts time to match the words to their meanings.

When they have finished, get Sts to compare their answers with a partner.

Check answers.

ANSWERS
1 nozzle 2 registration number 3 PIN pad 4 loyalty card
5 item 6 railcard

Deal with any other new vocabulary from **b**. Model and drill the pronunciation of any tricky words, e.g. *loyalty* /'lɔɪəlti/. Highlight that *PIN* is always pronounced /pɪn/, not *P-I-N*.

EXTRA IDEA Put Sts in small groups. Write on the board *loyalty card*, *railcard*, *bank card*. Ask the class if they have any of these cards, and whether they prefer a physical or digital card and why. Then write on the board *ticket*, *receipt*, *boarding card* and ask Sts whether they prefer each of these in a digital or paper format and why.

e **7.1** Focus on the instructions and the two questions. Play the audio once all the way through 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, and point out that if you ask someone for help using a self-service machine, they would probably always use informal language.

ANSWERS
At the petrol station. They're using more informal language.

7.1
(script in Student Book on *p.135*)
First, you need to open your fuel cap. Then, put your card in the machine and type in your PIN. Um, wait while it checks your card details, and then take your card out. Now put the nozzle in your petrol tank and start filling. So, when it's full, you hear a click, so then take out the nozzle and put it back. Don't forget to close your fuel cap. If you want a receipt, touch YES on the screen, and the receipt comes out. That's it!

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.135* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

f Put Sts in pairs to do the task. Monitor and encourage them to give as much detail as possible.

Get some feedback from the class. You could ask if Sts found it easy to explain how to use their chosen self-service machine and any difficulties they had.

EXTRA SUPPORT Choose one of the machines in **a** and explain how to use it yourself, giving as much information as possible.

2 SPEAKING

a Do this as a whole class activity, or put Sts in pairs and then get feedback.

b Quickly go through the questions to make sure Sts understand all the vocabulary, e.g. *wait on hold*.

Put Sts in pairs and tell them to take turns to ask each other the questions. Emphasize that they should give and ask for as much information as possible, and after each group of questions, ask *What about you?* or *Do you agree?* as appropriate.

Monitor and help Sts with any vocabulary they need.

Get some feedback.

EXTRA SUPPORT Before putting Sts in pairs, get them to ask you some of the questions.

3 LISTENING understanding a news story

a **7.2** Focus on the picture and the instructions.

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 play the audio again if necessary.

Check answers.

ANSWERS
The cash machine gave double the amount of cash people had asked for.
Yes, the people were allowed to keep the cash.

7.2
(script in Student Book on *p.135*)
Tonight, we're going to start with a good news story – well, good news for some people! Yesterday, bank customers in a village in Hampshire were thousands of pounds richer after an ATM started giving out double the money people had asked for.
When people heard the news, they rushed to take money out of the faulty machine, and long queues formed. For two hours, around two hundred residents continued to withdraw money. It was mostly middle-aged people, but a few children arrived on their bikes with their parents' bank cards. One villager, who asked not to be named, said that some people had used five or six bank cards and had got three hundred pounds free with each card. At first people thought it was funny, but then some people became a bit aggressive when other people started pushing into the queue.
Finally, after two hours, the police arrived and switched off the ATM. They even posted a message on social media to stop more people arriving. They warned that receiving too much money from a cash machine might be a crime, and that the bank would ask people to pay back the money. However, later, the bank said that it wasn't the customers' fault and that no one would have to return the money.

b Give Sts time to read the questions. You could put Sts in pairs and see if they can remember any of the answers. Play the audio again.

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

Check answers.

ANSWERS
1 They rushed to take money out of the machine.
2 200 residents for two hours
3 Middle-aged people, and a few children
4 Because people started pushing into the queue
5 They switched off the ATM, and posted a message on social media to stop people coming.
6 It wasn't the customers' fault and they didn't have to pay the money back.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.135* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

c Answer the question as a whole-class activity. Encourage Sts to give reasons for their answers.

4 WRITING a report

Tell Sts to go to **Writing Bank 7** on *p.124*.

a Focus on the task and ask Sts if they have experience of using self-checkout at a library.

Quickly go through the questions with the class. Give Sts time to read the report and answer the four questions. Tell them not to worry about the numbered gaps in the report.

Put Sts in pairs to compare, and then check answers.

ANSWERS
1 Because there are often long queues to check out and students can currently only return books when the library is open.
2 There will be four check-out machines, available 24 hours per day, so fewer queues. As well as this, library staff will have more time to offer help and support.
3 Some library staff could lose their jobs, students could check out more books than allowed, and there may be technical issues with the system.
4 Three: the old system is retained until the new system has been in place for three months; a member of staff with IT skills should be hired to help library staff; all new students should be trained to use the system in the first week of their course.

b Focus on the instructions and give Sts time to write the headings in the correct place in the report.

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

ANSWERS
1 B **2** A **3** D **4** E **5** C

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

Check the answer.

ANSWER
b)

Now focus on the **Useful language: formal reports** box and go through it with the class. You could elicit / point out that *It is expected / thought that…* and *It was suggested / mentioned that…* are passive phrases and this grammar is common in formal style.

d Focus on the instructions and the handwritten notes. Give Sts time to mark each note as a potential advantage or objection.

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

ANSWERS
Potential advantages
the new system will be cheap to introduce
the machine is simple to use; patients only have to type their name and date of birth
patients won't have to queue at Reception behind somebody who is taking a long time
Possible objections
several of the receptionists don't think a new system is necessary
some patients only want to deal with a real person
some patients may find the machine hard to use

e Focus on the instructions. Elicit / Explain that *practice* in this context is another word for *surgery*, so the *practice manager* is the administrator in charge of the doctor's or dentist's.

Remind Sts of the headings in **b**. Give them time to plan how to use the notes and to think of recommendations for the end of their report and write them in a list. You could put Sts in pairs to do this.

f Now get Sts to write the report, using the headings, their numbered notes and list of recommendations made in **e**. Remind them to use the **Useful language** to help them.

You may like to get Sts to do the writing in class or you could set it as homework. If you do it in class, set a time limit for Sts to write their report, e.g. 15–20 minutes.

g Remind Sts to check their report for mistakes before giving it in.

Tell Sts to go back to the main lesson **7A**.

5 READING focusing on the main information

a Focus on the six ways of spending money and make sure Sts understand *paying off* (= finish paying money owed for something).

Give Sts time to choose the three that would make them the happiest.

Get Sts to compare with a partner. Tell them to explain their choices if possible.

Get some feedback from various pairs.

EXTRA IDEA Ask *Can money buy you happiness?* and elicit opinions from the class. Have a vote with a show of hands to see what the majority thinks. You could also tell the class what you think.

b Tell Sts they are now going to read a short article that looked at some research into the relationship between money and happiness. Point out the **Glossary** and go through it with the class.

Give Sts time to read the article and answer the question.

Check the answer.

ANSWERS
Buying a birthday present for a friend; giving a donation to charity; giving a few coins to a homeless person. Because you are spending money on other people.

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

c Focus on the photo and instructions. Elicit / Explain the meaning of *heiress* /eə'res/. Set a time limit for Sts to read the article to find the answers to the questions. Tell them not to worry about the gaps.

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

ANSWERS
1 Because she inherited the money without having to work for it, and she doesn't have to pay tax on it.
2 The 'Council for Redistribution', which she set up – it consists of 50 people of different ages and backgrounds.

EXTRA SUPPORT Get Sts to read the title and paragraph 1 only. Ask questions about Marlene Engelhorn: *Where is Marlene from? Where did her money come from? Is €25m all of her money?*

d Give Sts time to read through the verb phrases A–G and make sure they understand the vocabulary, e.g. *make ends meet* (= earn enough money to be able to buy the things you need).

Tell Sts to read the article again and match the verb phrases to the gaps. Remind them that there is an extra phrase they don't need.

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

ANSWERS
1 B **2** E **3** D **4** G **5** A **6** F
C is not needed.

Deal with any other new vocabulary, e.g. *financial buffer*. (= money to protect sb against financial difficulties). Model and drill the pronunciation of any tricky words.

e Focus on the questions. Make sure Sts understand them.

In pairs or small groups, get Sts to ask and answer the questions.

Elicit some feedback from the class.

EXTRA IDEA Write *inheritance tax* on the board and elicit that it does not exist in Austria. Put Sts in small groups to discuss whether it exists in their country or region and their opinion of inheritance tax.

6 VOCABULARY & GRAMMAR phrasal verbs

a Focus on the task and get Sts to choose the odd one out. Get them to compare with a partner, and then check answers. You could elicit / explain the meaning of the two phrasal verbs that can be used with the **bold** noun.

ANSWERS
1 settle down **2** close down **3** look round **4** set up
5 grow up

b Tell Sts to go to **Vocabulary Bank** Phrasal verbs on *p.170*.

Vocabulary notes

Many Sts worry that there are so many phrasal verbs, some even with more than one meaning, that they will never manage to learn them all. It is important to encourage Sts to learn them bit by bit, ideally in a context, and to just treat them like any other vocabulary item.

Common phrasal verbs with two meanings that Sts should know are *take off* (clothes and a plane) and *give up* (stop doing sth or surrender).

Here they have been grouped in three different ways, according to the topic, according to the particle, and according to the verb, as different Sts find some ways easier to remember than others. Some of these phrasal verbs have come up before, so Sts shouldn't feel too overwhelmed.

Focus on the **Phrasal verbs revision** box and check that Sts remember the meaning of the different verbs.

Remind Sts of the difference between the three types, but don't spend too long on this, as Sts will be practising the grammar of phrasal verbs in **d**. Tell Sts that a good dictionary will tell them if a phrasal verb that takes an object is Type 2 or 3. Point out to Sts that the green, red, and blue text in sections 1–3 corresponds to the Type 1, 2, 3 colour-coding in the information box.

Now focus on **1 Phrasal verbs to do with money** and get Sts to do **a** individually or in pairs.

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

Check answers.

ANSWERS
1 e **2** f **3** b **4** c **5** d **6** a

7.3
See sentences in Student Book on *p.170* and answer key

EXTRA SUPPORT Get Sts to cover definitions a–f, read the sentences, and see if they can remember the meaning of the coloured phrasal verbs. Or Sts can cover sentences 1–6 and try to remember the phrasal verbs from the meanings a–f. They could do this individually or in pairs.

Now focus on **2 Phrasal verbs with *away* and *back*** and go through the box **The meaning of the particle** with the class.

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

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

Check answers.

ANSWERS
1 run **2** be **3** put **4** take **5** get **6** call **7** be **8** Give

7.4
See sentences in Student Book on *p.170* and answer key

EXTRA SUPPORT Get Sts to cover the sentences and try to remember the phrasal verbs from the list.

Finally, focus on **3 More phrasal verbs with *take*** and get Sts to do **a** individually or in pairs.

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

Check answers.

ANSWERS
1 out **2** on **3** after **4** off **5** over **6** off **7** apart **8** up

7.5
See sentences in Student Book on *p.170* and answer key

EXTRA SUPPORT Get Sts to cover the sentences and try to remember the phrasal verbs from the list.

Tell Sts to go back to the main lesson **7A**.

EXTRA PRACTICE OPTION Use the **7A Vocabulary** photocopiable activity.

c Focus on the instructions and point out that in 1–4 each sentence is repeated three or four times, but with a different word order. Tell Sts to decide which sentences have the correct word order.

Check answers.

ANSWERS
1 He gave away his money. He gave his money away. He gave it away.
2 We asked for the bill. We asked for it.
3 She got up early.
4 I'm looking forward to my holiday. I'm looking forward to it.

EXTRA SUPPORT Get Sts to work in pairs.

d Tell Sts to go to **Grammar Bank 7A** on *p.152*.

Grammar notes

Phrasal verbs are always difficult for Sts, mainly because there are so many, and because even when Sts think they know the meaning of a phrasal verb, they then discover that it may have several more meanings. However, the grammar of phrasal verbs is not difficult, and Sts should have seen the rules before.

Type 1: Highlight that as in Type 3, the verb and particle in these phrasal verbs are never separated, e.g. by a time adverbial (NOT ~~*He came three days later back*~~).

The phrasal verbs used in the exercises have all been taught before and should be known.

Focus on the example sentences for **Type 1 – phrasal verbs with no object** 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.

Repeat for **Type 2 – phrasal verbs with an object – separable** **7.7** and **Type 3 – phrasal verbs with an object – inseparable** **7.8**.

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

Check answers, getting Sts to read the full sentences.

ANSWERS
a **1** ✓ **2** sent it back **3** ✓ **4** live off their parents **5** took it back **6** ✓ **7** paid her back **8** ✓ **9** grew up in Wales **10** out of these trousers
b **1** pick them up **2** looking forward to it **3** closed it down **4** take it away **5** looking for them **6** gave it away **7** throw it away **8** looked after him **9** asked for it **10** turn it up

EXTRA PRACTICE OPTION Use the **7A Grammar** photocopiable activity.

Tell Sts to go back to the main lesson **7A**.

e This video consists of seven clips of different people doing actions which are described using phrasal verbs.

Focus on the instruction and the photo, and elicit what they think the man is doing. Play the video once all the way through for Sts to watch and think of the answers.

Play the video again, eliciting the answer to the question from the class. Make sure Sts give full sentences and correct any errors with the phrasal verbs.

EXTRA SUPPORT Put Sts in pairs and play the video again. Sts alternate answering the questions.

ANSWERS
1 He's trying it on.
2 He's throwing it away.
1 She's putting them away.
4 She's taking it out.
5 She's taking them off.
6 She's putting it up.
7 He's turning it down.

1 What's he doing with the jacket?
2 What's he doing with the rubbish?
3 What's she doing with the toys?
4 What's she doing with the cash?
5 What's she doing with her boots?
6 What's she doing with the shelf?
7 What's he doing with the air conditioning?

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

7 PRONUNCIATION linking

Pronunciation notes

This exercise gives more practice of linking, especially the linking between a word that finishes in a consonant sound and a word beginning with a vowel, which is very common with phrasal verbs.

a Focus on the **Linking** box and go through it with the class. Highlight that with words ending in *-w*, the *w* is not normally pronounced (*new*, *throw*, etc.), but if the word is followed by a word beginning with a vowel, as in *throw away*, the *w* is pronounced. You could write some more phrases on the board for Sts to practise saying, e.g. *new age*, *I saw it*, and *Can I borrow a pen?*, etc.

Focus on the instructions and get Sts to match 1–6 to a–f.

EXTRA SUPPORT Get Sts to work in pairs.

b **7.9** Play the audio for Sts to listen and check.

Check answers.

ANSWERS
1 c 2 f 3 d 4 b 5 a 6 e

7.9
See 1–6 in **a** in Student Book on *p.71* and answer key

c **7.10** Tell Sts they must listen and repeat a–f, paying attention to the linkers. Elicit / Explain that the preposition in a phrasal verb is unstressed unless it comes at the end of a sentence or phrase, e.g. *When did you set off?*

Play the audio, pausing after each sentence for Sts to listen and repeat.

7.10
See a–f in **a** in Student Book on *p.71*

Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT Put Sts in pairs and get them to practise saying sentences a–f. This will help them for the next activity.

EXTRA IDEA Ask Sts to look for linking in sentences 1–6 in **a**, e.g. *says insert, shoes are really*, etc.

d Focus on the instructions and put Sts in pairs, **A** and **B**. Sts **B** (books open) should start by reading a sentence from 1–6, and Sts **A** (books closed) should answer using one of the sentences in a–f from memory.

Monitor the linking in a–f as Sts are doing the task. Make sure they swap roles.

EXTRA IDEA Replay the video from **6e** and get Sts to answer the questions quickly, linking the words where appropriate.

e **7.11** Focus on the instructions and the example. Play the audio, pausing after the first sentence, and elicit the response from the class.

Now play the rest of the audio, pausing at the beep in each sentence.

7.11
1 You owe me money. (*ping*) Pay me back.
2 The music's too loud. (*ping*) Turn it down.
3 There's a towel on the floor. (*ping*) Pick it up.
4 No one's watching the TV. (*ping*) Switch it off.
5 Your clothes are everywhere. (*ping*) Put them away.
6 Here's the form. (*ping*) Fill it in.
7 I can't hear the TV. (*ping*) Turn it up.
8 Those shoes would look great on you. (*ping*) Try them on.

Then repeat the activity, eliciting responses from individual Sts.

EXTRA SUPPORT If Sts find it difficult to say the second sentence after hearing the sentence on the audio, give them more time and tell them to write the answer. After they have heard the last sentence on the audio, get them to compare their answers with their partner. Play the audio for Sts to listen and check. Finally, play the audio again, and ask Sts to try to say the correct response without looking at their written answers.

8 SPEAKING

Focus on the questions and make sure Sts understand the lexis, e.g. *a missed call*.

Put Sts in pairs to answer the questions, giving as much information as possible. Monitor to check that Sts are using the phrasal verbs correctly.

Get feedback by eliciting answers to the different questions from individual Sts.

EXTRA SUPPORT Demonstrate the activity by answering one or two of the questions yourself.

7B Going out, staying in?

G verb patterns
V live entertainment
P homographs

Lesson plan

The topic of this lesson is entertainment, both going out to see something and staying at home. The first half of the lesson focuses on going out, specifically on live entertainment. Sts begin with a vocabulary focus which provides the lexis to talk about live entertainment. Next, the pronunciation focus looks at homographs – words with the same spelling but different pronunciations, e.g. *live* and *row*, or spelled and pronounced the same way, e.g. *stalls*. Sts then read an article about a show at the Edinburgh Fringe. The first half of the lesson finishes with Sts talking about their own experiences of going to live events.

In the second half, the focus is on board games and games in general. Sts begin with the grammar focus, which revises and extends their knowledge of verb patterns with gerunds and infinitives. This is followed by video documentary about a board games café in North London, and the lesson ends with Speaking, where Sts discuss what they enjoy doing with friends both when they go out and when they stay in.

Video material

Listening – *A board game café* (Parts 1–2)

More materials

For teachers

Photocopiables

Grammar verb patterns *p.178*
Communicative Talk for 30 seconds *p.208* (instructions *p.189*)

For students

Workbook 7B

OPTIONAL LEAD-IN – THE QUOTE Write the quote at the top of *p.72* on the board and the name of the person who said it, or get Sts to open their books and read it.

You could point out / elicit that Alfred Hitchcock (1899–1980) was a British film director, who made over 50 films. His used specific techniques, such as different camera angles and the use of music, to bring suspense to his films. Elicit / Explain what *be worth it* means. Also, you could point out that *theatre* in this quote refers to *movie theatre* (= cinema).

Get Sts to discuss whether they agree with the quote, and whether they tend to see films in the cinema or at home.

1 VOCABULARY live entertainment

Vocabulary notes

Although *crowd* is usually used in the context of a sport like football, where there is a large number of people watching, it can also be used for a huge concert given, e.g. in a sports arena.

The final whistle = the end of any sports match where the referee has a whistle, e.g. football, basketball, etc.

a Books open. Focus on the questions. Make sure Sts understand the meaning and pronunciation of a *live event*. You could remind them of the term *live sport*, which they saw in Lesson **5A**.

Put Sts in pairs and give them time to discuss the questions.

Elicit some feedback.

EXTRA SUPPORT With a small class, or if you think your Sts don't go out much, you may want to do this as a whole-class activity.

b **7.12** Focus on the instructions. Play the audio once the whole way through for Sts just to listen.

Play it again, pausing after each conversation for Sts to match it to an event and to answer the question.

Check answers. You could write the answers on the board to help Sts with the next activity.

ANSWERS
1 a sporting event (during)
2 a concert (after)
3 a play (before)

7.12
(script in Student Book on *p.135*)

1 Hi. Yeah, not bad…Yeah, it's half-time…One–all. Yeah, there's a really good crowd. The stadium's packed…No, no trouble. The Liverpool fans are making a bit of a noise, but nothing major… OK, I'll call you when it's over. With a bit of luck, we'll be in the semi-final in an hour's time.

2 A So, tell me all about it!
B It was absolutely brilliant. We were in the second row, just near the stage, and when he was singing – I swear – a few times he looked right at me!
A Did he sing *Baby Baby*?
B Of course! All the best songs. It was just an amazing performance.
A Were Sandy and Annette there?
B Yeah, we met for a drink in the interval.
A Gosh, you're so lucky you got tickets!

3 A OK, I'm looking for tickets now…There's a matinee at three o'clock and then it's on again in the evening at eight.
B Let's go at eight if we can get seats.
A Well, there aren't any in the stalls, but there are two upstairs in the circle, in the second row.
B OK. Go for it. It's a small theatre anyway, so we should have a good view wherever we sit.
A OK. Right, we've got them. We can pick them up at the box office.

c Focus on the instructions. If you didn't write the answers on the board for **b**, elicit from the class which event each speaker was talking about (speaker 1: a sporting event, speaker 2: a concert, speaker 3: a play).

Give Sts time, in pairs or individually, to number some of the words if possible.

Play the audio, pausing after each conversation for Sts to write *1*, *2*, or *3* in the boxes.

Check answers, and elicit the meaning where necessary.

! Don't drill the pronunciation yet as this will be done in **e**.

ANSWERS
3 box office 1 crowd 1 half time 2 interval 3 matinee
2 performance 1 stadium 2 stage 3 stalls / circle

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.135* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

d Focus on the chart headings and elicit / explain what a *musical* is.

Get Sts to first put the words from **c** in the correct columns, and then add the words in the list in **d**.

EXTRA SUPPORT

- Get Sts to only write the words from **c** in the correct columns, and check answers.

ANSWERS
Sporting event: crowd, half-time, stadium
Play, musical, or concert: interval, matinee, performance, stage, stalls / circle
Both: box office

Then get Sts to add the words in the list to the chart.

- Get Sts to work in pairs.

e **7.13** Play the audio for Sts to listen and check.

Check answers and elicit the meaning of any of the words in **d** that you think Sts may be unsure about. You could tell Sts that *box office* can be used for both categories, but *ticket office* is more common in sport. Also, *stadiums* are sometimes used for other purposes, e.g. a concert.

7.13
Sporting event: crowd, half-time, stadium, extra time, final whistle, opponent, score, spectators
Play, musical, or concert: interval, matinee, performance, stage, stalls / circle, audience, curtain, plot, scene
Both: box office, arena, fans, programme, row, tickets

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

EXTRA SUPPORT Give Sts time, in pairs, to practise saying the words.

2 PRONUNCIATION homographs

Pronunciation notes

There are many homographs of Type 1 – many of which Sts will have met before as words with more than one meaning, e.g. *book* (verb and noun), *well* (adverb and noun), etc.

Type 2, where the pronunciation changes, is more unusual, but it is important when Sts come across these words to point out the different meanings and pronunciation.

a **7.14** Focus on sentences 1–4. Play the audio once the whole way through for Sts just to listen.

7.14
See sentences in Student Book on *p.72*

Now play the audio again, pausing after 1 for Sts to listen and repeat both sentences.

Ask Sts what the highlighted words mean in each sentence and whether they are pronounced the same or differently.

ANSWERS
1 differently: in **a** it's the adjective /laɪv/ and in **b** it's the verb /lɪv/

Then repeat the same process for 2–4.

ANSWERS
2 same: **a** *fan* = a person who admires sb / sth or enjoys watching or listening to sb / sth very much; **b** *fan* = a machine with blades that go round to create a current of air
3 differently: **a** *row* /rəʊ/ = a number of people standing or sitting next to each other in a line; **b** *row* /raʊ/ = a serious disagreement
4 same: **a** *stage* = a raised area, usually in a theatre, etc., where actors, dancers, etc. perform; **b** *stage* = a period or state that sb passes through while developing

EXTRA CHALLENGE Put Sts in pairs and get them to do the activity without the audio. Then play the audio to check answers. Finally, play it again for Sts to listen and repeat.

b Focus on the **Homographs** box and go through it with the class. Make sure the two types are clear.

Put Sts in pairs and get them to identify the type of homograph in sentences 1–4 in **a**.

Check answers.

ANSWERS
Sentences 1 and 3 are Type 2.
Sentences 2 and 4 are Type 1.

c Focus on the six words in the list and definitions 1–6. Point out that 1–6 have two definitions each and Sts have to match them to words in the list.

Get Sts to compare with a partner.

d **7.15** Play the audio for Sts to listen and check.

Check answers and elicit in which three pairs of words the pronunciation is different.

ANSWERS
5 bear 1 close 6 lie 4 minute 2 second 3 wind
The pronunciation is different in 1, 3, and 4.

7.15
1 a close /kləʊz/, b close /kləʊs/
2 a second, b second
3 a wind /wɪnd/, b wind /waɪnd/
4 a minute /maɪ'njuːt/, b minute /'mɪnɪt/
5 a bear, b bear
6 a lie, b lie

3 READING understanding who is who

a Focus on the questions and the words in the list. Do this as a whole-class activity, or put Sts in pairs and then get some feedback. You could tell the class your preference.

b Focus on the photos and the headline of the article, and get Sts to read the **Glossary** at the bottom of the page. You may want to give Sts some extra information about the Edinburgh Festival Fringe in Scotland. It is the world's largest performance arts festival, and lasts for three weeks in August. Anyone can participate, with any kind of performance (though more than a third of performances are comedy).

Now focus on the task, and give Sts time to read the article and match the people to the descriptions.

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

ANSWERS
1 Georgie Grier
2 Sophie Craig
3 Susan Keelan
4 Jason Manford
5 Daniel Finkelstein

Elicit how Georgie Grier was feeling in the photo and why.

c Focus on the instructions and go through sentence endings 1–4 with Sts, making sure they understand the vocabulary, e.g. *courage*. Point out that there are two answers for number 2.

Give Sts time to re-read the article and do the task.

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

ANSWERS
1 Jason Manford
2 Jason Manford, Daniel Finkelstein
3 Susan Keelan
4 Sophie Craig

EXTRA CHALLENGE When checking the answers, ask Sts for more information, e.g. *What advice did Jason Manford give Georgie?*

d Now tell Sts to focus on the highlighted words and phrases. Encourage them to use the context to help them work out the meanings.

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

ANSWERS
big names: famous people / celebrities
turn up in droves: arrive in large numbers
a flyer: a piece of paper advertising sth
singing her praises: saying very positive things about her
smashed it: did it very successfully
a full house: a theatre / cinema, etc. where all the seats have been sold

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

e Ask the questions to the whole class and elicit any experiences. You could also tell Sts about your own experience if you have one, and what made it positive or negative.

4 SPEAKING

a Focus on the instructions and the prompts, and give Sts time to make some notes or think about what they are going to say.

b Focus on the instructions. Put Sts in pairs and give them time to tell each other about their live event, using their answers to the prompts in **a**. Encourage Sts to ask each other for more information and to give as much detail as possible.

For the question *Would you like to have gone to your partner's event?*, get Sts to answer *yes* or *no* and then explain why (not). Make sure Sts understand the question, but don't focus specifically on its structure at this time, as the aim here is to encourage fluency.

EXTRA SUPPORT To help Sts to express their answer correctly, write on the board:

I'd like / I wouldn't like to have gone to…because…

Monitor and help with vocabulary if necessary. Get some feedback from various pairs.

5 GRAMMAR verb patterns

a Focus on the question and the **bold** verbs in the sentences. Give Sts a moment to think about the form which follows each verb but don't check answers.

Focus on the instructions and make sure Sts understand the words *infinitive* and *gerund*, (which they may know as verb + *-ing*). Get Sts to complete the sentences with the correct form of the verbs in brackets, then compare with a partner.

b **7.16** Play the audio for Sts to listen and check.

Check answers.

ANSWERS
1 to go, say
2 watching (*to watch* is also possible here)
3 stay, to spend, studying
4 going, being (*to be* is also possible here)
5 going, staying (*to stay* would also be acceptable here as it refers to a specific event, but it is not worth bringing up unless Sts mention it)

7.16
See sentences in Student Book on *p.74* and answer key

Finally, put Sts in pairs and get them to discuss whether the sentences in **a** are true for them. Tell them to give as much information as possible.

Get some feedback.

c Tell Sts to go to **Grammar Bank 7B** on *p.153*.

Grammar notes

Verb patterns with gerunds and infinitives (both with or without *to*) will already be familiar to Sts. However, because there are no real rules to know whether a verb is followed by a gerund or infinitive, it is a grammar area where Sts always need a lot of practice.

You may want to remind Sts that certain verbs, e.g. *start*, *begin*, and *continue* can be followed either by an infinitive (with *to*) or a gerund, with no difference in meaning.

Remind Sts that the verbs *like*, *love*, *hate*, and *prefer* are usually followed by a gerund, although the infinitive (with *to*) is also possible. After *would like*, *would love*, *would hate*, and *would prefer*, we always use the infinitive (with *to*), e.g. *I would love to go to Australia*.

Some verbs, e.g. *stop*, *remember*, and *forget*, may be followed either by an infinitive (with *to*) or a gerund, but with a difference in meaning. This point will be dealt with at Upper-intermediate level.

Focus on the example sentences for **verbs + infinitive (with or without *to*)** and play audio **7.17** for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Repeat for **verbs + gerund (verb + *-ing*)** **7.18** and **verbs + object + infinitive (with or without *to*)** **7.19**.

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

Check answers, getting Sts to read the full sentences.

ANSWERS
a **1** a **2** c **3** c **4** b **5** c
b **1** to pick up **2** Going, watching **3** not being able **4** to buy, to get **5** to go **6** going **7** not to sit **8** hurry **9** to live **10** to imagine, not having
c **1** me to go to the cinema **2** to help **3** her leave **4** me to go **5** him move **6** practising **7** us to have **8** going to

Tell Sts to go back to the main lesson **7B**.

EXTRA PRACTICE OPTION Use the **7B Grammar** photocopiable activity.

d Focus on the instructions and go through 1–8 with the class. Stress that Sts must complete the sentences with verb phrases, not with nouns. Set a time limit for Sts to complete the sentences. You may want to get them to write their sentences on a piece of paper.

EXTRA SUPPORT Choose one of the sentences and show Sts what they should and shouldn't do, e.g. *I'd like to be able to afford to go on a luxury holiday*. NOT ~~*I'd like to be able to afford a luxury holiday.*~~

e Put Sts in pairs and get them to read their sentences to their partner.

Get feedback from various pairs to find out how many were the same.

6 LISTENING understanding factual information

a Focus on the five games and ask Sts if any of them have played them. Then give them time to match them to the types of game.

b **7.20** Play the audio for Sts to listen and check.

Check answers, and elicit what you have to do in each game.

ANSWERS
Candy Crush is a video game.
Dungeons and Dragons is a role-playing game.
Poker is a card game.
Scrabble is a board game.
Sudoku is a brain-training game.

7.20
(script in Student Book on *p.135*)
Candy Crush is a video game where you have to move pieces to make a row or column of at least three matching pieces.
Dungeons and Dragons is a role-playing game in which you control a single character and have adventures by interacting with other players' characters.
Poker is a card game where you bet on the values of the cards people hold in their hand.
Scrabble is a board game in which you have to score points by putting letters onto a board to make words.
Sudoku is a brain-training game where you have to complete a grid of eighty-one squares with the numbers one to nine.

c This two-part video is a documentary about a games café in north London, with interviews with the owner and, in **Part 2**, with some of the people playing games there. The interviews are unscripted, so you may want to have the subtitles on either for the first or second listen, especially with **Part 2**.

Focus on the photos and on the task. Play **Part 1** of the video. Then ask the questions to the whole class.

ANSWER
You can find them all over the world. People go there to meet friends, play games, and have something to eat and drink.

N = narrator, I = interviewer, Ni = Nick
N *They look like normal cafés. They serve food and drink, they have music, and people are sitting together and talking. Except that they're not just talking. They're playing games. Welcome to the world of board game cafés. These cafés can be found nowadays in cities all over the world, and they're growing in popularity. The idea is simple: it's a welcoming place where people of all ages and backgrounds can meet, eat, and drink, and play many different kinds of games together. In board game cafés, there's something for everyone. There are hundreds of games to choose from: traditional board games like Scrabble or Monopoly, newer board games like Ticket to Ride and Catan, as well as far more complicated games of strategy, some of which can take hours or even days to play. Rogues Quarter is one such board game café in north London. It's open six days a week, from three p.m. till eleven p.m., and it's very popular. It offers the usual wide range of games for all interests and abilities, and it also hosts special event evenings, where customers can come together to play a single game all at the same time. The manager here is Nick.*
I How long have you had Rogues Quarter for?
Ni Er, I've had Rogues Quarter for almost five years in May.
I And what gave you the idea?
Ni Initially, I was living in north London, and there was nowhere for me to play games. So that was, that was the idea.
I Where did you get the name from?
Ni Um, funnily enough, er, I asked a bunch of my friends, gave them, like, a list of names, and this was the one that unanimously, they all said they liked. It actually wasn't my first choice.
I How many games have you got in the café?
Ni I think it's coming to over five hundred now.
I And, which are the most popular ones at the moment?
Ni Er, currently the most popular games, I would say, are probably the classics, like Catan, modern classic. Er, Ticket to Ride is always very popular. And Wingspan.
I What are the busiest times in the café?
Ni Our busiest times tend to be evenings, er from six onwards and on the weekends.
I Can you describe a typical customer?
Ni I can't really describe a typical customer, no, their…varying ages, genders. We've had, all varying ages from like four to sixty. So,…

Tell Sts that *rogues* are people who behave badly, but in spite of this are quite attractive, and *quarter* here refers to where they live.

d Focus on the task, and give Sts time to read the sentences. Play **Part 1** again. Then give Sts time to complete the task either individually or with a partner.

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

ANSWERS
1 6, 11 **2** 5 / five **3** north **4** his friends **5** 500 **6** most popular **7** evenings, weekends **8** 4 / four

EXTRA CHALLENGE Before you play the video again get Sts in pairs to see whether they can remember any of the missing information from the first listen.

e Now focus on the photos of Hugh, Sean, and Alex, and elicit that they are players from the café. Model and drill the pronunciation of the first two names.

Focus on the task and give Sts time to read the three options with each person. Play **Part 2** once. Then give Sts

time in pairs to decide which two statements they think are true about each person.

f Play the video again (with subtitles if you think it would help Sts to enjoy the video) for Sts to check.

Check answers.

ANSWERS
Hugh: 2, 3
Sean: 4, 5
Alex: 7, 8

N = narrator, I = interviewer, H = Hugh, S = Sean, A = Alex

N *Tonight, the café is busy. It's a special event evening, so lots of the customers are playing a card game called Magic: the Gathering.*

I How long have you been coming to Rogues Quarter?

H Er, ever since I moved to London, basically. Which is about three years ago now.

I What do you most enjoy about playing games here?

H Well, to me it's a good social excuse. A lot of the people I see here, I only get to see about once a week here. The game itself almost doesn't matter. I care more about seeing the friends that I'm with.

I And what other games do you like?

H Many, many games. I'm lucky enough to work in a games shop in central London, at the Orcs Nest. So I've played a lot of things, whether it's role-playing games or board games or war games. So I honestly couldn't even really begin to list the kind of things that I like.

S My name is Sean, and I've been coming to Rogues Quarter for about four months.

I How did you find out about it?

S About a year and a half ago. I actually walked past here by complete chance on the way to work, and I walked in because I saw it was a board game café. And I came in and talked to the manager, and I was the only person in here, and we chatted away for about an hour, and I was so busy for about a year that I never got the chance to come back. But then it was always in the back of my mind to come. And then eventually, a few months ago, I finally took my first trip. And now I come here every week.

I So tonight you're here playing Magic: the Gathering. What do you like about this game?

S What I love about it is that every game is different. Um, and there's a lot of, there's a lot of things to consider. It's, it's like mental gymnastics. It's, erm, it's a great way to kind of distance myself from the real world and just sort of dive into some complex puzzles, which I really enjoy.

I And why do you like playing here, rather than, for example, playing at home?

S Well, what I like, I mean, I like the social aspect, but I also like the, the kind of anonymity that comes with it. It's like we come here to play cards. It's, it's not really about, you know, what happens out there in the real world. And for me, I'm very busy and a lot of my work is quite stressful. And so it's really nice to have a social setting where, you know, I'm, you know, friends with the people that I play with, but they don't necessarily know what's going on in my life. And, and that's actually a nice for me. It's, you know, it's just like a nice little breath of fresh air.

N *Not everyone here this evening is playing Magic: the Gathering, however.*

I What have you been playing this evening, Alex?

A Today, I was playing Warhammer: The Old World, with a guy called Adam.

I Why do you like this game?

A I like playing Warhammer primarily because you have to collect the miniatures, you build them, and then you paint them. And I really enjoy painting the miniatures. It's very, er, it's very, I find it very therapeutic and, yeah, really rewarding when you get those painted miniatures on the table and they look really nice.

I What other games do you like playing?

A Er, I also like playing, er, there's a board game called Root, which is all about different woodland creatures in a forest trying to fight for a control over the forest, essentially. Er, it's got very beautiful artwork, er, and lots of, er, fun mechanics that, I don't think I've found anyone who doesn't enjoy playing that game with me. So it's a good one.

N *There's a great buzz here tonight. It's clear that board game cafés are much more than places to play games. They bring people together, offering real human connection: a chance to meet old friends and to make new ones. In a world dominated by screen time, it's really refreshing to find that board game cafés are so popular. Why not try one out near where you live?*

EXTRA CHALLENGE Elicit why the extra statements are not true.

Finally put Sts in small groups and get them to discuss the three questions. Get feedback from several groups.

7 SPEAKING

a Focus on the task and the two lists, *If you go out* and *If you stay in*. Make sure Sts understand all the activities.

Get Sts to mark the activities they like or don't like doing with friends. Highlight that they should add one of their own to each list.

b Put Sts in groups of three or four and get them to compare their lists. Monitor and help while Sts are talking, encouraging them to give reasons to justify what they say.

Get some feedback from the class.

c Focus on the question. Tell Sts what you did last time you spent an evening with friends. Then get Sts to do the same with a partner. Encourage them to give as much detail as possible.

Get some feedback from various pairs.

COLLOQUIAL ENGLISH 4

English File talks to... Simon Callow

Lesson plan

In The Interview, the person interviewed is Simon Callow, a British actor, stage director, and author.

In The Conversation, three people discuss whether a live performance is always better than a recorded one.

If you didn't do **Colloquial English 1**, see the introduction on *p.33* which explains how these lessons work.

Video material
Colloquial English An interview with Simon Callow
Colloquial English The Conversation

More materials	
For teachers	
Oxford English Hub	
Quick Test 7	
File 7 Test	
For students	
Workbook	Colloquial English 4
	Can you remember…? 1–7

OPTIONAL LEAD-IN (BOOKS CLOSED) Tell Sts that they are going to watch an interview with an actor who has worked in the theatre and in the cinema. Write on the board:

acting in the theatre / acting in the cinema

Give Sts two or three minutes, in pairs, to think of some of the differences between these two kinds of acting.

Get feedback from the class and write their ideas on the board.

1 THE INTERVIEW

Lead-in

Focus on the photo and ask Sts if any of them recognize him from films or TV programmes they have seen. Then focus on the instructions.

Play the lead-in video, and elicit answers to the questions as a whole-class activity.

ANSWERS
See video script

Simon Callow is an actor, writer, and theatre director.
He was born in London in nineteen forty-nine and studied at Queen's University, Belfast, and the Drama Centre in London.
As well as acting in the theatre, he has appeared in many hugely successful films, TV dramas, and comedies and has directed both plays and musicals.
He has also written biographies of the Irish writer Oscar Wilde and Orson Welles, the American actor and film director.

Part 1

a Focus on the task and give Sts time to read sentences 1–6. Deal with any unknown vocabulary, e.g. *rehearsals*. Remind Sts that they do not need to correct the false sentences at this stage.

Play the video (**Part 1**) once the whole way through. Then put Sts in pairs and get them to decide whether the sentences are true or false.

I = interviewer, S = Simon Callow

I How did you get into acting?

S I was about eighteen; it was my first real job, and it was a very unusual job because I was working in the box office of the Old Vic theatre. Then, not only did I get to see an awful lot of plays, but I also met the actors and I was able to sneak into rehearsals, in the theatre – quite illegally – and I became fascinated by the work of the theatre.

I What in particular fascinated you?

S The thing that fascinated me, as I said, was when I was in rehearsals, there was this…the work of the theatre, the sort of work it was. So, I'd stand at the back of the Old Vic theatre when the actors were rehearsing, but mostly it consisted of people sitting rather glumly about saying, 'Well, I don't know how to do this, I don't know how to do this, I don't know how to make this scene work, I don't understand my character,' and the director would try to help them to understand the character or suggest a move here or a move there, or maybe they'd try walking in a different way or putting on a different hat, and bit by bit it started to fall into place. And I thought, 'What a wonderful job, what a fantastically interesting job to wrestle with these kinds of problems, try to understand the characters, trying to find out how best to express them and show them off.' So I…I came to acting very much from that point of view.

I The role that first made you famous as a young actor was playing Mozart in the original theatre production of *Amadeus*, which later went on to become a film. What was the most challenging thing about playing the part of Mozart?

S What was a challenge was that Mozart was a person who'd actually lived and was indeed one of the greatest artistic geniuses of the whole of Western civilization, and I was a great lover and admirer of Mozart's music, so there was a tremendous, er, challenge to bridge the character that Peter Shaffer had written. Peter Shaffer knows all about Mozart; he could so that Mozart was…was, er, er… sort of a smutty, er, hysterical child, really…er…in a lot of the play. My job was to reconcile that with the fact that he wrote *The Marriage of Figaro*, and that was tremendously hard.

I Was Mozart one of your most satisfying roles?

S No, I wouldn't say that…that it was the most satisfying. It was the most exciting because…its, its fame…er…almost from the moment it was announced was overwhelmingly greater than anything I had ever done, or to be honest, ever have done since. The fact that the play was very, very controversial when it opened proved to be… er…very, um, um, shocking for many people, only increased the excitement around it, and it was…er… astonishing to look out into the auditorium every night and to see Paul Red—Newman, or, or, or, or Robert Redford, or, or, or Ava Gardner, or Margaret Thatcher sitting out there, because everybody had to see that play.

b Focus on the task. Play the video again (with subtitles if you think necessary).

Check answers.

ANSWERS
1 F (He worked in the box office.)
2 T
3 T
4 T
5 F (It was the most exciting, but not the most satisfying.)
6 F (It was very popular.)

Part 2

a Focus on the photo and ask Sts if they think it shows Simon Callow in a play or in a film. Elicit opinions and reasons but don't tell them if they are right or not. Then focus on the task. Give Sts time to read 1–5, and ask them to predict with a partner which refer to theatre and which to film.

Play the video (**Part 2**) once the whole way through.

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

ANSWERS
1 theatre **2** theatre **3** theatre **4** film **5** film

I Over your career, you have acted in the theatre and you have also acted in many films. Which do you prefer?
S They're absolutely different media: they require different things from you as an actor – I love them both. But they are each of them completely different; you bring completely different things to them. Obviously, the crucial difference with the theatre is that there's an audience there, and that's such an important aspect of it in every way. It's important because you have to reach out to them – make sure that everybody can hear and see what you're doing. The beauty of the theatre is that every single performance is utterly different from every other one.
I How do you motivate yourself to play the same character again night after night?
S I think as you get older, you realize that, um, you never get it right. I…I mean, I've…I've probably about half a dozen times in my forty years of acting have thought, 'Well that was a really good performance,' er, but it can always be better. And so, one goes to the theatre every day hoping that it'll be in some way better. Er, er, you know, there is always the possibility you might get it right. I mean, you never do; you never can.
I So what for you is the main difference with film acting?
S Er…in movies or…or television film – which is what almost all television is nowadays – um, a lot of those responsibilities are…lie with the director and the editor. And having directed film myself, I know perfectly well that you can make a sad scene funny; you can make a slow scene fast, er, er, in the editing suite. It's…it's an astonishing, er, power that a director and editor have. Um, er, you can make a character seem stupid just by editing them a certain way, or make them seem brilliant by editing them in a different way. So in that sense, the actor is rather powerless.
S The other thing that's very hard about acting on film is that, hilariously, it's regarded as a sort of naturalistic medium, but in no sense is it that for the actor, because you're…you're, you know, there are some, you know, little metal objects right in front of you, sort of, staring at you as you're doing your love scene or whatever else it might be.

b Focus on the question.

Play the video again (with subtitles if you think necessary).

Get Sts to compare with a partner. Encourage them to give reasons for their answer.

Check answer.

ANSWERS
He prefers theatre, because you have to communicate with an audience, and it's motivating to try to improve your performance every time. In films, the actor has less control and you can't forget about the cameras.

Part 3

a Focus on the photo and ask Sts if they know film and the actor. (It is Daniel Day-Lewis, playing the title role in the film *Lincoln*.)

Now focus on the task.

Play the video (**Part 3**) once the whole way through.

Put Sts in pairs and get them to discuss 1–5, and make notes.

b Play the video again (with subtitles if you think necessary). Then get Sts to compare with a partner and add to their notes.

Check answers.

EXTRA SUPPORT When you play the video the second time, pause after each question has been answered and get Sts to compare what they have understood.

ANSWERS
1 He loves watching other actors when they're good, but not when they're bad.
2 He was very lucky to see them. Most people nowadays have forgotten them. They were wonderful onstage.
3 He is the only modern actor who approaches his roles as the great actors used to.
4 He hates wearing it. It's uncomfortable and sticky.
5 He doesn't get stage fright, but he becomes very self-conscious and is glad when it is over.

I Do you enjoy watching other actors acting?
S I love watching other actors acting. I've been obsessed by acting since I was a child, and, er, I'm a great connoisseur of it, and I think I'm quite a good judge of it and, er, so I adore watching other actors' work when it's good. When it's not, it's a great pain to me.
I Who were the first great actors you saw?
S As a young man, and a boy, I was extraordinarily lucky to see that fabled generation of actors of, of, of Gielgud and Richardson, Olivier, Edith Evans, Peggy Ashcroft…people now almost all completely forgotten. Er, er, er, even if they made movies, it's unlikely that people of a younger generation know who they are, but, but, er, when they were alive and kicking, and, er, doing their extraordinary work on stage, it, it, it was something quite, quite remarkable. I mean, it was, it was the sort of thing that nobody attempts any more.
I Do any modern actors come close to that golden generation?
S In movies, not always, but, but, but sometimes Daniel Day-Lewis does, er…I think probably approach a role in the way that a lot of them might have approached it.
I Is there anything you don't like about acting?
S I don't much like wearing make-up. I sweat a lot, it comes off, it's uncomfortable, it's sticky, and I do everything I can to avoid wearing make-up.
I Do you still get stage fright?
S I don't get stage fright, but I do get self-conscious, and I hate that and I wish I didn't, particularly at events like first nights – because I don't know how it's impossible to ignore the fact that there are at least a hundred people sitting out there, judging you. You know, I think almost all actors feel tremendous longing for the first night to be over, but it has to happen. It's like a sort of operation – it's, you know, it's got to happen, it's going to hurt, but you will feel better afterwards.

Reading on screen

Focus on the titles and elicit whether they are films, plays, or operas.

Then put Sts in pairs to say what they remember reading about them in the video.

Check answers.

ANSWERS

***Amadeus*:** a play by Peter Shaffer which imagines the rivalry between composers Mozart and Salieri. The film won eight Oscars, including Best Film.

***The Marriage of Figaro*:** one of Mozart's most popular operas about two servants, Figaro and Susanna, who succeed in getting married, although their employer is constantly trying to seduce Susanna.

***Waiting for Godot*:** a play by Samuel Beckett; Callow played Pozzo in a classic performance alongside Patrick Stewart and Ian McKellen in London's West End.

***Four Weddings and a Funeral*:** Callow played Gareth; the film was nominated for two Oscars; Hugh Grant won a Golden Globe for his performance.

Looking at language

This exercise looks at a feature of spoken English which is illustrated in the interview – using modifiers to make language more expressive. Focus on the **Modifiers** box and go through it with the class.

Now focus on the task and give Sts time to read extracts 1–7. Elicit that the modifiers in these extracts are adverbs and are used before an adjective in each case.

Play the video, pausing after each extract to give Sts time to write.

Check answers.

ANSWERS

1 fantastically **2** hard **3** greater **4** absolutely
5 completely **6** different **7** extraordinarily

See extracts in Student Book on *p.77* and answer key

Reacting to the interview

Give Sts time to read through the questions.

Put Sts in pairs or small groups and set a time limit for them to discuss the questions.

Monitor and help.

Get feedback from various pairs. You could also tell the class what you think.

2 THE CONVERSATION

a Focus on the photo and tell Sts they are going to watch these three people discuss the question underneath.

Remind Sts of the pronunciation of *live* when it is an adjective.

Focus on the task and make sure Sts understand what they have to do. Give Sts time to read the three options.

Now play the video once the whole way through for Sts to listen and tick the correct option.

Check the answer.

ANSWER

3

I = interviewer, D = Devika, J = John, M = Mark

I Do you think it's always true that a live performance is better than a recorded one?

D That's a really difficult question. I love going to the cinema. I will happily go to the cinema on a Saturday night and watch a big flashy superhero film where there's really good sound effects, and music, and visuals that obviously have already been made by, you know, computer graphics and it's really fun, but I also have a really big soft spot in my heart for going to the theatre. Going to the theatre to watch some Shakespeare or any modern plays – um, live, onstage, maybe with a, a band or an orchestra underneath the stage you can see or you definitely hear. I think that has a certain magic to it that you can't replicate on, in the cinema. It's a very different experience.

J And is it true then that it is better, er, for the, the audience to actually enjoy it more if it's a live performance rather than a pre-recorded or a, a film?

D That's the thing – for me personally as an audience member, I, it's really hard – I think it's difficult to say it's better or worse or which is the ultimate best experience because they're just very different.

J But if you go to a live one though you, then you participate, don't you, because you're part of it – there's the actors and everything that's happening…

D True.

J …and then you are part of it because they're bouncing off you and it's, so it is true.

M A lot will, a lot will depend on, on factors other than just what's happening in front of you on the stage or the pitch or whatever type of event it is. If you're sitting, let's say, high up or with a slightly obstructed view or the seats are uncomfortable or you don't have enough leg room – you know, there are other factors that could sway your enjoyment such that seeing a recorded version of the, the live event that you've been at would actually have been preferable. Um, I think a good example would be going to a major sporting event now because they're nearly always oversubscribed, you know, crowds of people everywhere. I was at a major rugby match recently and we were sitting way, way up in the gods at the very back of the stadium, and they had giant screens which were kind of showing the match simultaneously and in fact, all around me, I could see a whole sea of heads sort of turned to the screen because you got, you got a better view, and you could better understand what was happening on the pitch by looking at the TV screen, rather than peering down at what was going on several hundred metres down below you.

D True. Yeah. I'd say it's similar…

J As a live performance – excuse me, yeah – as a live performance though, you are involved if you are in the audience, obviously, because you're watching and seeing what happens and you're looking at the nuances and whatever, so I suppose it is true that it's, um, that it is more – it's better, I suppose.

D I think it also really heavily depends on what the audience is like that you're with. So I've been – I love live music, and I've been to plenty of live music events – concerts and festivals and things, you know, around the country, and I love them. However, sometimes you'll be in a crowd of other people enjoying the music and they're talking and it's noisy and actually I couldn't hear anything in the first place – I couldn't actually hear the band or the singer or the musician I wanted to hear, so I could have just gone home and listened to a CD.

J That's intriguing isn't it, the difference between the two.

M At the end of the day, it's very subjective. It so much depends on the person, the event, the arena, and so on.

b Focus on the task and give Sts time to read 1–5. Check they understand all the lexis, e.g. *flashy*.

Play the video again (with subtitles if you think necessary).

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

ANSWERS

1 ✓ She loves watching big flashy superhero films in the cinema on a Saturday night. She likes the sound effects and music and visuals.
2 ✓ She likes seeing Shakespeare and modern plays in the theatre. They are magical, a very different experience from the cinema.
3 ✗ His seat was very high up; the action was a long way below him.
4 ✗ He noticed that the crowd were watching the big screen because they had a better view rather than looking straight at the pitch.
5 ✗ They can be noisy, so she can't hear the music and would be better listening to a CD at home.

c Focus on the task and give Sts time to read the three extracts. Point out that the highlighted phrases are used by each speaker to give themselves thinking time.

Play the video for Sts to answer the question.

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

Check the answer.

You could get Sts to practise saying the three extracts aloud.

ANSWER

let's say

See extracts in Student Book on *p.77* and answer key

d Put Sts in small groups of three if possible. Then set a time limit for Sts to discuss the question in **a**.

Monitor and help, and encourage them to use phrases in **c** to give themselves time to think.

Get feedback from various groups. You could also tell the class what you think.

8A Take care of yourself

G *have something done*
V looking after yourself (1) and (2)
P sentence stress

Lesson plan

The main topic of this lesson is looking after yourself, both in terms of physical fitness and appearance. In the first half of the lesson, the structure *have something done* is presented through a video and then practised in a pronunciation focus on sentence stress. Sts then talk in pairs about various services they have done. The theme of looking after yourself continues with the topic of hair. Sts go to the **Vocabulary Bank** and learn specific vocabulary related to hairdressing and hairstyles. After that, Sts listen to an interview with a London hairdresser. Finally, Sts talk about their own experience of haircuts and hairstyles.

In the second half, Sts return to the **Vocabulary Bank** and focus on words and phrases related to wellness (fitness and beauty treatments) which are then practised in a video game. This leads into Reading & Listening, where Sts read the introduction to an article about two journalists who spend a day at a health spa, trying different spa treatments. Sts read about one of the treatments, and then listen to the journalists' thoughts on two more. The lesson ends with Sts talking about ways of looking after yourself. Then, in small groups, they have to create and present a campaign to help young people eat healthily.

Video material
Grammar – *have something done*
Vocabulary – looking after yourself

More materials
For teachers
Photocopiables *Grammar* *have something done p.179* *Communicative* *Do it yourself* or *have it done*? *p.209* (instructions *p.189*) *Vocabulary* Looking after yourself *p.230* (instructions *p.217*)
For students
Workbook 8A

OPTIONAL LEAD-IN – THE QUOTE Write the quote at the top of *p.78* on the board and the name of the person who said it, or get Sts to open their books and read it.

You could point out / elicit that Nathalie Emmanuel (1989–) is a British actress. She began her career in a popular British soap opera, *Hollyoaks*, and has starred in many Hollywood films.

Get Sts to discuss what they think the quote means, and elicit / explain the meaning of *treat yourself* and *deprive yourself*.

Then get Sts to say whether they agree with it.

1 GRAMMAR *have something done*

a This video consists of four pairs of clips of people doing things for themselves or having things done.

Focus on the photo and elicit what Sts can see and their reaction to it.

Focus on the instructions and give Sts time to read the sentences. Play the video all the way through.

Put Sts in pairs to compare. Then play the video again, pausing after each pair of pictures, and check answers. Ask Sts to explain to you the difference between the clips in each pair, and the meaning of *have sth done*.

ANSWERS
1 **A** He's cutting his hair.
B He's having his hair cut.
2 **B** She's doing her nails.
A She's having her nails done.
3 **B** They're painting their flat.
A They're having their flat painted.
4 **A** She's taking a photo.
B She's having her photo taken.

EXTRA SUPPORT Elicit the difference between the clips in each pair, i.e. in one of the clips, the person is doing something themself; in the other clip, someone else is performing the task or service for the person.

b Tell Sts to go to **Grammar Bank 8A** on *p.154*.

Grammar notes

Have something done will be a new grammar point for many Sts. This structure is a type of passive.

Highlight that we normally use this form without *by* (i.e. *by somebody*), although we occasionally say who 'the doer' is, e.g. *I had my hair cut by the new stylist at the salon*. Encourage Sts not to overuse *by*.

Tell Sts that we can also say *get something done*, e.g. *I'm getting my car repaired tomorrow*. The meaning is the same as *have something done*.

Focus on the example sentences for ***have something done*** 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.

Focus on the **Using *get* instead of *have*** box and go through it with the class.

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

Check answers, getting Sts to read the full sentences.

ANSWERS
a 1 you had your eyes tested recently
2 don't need to have the roof repaired
3 would never have my teeth whitened
4 told me not to have my hair cut short
5 too expensive to have the carpets replaced
6 going to have his photo taken
7 children had their faces painted at the festival
8 ought to have the air conditioning fixed
9 had my car cleaned at the shopping centre
10 have to have my passport renewed before I go on holiday

b 1 She needs to have her car serviced.
2 He's having his front door replaced.
3 I'm having the lock changed.
4 They should have their windows cleaned.
5 She ought to have her shopping delivered.
6 He doesn't want to have his photo taken.
7 She's having her portrait painted.
8 He wants to have his suit dry-cleaned.

Tell Sts to go back to the main lesson **8A**.

EXTRA PRACTICE OPTION Use the **8A Grammar** photocopiable activity.

c Tell Sts to cover the sentences in **a**. Play the video again, pausing after each clip for Sts to say what's happening. Sts could do this in pairs or you could get answers from individual Sts.

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

2 PRONUNCIATION sentence stress

Pronunciation notes

Remind Sts or elicit that the words which are stressed more strongly in sentences are those that carry key information, like nouns, verbs, adjectives, and adverbs. In this structure, *have* is a main verb, not an auxiliary, so it is stressed, e.g. *I'm having my hair cut tomorrow*.

a **8.2** Focus on the sentences and give Sts time to read them.

Play the audio, pausing after each sentence for Sts to listen and repeat, copying the rhythm.

8.2
See sentences in Student Book on *p.78*

Then repeat the activity, eliciting responses from individual Sts.

Finally, put Sts in pairs, and get them to say whether any of the sentences are true for them.

Get some feedback from various pairs. You could tell the class if any of the sentences are true for you.

b Focus on the two groups of questions, making sure Sts understand all the lexis in the prompts, e.g. *dyed*, *fortune*, etc. Then tell Sts that the first group is in the present simple and the second group in the present perfect, although when they describe an experience for the second group, they will be using the past simple. Give an example if necessary.

Put Sts in pairs. Get them to ask and answer the questions. Encourage them to give as much detail as possible and to ask follow-up questions. Monitor the sentence stress and the correct use of the structure. Sts could answer about people in their family as well (or instead).

EXTRA SUPPORT Get Sts to ask you one question from each group to demonstrate the activity.

Get some feedback from individual Sts. Get them to tell you about their partner, e.g. *Juan had his photo taken by a professional photographer when he…*

3 VOCABULARY & LISTENING looking after yourself (1); using questions to tune in to an interview

a Focus on the photos and the questions. Elicit / Teach the name of any specific styles, e.g. 1 *a flat top*, 2 *a pixie cut*, 3 *dreadlocks*, 6 *a bob*. Do this as a whole-class activity, or put Sts in pairs and then get some feedback.

b Tell Sts to go to **Vocabulary Bank** Looking after yourself, **Part 1** on *p.171*.

Vocabulary notes

You may want to tell Sts that you can also say *pigtails* instead of *bunches* and *crew cut* is an alternative phrase for *buzz cut*.

Point out that a *barber's* is only for men, whereas a *hairdresser's* caters for both genders.

Explain that a *treatment* involves putting a product on your hair to make it soft or shiny; *highlights* are when small strands of hair are dyed lighter than the rest, and *lowlights* are when they are dyed darker.

Focus on **1 At the hairdresser's or barber's** and get Sts to do **a** individually or in pairs.

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

Check answers.

8.3
Looking after yourself
1 At the hairdresser's or barber's
4 bunches
5 a buzz cut
3 a fringe
1 a parting
6 a ponytail
2 plaits
11 have your hair bleached
7 have your hair curled
10 have your hair dyed
8 have your hair put up
9 have your hair straightened
13 have a blow dry
12 have a perm
14 have a shave
16 have a treatment
17 have a trim
15 have highlights

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

EXTRA SUPPORT Get Sts to cover the words / phrases, look at the photos, and test themselves.

Focus on **Activation** and either get Sts to answer the questions in pairs, or do it as a whole-class activity.

Tell Sts to go back to the main lesson **8A**. Tell them they will be doing the sections **Keeping fit** and **Beauty treatments** in the second half of the lesson.

c Focus on the instructions and the photo of Dino Karveli, a hairdresser who has a salon in London.

Give Sts time to read the information about him.

Put Sts in pairs and focus on the questions that the interviewer is going to ask Dino. Get Sts to read each question and try to guess what the missing words might be.

d **8.4** Play the audio for Sts to listen and check.

Check answers.

8.4

Dino, what made you **choose** hairdressing?
What sort of **training** did you do?
What sort of things do you **love** or **hate** doing in hairdressing?
What do you think are important **qualities** for a hairdresser?
What do you do if a client doesn't like the **results**?
Have you ever had a really bad **experience**?
Is it true that hairdressers always want to **cut** off more hair than their clients want?
If you completely **disagreed** with what a client wanted, would you still do it?
Do you have any **tips** for having good hair?

Now tell Sts to take a few moments to think about possible answers to the interview questions, and imagine what Dino might say.

e **8.5** Tell Sts they are going to hear the whole interview with Dino. Focus on the task and give Sts time to read sentences 1–9.

Play the audio once the whole way through for Sts to listen and mark the sentences *T* (true) or *F* (false). Remind them to correct the ones that are false.

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

Check answers, getting Sts to explain why the *F* answers are false. Ask Sts if they predicted any of Dino's answers correctly.

ANSWERS

1 F (He wasn't a barber, but Dino doesn't say what his father's job was. His aunt was a hairdresser.)
2 T
3 T
4 T
5 F (It's easy.)
6 T
7 T
8 F (He sometimes says no to treatments.)
9 F (You need to use good hair products.)

8.5

(script in Student Book on *p.135*)

I = interviewer, D = Dino

I Dino, what made you choose hairdressing?
D Er, I always liked it from when I was child. I remember being taken to the barber's by my dad when I was a child in Greece, and I really loved the atmosphere there.
I He wasn't a barber himself, though?
D No, but my aunt was a hairdresser.
I What sort of training did you do?
D When I came to London, I went to the Vidal Sassoon Academy. It was a two-year course – absolutely fantastic, very intense. I loved it!
I What sort of things do you love or hate doing in hairdressing?
D I love everything. There really isn't anything I don't like. And I do everything – cut, colour, highlights, straightening. Nowadays, some hairdressers specialize in maybe just colour, or just styling, but I think it's important to do everything.
I What do you think are important qualities for a hairdresser?
D Well, as I just said, I think being able to do everything – colour, styling, cutting – is very important. I don't believe in specializing in just one area.
I Any other important qualities?
D I think you need to be sociable, to be able to talk to people, calm them down if they're stressed, listen to them if they want to talk.
I Do you enjoy that?
D Yes, I do. The sociable side of hairdressing was one of the things that attracted me to it. Even women who want to tell me all their problems – I don't mind it at all; it doesn't distract me.
I What do you do if a client doesn't like the results?
D I try to correct it immediately. That's easy if it's the colour – less easy if it's a cut.
I Have you ever had a really bad experience, I mean one where you couldn't correct it?
D Only once, when I was still at college. I cut a woman's hair shorter than she was expecting it – not much, only about one centimetre shorter, but she burst into tears – and I couldn't correct that.
I Is it true that hairdressers always want to cut off more hair than their clients want?
D I think maybe it is. Many hairdressers want to make the hair healthier, and cut off all the parts that are, you know, damaged. Or sometimes they have a style in mind and they just want to do it. But obviously, normally I try to do what the customer wants. You have to be flexible. That's another important quality in a hairdresser.
I So, if you completely disagreed with what a client wanted, would you still do it?
D Well, if a client wanted a treatment that I thought was going to damage her hair – for example, if she wanted to have her hair bleached when it was already in bad condition – then I would say no. But if it was a question of style, I would do it. It's her choice after all.
I Do you have any tips for having good hair?
D Yes – use good products, ones which are right for your type of hair. I notice that a lot of people take a lot of trouble choosing the right face cream – you know, for dry skin, or problem skin. For day, for night, and so on. But with shampoo, they just buy the first one they see in the supermarket.
I Thank you very much, Dino. I won't forget that.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.135* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

f Do the questions as a whole-class activity, or put Sts in pairs and then get some feedback. You could have a class vote for the last question.

4 SPEAKING

a Focus on the phrase *to have a bad hair day* and elicit its meaning. Ask Sts if they have the same or a similar phrase in their language.

ANSWER

to have a bad hair day = to have a day when everything seems to go wrong (similar to how you feel on a day when your hair doesn't look good)

Then ask Sts if they have had one recently. You could tell the class if you have.

b Focus on the questions. Then give Sts time to discuss them in pairs.

Get feedback from various pairs.

EXTRA SUPPORT Sts could ask you one or two of the questions first.

5 VOCABULARY looking after yourself (2)

a Focus on the photos on the Wellbeing Centre advert and elicit from Sts what they can see. Do the questions as a whole-class activity. Tell the class whether or not you would like to go there, and why (not).

b Tell Sts to go back to **Vocabulary Bank** Looking after yourself, **Parts 2** and **3** on *p.171*.

Vocabulary notes

If Sts aren't sure about the difference between *yoga* and *Pilates*, elicit / explain that *yoga* is a type of exercise, originally from India, that helps flexibility and mindfulness, through stretching, breathing, and balancing; *Pilates* is a system of exercises, sometimes using special equipment, designed to improve physical strength, flexibility, and posture.

You could tell Sts that *treadmill* is another word for *running machine*.

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

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

Check answers.

8.6

2 Keeping fit

Equipment

9 an exercise bike
6 a running machine
5 weights
10 a rowing machine
4 an elliptical trainer
12 a yoga mat

Exercises

11 do sit-ups
3 do press-ups
8 do stretches
7 do aerobics
2 do spinning
1 do yoga

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

Now do **Activation**. Focus on the items in the list and make sure Sts understand all the lexis. Put Sts in pairs and give them time to do the task. Point out that some items can go in more than one category.

Elicit answers.

POSSIBLE ANSWERS

If you want to lose weight: use an exercise bike / rowing machine / elliptical trainer, do aerobics, do spinning, etc.
If you want to tone your muscles: do / lift weights, do sit-ups, do press-ups, etc.
If you want to do cardio exercises: go on a running machine, do aerobics, do spinning, etc.
If you have a bad back: do stretches, do yoga or Pilates.
If you want to improve your flexibility: do stretches, do yoga or Pilates.

EXTRA SUPPORT Get Sts to cover the words / phrases, look at the photos, and test themselves.

Focus on **3 Beauty treatments** and get Sts to do **a** individually or in pairs.

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

Check answers.

8.7

3 Beauty treatments

5 have a manicure
4 have a pedicure
6 have a facial
1 have a massage
3 have your legs waxed
2 have a spray tan

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.

Finally, do **Activation** as a whole-class activity, encouraging Sts to give as much information as possible.

EXTRA SUPPORT Get Sts to cover the words, look at the photos, and test themselves.

Tell Sts to go back to the main lesson **8A**.

EXTRA PRACTICE OPTION Use the **8A Vocabulary** photocopiable activity.

c This video is a game consisting of eight clips relating to keeping fit and beauty activities but where Sts only see a small part of each clip and have to decide what they think is happening.

Focus on the task and the photo and elicit ideas for Sts as to what is happening but don't tell them whether they are right or not.

Put Sts in pairs. Play the video all the way through for Sts to watch and identify what is happening. Pause the video when the grid appears and give Sts time to discuss what they think the activity is.

Elicit the answer to clip 1. Then continue to play the video and pause after each clip is revealed to check answers. Find out if any pair got them all right.

ANSWERS

1 (He's) lifting weights.
2 (She's) having her legs waxed.
3 (She's) doing press-ups.
4 (He's) having a facial.
5 (He's) doing sit-ups.
6 (She's) having a pedicure.
7 (He's) doing stretches.
8 (He's) on a rowing machine.

6 READING & LISTENING recognizing positive and negative comments

a Focus on the task and then either read the introduction and the treatments as a class, or give Sts time to read individually.

Give Sts time to answer the first question, and check the answer.

ANSWERS

They went to the spa to try out the treatments and see what they both thought about them.

Now get Sts to speculate which of the three treatments the two journalists will like best. Check Sts understand *hydrated*.

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

Check answers.

ANSWERS
Stephen thought that the treatment took too long, and he was bored. Afterwards, he thought his face felt different: smoother and quite shiny, but he wasn't sure he liked it.
Joanna really enjoyed the treatment. Afterwards, she felt completely relaxed.

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

c **8.8** Focus on the two remaining treatments mentioned in **a** – the banana, papaya, and strawberry body polish and the Elemis foot treatment. Tell Sts they are going to listen to four short extracts of things that Stephen and Joanna say after these next two treatments.

Give Sts time to read the four sentences / phrases and see if they can guess what the missing words might be.

Play the audio, pausing after each item to give Sts time to write. Tell Sts to use the intonation to help them decide if the comments are positive or negative.

Check answers, eliciting each time if the comment is positive or negative. Model and drill pronunciation of any words that are tricky for Sts.

ANSWERS
1 sticky, uncomfortable – negative
2 divine – positive
3 Definitely worth – positive
4 luxury – positive

8.8
1 It was hot and sticky, and incredibly uncomfortable.
2 And the head massage was divine.
3 Definitely worth the time and money.
4 A real luxury.

d **8.9** Tell Sts they are now going to listen to Stephen and Joanna discussing first the body polish, and then the foot treatment.

Play the audio, pausing after Stephen and Joanna have discussed the body polish to give Sts time to complete the chart.

Get Sts to compare with a partner, and then play again if necessary. Repeat the process for the foot treatment.

Check answers.

ANSWERS

		Stephen	Joanna
The body polish	**Score out of 10**	0	10
	Reasons	It was hot, sticky, and uncomfortable. He felt stupid.	It smelled amazing and the head massage was divine.
The foot treatment	**Score out of 10**	9	9
	Reasons	Now his feet look great.	It was a luxury. She loves the colour of her nails.

8.9
(script in Student Book on *p.136*)

J = Joanna, S = Stephen
The body polish
J So? What did you think?
S It was just horrible! Horrible. First, they covered me in fruit puree, then they wrapped me in plastic film, then in blankets, and then I was left on a water bed. I mean, come on! Fruit's for eating, not for putting on your body. It was hot and sticky, and incredibly uncomfortable. And I felt so stupid. I'd never have that again. I give it zero out of ten.
J Sticky? It was fruit, for goodness' sake! I thought it was wonderful. It smelled amazing, and the head massage was divine. I mean, how could anybody not like it? That was one of my favourite spa treatments ever. Ten out of ten.
The foot treatment
S Wow!
J Don't tell me – you liked it!
S It was wonderful!
J I must say, your feet look…well, better. Clean, anyway.
S Well, I've never liked my feet much, to be honest, but now they look great. Definitely worth the time and money. Nine out of ten. What do you think?
J Yes, it was great. A real luxury. And I love the colour they painted my nails. I agree – nine out of ten. You see…?

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.136* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e Do this as a whole-class activity. You could tell Sts which treatment you would enjoy most and why.

f Put Sts in pairs and get them to discuss the questions. Get some feedback from various pairs.

7 SPEAKING

a Focus on the instructions and the three topics, making sure Sts know what they mean.

Point out the examples. Put Sts in pairs and get them to think of other examples for each category.

Elicit some more ideas of ways of looking after yourself and write them on the board, for example:

Keeping fit
- *Go to the gym*
- *Go running*
- *Use the stairs instead of the lift*
- *Do yoga or Pilates*

Boosting your brainpower
- *Do brain-training games (crosswords, sudoku, etc.)*
- *Learn a language*
- *Learn a new skill*

Keeping healthy
- *Have a healthy diet*
- *Cut out some food or drink (e.g. alcohol, sugar, etc.)*
- *Have regular medical check-ups at the doctor's or dentist's*

Tell Sts they should, in pairs, agree on the three most important ones.

Get feedback from various pairs.

b Focus on the task and list of ideas. Elicit / Explain the meaning of *ready meals* (= meals you buy from a supermarket which are prepared and pre-cooked so you only have to reheat them). Check that Sts understand *ban*.

Get Sts to discuss the question in pairs or in small groups.

If possible, Sts should then decide which one idea would work best.

Get feedback from pairs or groups.

Now ask Sts if they have any other suggestions to encourage healthy eating in schools, and write them on the board.

EXTRA CHALLENGE Get Sts to cover **b**. Tell them they need to think of ideas to encourage healthy eating in schools. Do it as a whole-class activity, or put Sts in pairs and then elicit some ideas. Then get Sts to uncover the list in **b** and see if their ideas are included.

c Focus on the instructions and make sure Sts know what a *campaign* is (= a series of planned activities that are intended to achieve a particular social, commercial, or political aim). Model and drill its pronunciation.

Put Sts in groups of three and tell them to follow the steps given.

Monitor and help if necessary.

d Tell Sts they are going to practise presenting their campaign. They need to decide who is going to present each section.

Focus on the **Presenting a campaign** box and go through it with the class.

Give Sts time to practise. Monitor and help if necessary.

e Focus on the instructions and then get each group to present their campaign. Write the name of each group's campaign on the board.

When all the groups have finished, get Sts to look at the campaign names on the board, and then vote for the best one.

EXTRA CHALLENGE Get Sts to ask questions after each group has finished presenting their campaign.

8B A moment in history

G the passive
V wars and battles, historic buildings
P silent consonants

Lesson plan

Historic events and buildings are the main topic of this lesson. The lesson begins with a quiz about world history, which provides the context for revision and extension of the passive. The grammar is then practised orally with a quiz written by Sts about the history of their country. Sts then read an extract about the Battle of Hastings from the English Heritage website. After the reading, Sts talk about their own visits to historical sites. Finally, Sts take part in a role-play between a local and a tourist visiting the area.

In the second half, the vocabulary focus is on historic buildings and various parts of these buildings, e.g. *column*, *dome*. These are presented through a video about some famous buildings in London, where Sts also find out extra information about the buildings. This is followed by a pronunciation focus on silent consonants in these words, e.g. *aisle*. Sts then listen to a guided tour of St Paul's Cathedral in London. After that, Sts practise speaking and writing about a famous building, and the lesson ends with a documentary about the reconstructed Globe Theatre in London.

Video material
Vocabulary – historic buildings
Listening – *The Globe Theatre* (full video, extracts)

More materials
For teachers
Photocopiables
Grammar the passive *p.180*
Communicative The History Quiz *p.210* (instructions *p.189*)
For students
Workbook 8B

OPTIONAL LEAD-IN – THE QUOTE Write the quote at the top of *p.82* on the board and the name of the person who said it, or get Sts to open their books and read it.

You could point out / elicit that George Santayana (1863–1952) was a Spanish philosopher, known mainly for *aphorisms* (= short sayings that say something true or wise).

Get Sts to discuss what the quote means, and whether they agree with it. You may need to elicit / explain the meaning of *condemned to repeat it*.

1 GRAMMAR the passive

a Books open. Focus on the quiz and go through the questions, making sure Sts understand the following words: *defeated*, *battle*, *fleet*, *attacked*, *war*, *assassinated*, *evacuated*.

Put Sts in groups of three or four and give them time to answer the questions.

EXTRA IDEA Get Sts to either give their team a name or simply write all their names on a piece of paper. Then get Sts to write their answers on the piece of paper, and when they have finished, they should swap with another team.

b 8.10 Play the audio for Sts to listen and check.

Check answers. Find out how many pairs or groups got all the answers right.

ANSWERS
1 a 2 c 3 a 4 a 5 c 6 b 7 b 8 a

8.10
1 Napoleon was defeated in the battle of Waterloo. Waterloo is in Belgium, just south of Brussels.
2 The American fleet was attacked in Pearl Harbour in nineteen forty-one.
3 Japan, which had been closed for two hundred years, opened its borders to western traders in eighteen fifty-three.
4 Budapest, on the River Danube, was created in eighteen seventy-three by joining two separate cities – Buda and Pest – with bridges.
5 According to legend, the city of Troy fought a famous war against Greece. It is thought by many to be in modern Turkey, but has never been definitively located.
6 The city of Chichen Itza was built by the Mayans between seven fifty and nine hundred AD.
7 John Fitzgerald Kennedy was assassinated while he was being driven through Dallas in nineteen sixty-three.
8 Chernobyl in Ukraine had to be evacuated in nineteen eighty-six after a catastrophic nuclear accident.

c Focus on the instructions and get Sts to underline the passives in the quiz in **a**, individually or in pairs, and decide what form they are.

Check answers.

ANSWERS
1 was defeated – past simple passive
2 was attacked – past simple passive
3 had been closed – past perfect passive
4 was created – past simple passive
5 has never been located – present perfect passive
6 was built – past simple passive
7 was assassinated – past simple passive; was being driven – past continuous passive
8 had to be evacuated – infinitive passive with *to*

EXTRA SUPPORT Get Sts to just underline the passives in the questions in the quiz. Then elicit each form as a class.

d Tell Sts to go to **Grammar Bank 8B** on *p.155*.

Grammar notes

If Sts used *English File* Intermediate, they will have met the different forms and tenses of the passive. Although Sts should not have problems forming the basic tenses, e.g. past and present, they may still have problems with, e.g. leaving out the verb *be* or not using the participle correctly, and future and present perfect forms. Most importantly, they may still be using the active instead of the passive, e.g. ~~*The house is going to paint next week*~~.

It is worth reminding Sts that we often use the passive in English (usually without *by* + person) where other languages use an impersonal form, e.g. *Olives are grown in most regions of Spain. My wallet has been stolen!*

Try to discourage Sts from using *by* (*somebody*) in every passive sentence. Identifying who did the action is often unnecessary.

You may also want to point out that we can use the indirect object as the new subject in a passive sentence, e.g.

- active: *Somebody gave me this watch for my birthday.*
- passive: *This watch was given to me for my birthday.* or *I was given this watch for my birthday.*

Focus on the example sentences for **forms of the passive** 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.

Focus on the **Active or passive?** box and go through it with the class.

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

Check answers, getting Sts to read the full sentences.

ANSWERS

a **1** were closed
2 have been written
3 is being built
4 be allowed
5 was fought
6 is visited
7 being shown
8 was being filmed
9 've been woken up
10 be seen

b **1** had to be closed for renovations
2 can be found on the website
3 was given by Martin Luther King in 1963
4 must wear a seat belt at all times
5 going to be offered the job
6 had destroyed the previous church
7 have to turn off your phone during take-off and landing
8 is going to be opened next year
9 won't be finished until July
10 is grown in Sri Lanka

Tell Sts to go back to the main lesson **8B**.

EXTRA PRACTICE OPTION Use the **8B Grammar** photocopiable activity.

e Focus on the instructions and put Sts in pairs. Tell them that the questions must use a passive form, and that they can refer back to the quiz questions in **a** to help them. Remind them also that they must choose questions to which they know the answers. You could allow them to look up information on their phones if necessary.

EXTRA SUPPORT Write the passive form of any verbs Sts want to use on the board, e.g. *was built*, *was destroyed*, etc.

Monitor and help where necessary.

When Sts have finished, get each pair to ask the class their three questions. Sts should write their answers, and then at the end they can see how many they got correct.

EXTRA SUPPORT Sts answer the questions in pairs.

EXTRA IDEA Put up all the questions around the classroom and get Sts to walk around in pairs, making a note of their answers.

2 READING & VOCABULARY understanding the order of historical events; wars and battles

a Focus on the photos and give Sts time to label the five items and decide what is happening.

Get Sts to compare with a partner, and then check answers. Model and drill pronunciation of the words. You could tell Sts that *bow* is a homograph. Here it is pronounced /bəʊ/ (as a noun). Explain / Elicit the second meaning: /baʊ/ (as a verb).

ANSWERS

A helmet **B** shield **C** arrow **D** bow **E** archer

Finally, elicit what is happening in the photos, but don't tell Sts if they are right or not.

b Focus on the instructions and the task. You could tell Sts how to pronounce *Hastings* /'heɪstɪŋz/, and that it's an English town, but don't tell them where it is as they will be completing the map later.

Give Sts time to read the information and check their answer to **a**.

Check the answer. You could point out that in the first photo, there is a crowd of people watching in the background, and that of course there wouldn't be a photo of a real battle of this kind.

ANSWERS

The photos show the historical re-enactment of a battle.

You might want to check that Sts understand the noun *armour* in paragraph 3 (= special metal clothing worn to protect the body while fighting). Model and drill its pronunciation /'ɑːmə/. Then Sts use information from the website to help them label the map. This activity focuses Sts on the important places in the story and helps them visualize what happened where.

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

ANSWERS

1 Stamford Bridge **2** Norway **3** Battle **4** Hastings
5 Bayeux

c Focus on the instructions and make sure Sts know the meaning of *chronological* (= arranged in the order in which events happened). Model and drill its pronunciation /krɒnə'lɒdʒɪkl/.

Now quickly go through the events, making sure Sts understand all the lexis, e.g. *abbey*, *tapestry*, etc. Point out that the first one (*Harold became King of England*) has been done for them.

Set a time limit for Sts to read the website again and number the events in the correct order.

Check answers.

ANSWERS

2 The Norwegians attacked the north of England.
3 The Normans landed in Sussex.
4 The Battle of Hastings was fought between the English and the Normans.
5 King Harold was killed.
6 William became King of England.
7 Battle Abbey was built.
8 The Bayeux Tapestry was finished.
9 The town of Battle was named after the battle that took place there.
10 Battle Abbey was destroyed.

You could ask Sts to look again at the photos in **a**, and, using the information in paragraphs 3 and 4 of the website, to identify which soldiers in the photos are English (*the soldiers on the left of the first photo, on foot with shields and swords*), and which are Norman (*the soldiers on horseback in the first photo, and with bows and arrows in the second photo*).

d Now tell Sts to focus on the highlighted verbs, which are all related to wars and battles. Get them to find the one irregular verb. Then, for all the verbs, they should decide what the infinitive is and work out the meaning from the context.

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

ANSWERS
fought is irregular. The infinitive is **fight** = to take part in a war or battle against an enemy.
defeat = to win against sb in a war, competition, game, etc.
succeed = to achieve sth that you have been trying to do / get
invade = to enter a country, town, etc. using military force in order to take control of it
kill = to make sb / sth die
crown = to put a crown on the head of a new king or queen as a sign of royal power
retreat = to move away from a place or an enemy because you are in danger or because you have been defeated
destroy = to damage sth so badly that it no longer exists or works

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

3 SPEAKING

a Put Sts in pairs to discuss the two questions. Get some feedback from various pairs.

b Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** Local history, **A** on *p.112*, **B** on *p.117*.

Go through the instructions and make sure Sts understand what they have to do. You could demonstrate by writing on the board the name of a famous person who has a connection to your town. Then get Sts to ask you questions as if they were tourists, e.g. *Who's _____? Why are they famous?* Answer their questions in detail.

Get Sts to take turns to role-play the questions and answers. Encourage them to ask questions (even if they know the answers), and to answer in as much detail as possible.

EXTRA IDEA You could encourage Sts to be a really difficult tourist who keeps asking questions.

Tell Sts to go back to the main lesson **8B**.

4 VOCABULARY & PRONUNCIATION historic buildings; silent consonants

a This video gives information about five important buildings in London, and serves to teach Sts the vocabulary for historic buildings and features of buildings.

Focus on the photo, ask Sts if they know what the building is, but don't tell them if they are right or not.

Focus on the instructions. Play the video all the way through. Then give Sts time to complete the names of the buildings.

Get Sts to compare with a partner, then check answers, getting Sts to spell the missing words. Model and drill pronunciation.

ANSWERS
1 Palace **2** Mosque **3** Abbey **4** Castle **5** Tower

Now focus on the question *Can you remember the extra fact about each building?*

Put Sts in pairs to talk about what they remember.

Check answers.

ANSWERS
Buckingham Palace: There are some secret tunnels under the palace. When the King and Queen went into the tunnels in the 1940s, they found a man living there.
London Central Mosque: There is room for about 5,400 people in the two prayer rooms.
Westminster Abbey: There are more than 3,000 tombs in the abbey. People buried there include Queen Elizabeth the first, Sir Isaac Newton, Charles Dickens, and Stephen Hawking.
Windsor Castle: The castle has 450 clocks. It takes 16 hours to move them forward one hour every spring.
The Tower of London: Six birds called *ravens* live in the tower. There is a man whose job is to look after them. It is said that the kingdom will fall if the ravens ever leave the tower.

Buckingham Palace was built in the eighteenth century for the Duke of Buckingham and was then called Buckingham House. It became the London home of the British Royal Family in eighteen thirty-seven.
[**text on screen:** *Did you know? There is a series of secret tunnels beneath the palace. When King George the sixth and his wife Queen Elizabeth went into the tunnels in the nineteen forties, they found a man living down there.*]
The London Central Mosque is located near Regent's Park. It was the first mosque to be built in London. Winston Churchill's government bought the site in ninety forty, but planning permission was not given until thirty years later, and the mosque was completed in nineteen seventy-seven. It cost six million pounds.
[**text on screen:** *Did you know? The two prayer rooms can accommodate around five thousand four hundred worshippers.*]
Westminster Abbey is an Anglican church in central London, near the Houses of Parliament. The construction of the current church was begun in twelve forty-five.
[**text on screen:** *Did you know? There are over three thousand tombs in the abbey, including those of Queen Elizabeth the first, Sir Isaac Newton, Charles Dickens, and Stephen Hawking.*]
Windsor Castle was built in the eleventh century, during the reign of King William the first and is the longest-occupied castle in Europe.
[**text on screen:** *Did you know? The castle has four hundred and fifty clocks and it takes sixteen hours to move them all forward by one hour in the spring.*]
The Tower of London was built in the same period as Windsor Castle; in fact, the construction started just two years earlier, in ten sixty-six. It was used as a prison from eleven hundred until nineteen fifty-two, although that was never its main purpose.
[**text on screen:** *Did you know? Six protected ravens live in the tower courtyard. There is an official Ravenmaster, who looks after them. It is said that the kingdom will fall if the ravens ever leave the tower.*]

EXTRA IDEA Ask if any Sts have visited any of these places or seen them in films, and if so, what they thought of them.

b Focus on the instructions and then give Sts time to read all the definitions and check they understand the meaning of words used in the definitions, e.g. *passage*, *grave*. Get Sts to look at the phonetics and model and drill the pronunciation of the words.

Play the video again. Pause after each building and elicit which parts of a building they see.

ANSWERS
Buckingham Palace: column, courtyard, tunnel
London Central Mosque: dome, minaret, courtyard, column, arch
Westminster Cathedral: arch, nave, aisle, tomb
Windsor Castle: arch
The Tower of London: moat, courtyard

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 Do this as a whole-class activity. Write the words on the board and elicit which consonants to cross out (the consonants to cross out are in pink in the answer key below). Tell Sts to use the phonetics in **c** to help them.

Model and drill the words, and get Sts to practise saying them.

ANSWERS
ai**s**le ca**s**tle colum**n** tom**b**

d **8.12** Focus on the instructions and tell Sts to listen and write the five sentences they hear (each sentence is said twice).

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

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

Check answers, eliciting the sentences onto the board. Ask Sts to identify the silent consonants in each sentence (these are in pink in the script below).

8.12
1 You mus**t**n't ta**l**k in class wh**e**n the teacher is speaking.
2 I got the **w**rong ans**w**er to ha**l**f the questions.
3 I dou**b**t if we'll have time to clim**b** the tower.
4 Lis**t**en to the sentence and copy the r**h**ythm.
5 I've wanted to learn a forei**g**n language my **w**hole life.

5 LISTENING following a guided tour, note-taking

a Focus on the instructions and floor plan of St Paul's. Either read the introduction as a class, or give Sts time to do it individually.

Tell Sts to also look at the two photos to help them identify where the two highlighted places are on the floor plan. Check answers with individual Sts, encouraging them to explain and / or point to the correct place on the plan.

Check the answer.

You may want to explain the meaning of *transept* (= the two wide parts of a church in the shape of a cross, that are built at right angles to the main central part).

ANSWERS
a The Whispering Gallery
b The Crypt

EXTRA IDEA You could use the photos to elicit other vocabulary, e.g. *arches*, *tomb*.

b **8.13** Focus on the instructions and tell Sts they are going to listen to a tour guide taking people around St Paul's Cathedral and talking about each section. Tell them to try and imagine they are on the tour.

Focus on the plan of the cathedral and make sure Sts are clear what the different sections are. Tell Sts they are going to listen to some extracts from the tour first, and try to understand which places in the cathedral the guide is going to take them to.

Now play the audio once, pausing after each section for Sts to listen and number the places.

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

Check answers.

ANSWERS
1 The West Door
2 The Dome
3 The South Transept
4 The South Quire Aisle
5 The Whispering Gallery
6 The Crypt

8.13
(script in Student Book on *p.136*)
1 Good afternoon, everybody, everyone, and welcome to St Paul's, which, as you probably know, is one of the most famous and most historic cathedrals in Britain.
Just behind you is the Great West Door, you can see the Great West Door. The magnificent doors are nine metres tall. And now in front of you, you see the Nave, which gives you the most wonderful view of the full length of St Paul's Cathedral.
2 We're now in the centre of the cathedral. Look up above you, and you can see inside the wonderful Dome. It's one of the largest domes in the world, and I personally think the most beautiful.
3 We are now in the area called the South Transept. Over there, you can see the monument to Britain's great naval hero Horatio Nelson, who died at the Battle of Trafalgar in eighteen oh five.
4 We're now in the South Quire Aisle, and we're just going to stop for a moment to look at this marble statue of John Donne.
5 Now, are you all feeling energetic? I hope so because we're going to go up these stairs here, to the Whispering Gallery, which goes around the inside of the great Dome, and I do need to tell you that there are two hundred and fifty-seven steps…
6 We're now going to go back along the Nave, and then down into the Crypt to see some of the tombs of famous people who are buried in St Paul's.

c **8.14** Tell Sts they are now going to listen to the whole tour, starting with the first part. This time, they will hear extra information about the history of the West Door and the Nave. Give Sts time to read the gapped sentences and think about whether the missing information is a number, a name, etc.

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

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

Check answers.

ANSWERS
1 1666 2 Fire 3 London 4 cathedral 5 Christopher
6 nine 7 special 8 full length

8.14
(script in Student Book on *p.136*)
G = guide, T = tourist
Part 1
G Good afternoon, everybody, everyone, and welcome to St Paul's, which, as you probably know, is one of the most famous and most historic cathedrals in Britain. The previous church on this site burned down in sixteen sixty-six, in the Great Fire of London, and the

famous architect Sir Christopher Wren was asked to design a new cathedral. It took nearly forty years to build and was completed in seventeen ten.
Just behind you is the Great West Door, you can see the Great West Door. The magnificent doors are nine metres tall.
T *Ha dicho nueve metros?*
G They're normally closed, except when someone very special arrives. And now in front of you, you see the Nave, which gives you the most wonderful view of the full length of St Paul's Cathedral.
T *Wie schön…*
G OK, now please follow me. We're going to walk down the Nave, and you'll see the North and South aisle on either side…

d **8.15** Tell Sts they are going to listen to the rest of the tour, and this time they are going to take notes about the important places on the tour. Focus on the points in the list and make sure Sts understand all the lexis.

Play the audio, pausing after each area (indicated by *** in the script) to give Sts time to take notes.

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

Check answers.

ANSWERS
The Dome
- **the cross:** In 1710, Christopher Wren was lifted up in a basket to watch his son place the cross on top of the Dome.
- **the height of the dome:** From the top of the Dome to the floor is exactly 365 feet, one foot for every day of the year.
- **something that was true until the 1960s:** St Paul's was the tallest building in London until the 1960s because until that time, nobody was allowed to build anything taller near St Paul's.

The South Transept
- **Horatio Nelson:** There's a monument to Horatio Nelson, who died at the Battle of Trafalgar in 1805; he's the one on top of Nelson's Column in Trafalgar Square.

The South Quire Aisle
- **the statue of John Donne:** Donne was a Dean of the Cathedral and a famous poet – he died in 1631. The statue is one of the few monuments which survived the Great Fire of London, and it has burn marks on it.

The Whispering Gallery
- **the number of steps you have to climb:** There are 257 steps.
- **the reason the gallery gets its name:** If you talk very quietly on one side, your voice can be heard very clearly on the other side.

The Crypt
- **the famous people in the tombs:** Lord Nelson, the Duke of Wellington, Sir Christopher Wren
- **the Latin words on Wren's tomb:** The words on Wren's tomb say, 'Reader, if you seek his monument, look around you.' Because the whole of St Paul's is Wren's monument.

8.15
(script in Student Book on *p.136*)
Part 2
G Right. Can we just stop here? Could we stop here? We're now in the centre of the cathedral. Look up above you, and you can see inside the wonderful Dome. It's one of the largest domes in the world, and I personally think the most beautiful. Now, you remember the outside of the Dome, which you saw when you arrived. Can anyone tell me what was on top of the Dome?
T A cross?
G Yeah, that's right, a cross. In seventeen ten, the year the cathedral was finally completed, Christopher Wren was eighty-one years old, and he was lifted up in a basket and was able to watch his own son place the cross on the top of the Dome. Another thing about, fascinating thing about the Dome is that from the top of the Dome to the floor, down where you're standing, is exactly three hundred and sixty-five feet, one foot for every day of the year.
T How much is that in metres?
G Approximately one-one-one, a hundred and eleven metres. In fact, St Paul's was the tallest building in London right up until the nineteen sixties because until that time, no one was allowed to build anything taller near St Paul's. We're going to move on shortly, but just spend a few minutes now looking at the magnificent paintings…
***
G We are now in the area called the South Transept. Over there, you can see the monument to Britain's great naval hero Horatio Nelson, who died at the Battle of Trafalgar in eighteen oh five.
T *C'est lui qui est sur…*
G Yes, yeah, he's the one on top of the Nelson's Column in Trafalgar Square.
***
G We're now in the South Quire Aisle, and we're just going to stop for a moment to look at this marble statue of John Donne. Donne was a Dean of the Cathedral and one of Britain's finest poets – he died in sixteen thirty-one. But this statue is also important because it's one of the few monuments that survived the Great Fire of London. And you can still see the burn marks at the bottom of the statue there…
***
G Now, are you all feeling energetic? I hope so because we're going to go up these stairs here, to the Whispering Gallery, which goes around the inside of the great Dome, and I do need to tell you that there are two hundred and fifty-seven steps…
T *Yo no voy…*
G …so if there are any of you who don't think you can manage it, just wait for us here.
***
G So, that wasn't too bad, was it? We're now in the Whispering Gallery. The gallery gets its name because if you whisper – talk very quietly – on one side, your voice can be heard very clearly on the other side. When there are a lot of tourists, it doesn't always work, but as there aren't so many of us today, why don't you try it…?
***
G So, did any of you try out the whispering? We're now going to go back along the Nave, and then down into the Crypt to see some of the tombs of famous people who are buried in St Paul's.
***
G Right, now the tomb over there is Lord Nelson's – you remember you saw his monument earlier – and then here we have the tomb of the Duke of Wellington, who defeated Napoleon at the Battle of Waterloo. And finally, this tomb here belongs to the great man himself, Sir Christopher Wren, the architect of St Paul's. It's just a simple stone monument, but can you see the Latin words on it? Anyone speak Latin here? No, well, I'll translate it for you. It says, 'Reader, if you seek his monument, look around you.' Because of course, the whole of St Paul's is really Wren's monument.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on *p.136* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e Do this as a whole-class activity.

6 SPEAKING & WRITING describing a building

a Focus on the instructions and go through the questions with the class.

Give Sts time to think about their famous building and plan what they are going to say. Get them to make some notes, and help them with any new vocabulary they need.

Put Sts in pairs, and monitor and help as Sts describe their famous buildings.

Get some feedback.

EXTRA SUPPORT Tell Sts about a building you know well to demonstrate the activity.

b Tell Sts to go to **Writing Bank 8** on *p.126*.

Focus on **a** and give Sts time to read the description of Hagia Sophia and answer the question. Tell Sts not to worry about the highlighted relative pronouns.

Check answers.

ANSWERS
a C **b** B

Now focus on **b**. Get Sts to read questions a–e and match them to paragraphs 1–5.

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

ANSWERS
a 5 **b** 3 **c** 4 **d** 1 **e** 2

Focus on the **Defining and non-defining relative clauses** box and go through it with the class.

Now give Sts time to do **c** and tick or cross the highlighted relative pronouns in the description. Remind them to correct the ones that are wrong.

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

ANSWERS
1 ✓ **2** ✓ **3** ✗ where **4** ✗ which **5** ✓ **6** ✗ which
7 ✓ **8** ✗ which

You could do **d** as a whole-class activity, or put Sts in pairs and then check answers.

ANSWERS
1 (*which*) could be left out.

Next, focus on **e**. Tell Sts they are going to write a description of a famous building in their town / city for a tourism website. Alternatively, they can write about a famous building somewhere else in their country.

Get Sts to use the questions in **b** (in the correct order) to help them plan their description. Encourage them to make brief notes as they answer the questions.

Now focus on the instructions in **f** and go through the **Useful language: describing a building** box with the class. Sts write their description of a building, following the plan they've made. Remind them to use the **Useful language** to help them.

You may like to get Sts to do the writing in class or you could set it as homework. If you do it in class, set a time limit for Sts to write their description, e.g. 15–20 minutes.

In **g**, Sts should check their description for mistakes before giving it in.

EXTRA IDEA Get Sts to attach a photo of the building to their description.

Tell Sts to go back to the main lesson **8B**.

7 LISTENING understanding key facts

a This video is a documentary about the Globe Theatre in London, which has been rebuilt very near the site of the original theatre, built by Shakespeare's theatre company, which burned down in 1613.

Focus on the instructions and the photo. You could ask Sts if they have heard of or seen the Globe Theatre.

Play the video once the whole way through for Sts to watch and answer the two questions.

Check answers.

ANSWERS
Sam Wanamaker was an American actor who loved Shakespeare. He was shocked to discover that the world-famous Globe Theatre had no memorial.

Hello, I'm Charlie. Welcome to Shakespeare's Globe.
It's an incredible building. It's made almost entirely of wood, following authentic building practices. And it has a thatched roof. Believe it or not, this is the only thatched roof that has been allowed in London since the Great Fire of sixteen sixty-six.
In fact, it's almost exactly the same as the original theatre. The first Globe was built by Shakespeare's playing company – who were called the 'Lord Chamberlain's men' – in fifteen ninety-nine. It looked just like this, but it was about two hundred and thirty metres that way.
The first theatre burned down during a performance of Shakespeare's *Henry the Eighth* on the twenty-ninth of June sixteen thirteen. The company soon had the theatre rebuilt but sadly this second theatre was destroyed by the British government in the sixteen forties, because they believed theatre was immoral.
This site was almost completely forgotten about for almost three hundred years, until an American called Sam Wanamaker tried to find it in the nineteen fifties.
Sam Wanamaker was an actor. He was from the United States, but the government banned him from working due to his political views. He decided to move to England, the home of his hero – William Shakespeare. He started performing in Shakespeare plays all over the UK, especially in Stratford-upon-Avon – Shakespeare's birthplace. Eventually Wanamaker followed his hero's footsteps and came to London. He wanted to see the spot where the world-famous Globe Theatre had been. He hoped to find a statue or a memorial. He was shocked when all he found was a dirty, old plaque.
He came up with a plan to rebuild the famous Globe. In nineteen seventy, he launched the Shakespeare Globe Trust and put his plan into action, but it wasn't easy. First of all, he tried to find out the size of the original theatre. But the owners of the site refused to have an archaeological survey carried out.
Then, he struggled to buy this riverside site from the local council. All this time everybody was telling him that a true reconstruction of the Globe was impossible. But Wanamaker didn't give up. He managed to buy the site, and with the help of historical advisers and extensive research, he had a theatre built that was as close as possible to Shakespeare's fifteen ninety-nine playhouse.
Sadly, Wanamaker died four years before Shakespeare's Globe opened in nineteen ninety-seven. He is remembered as the 'visionary who recreated Shakespeare's Globe' and the theatre he worked so hard to rebuild has been a huge success.
Today, it's a fantastic place to see Shakespeare's famous plays. There are eight hundred and fifty seven seats in the stalls, and seven hundred people can stand in the pit, an area with no seats, which is in front of the stage.
Since twenty fourteen, there has also been an indoor theatre on the site, which, like the Globe, looks and feels like a theatre from Shakespeare's time. It was built using plans from the seventeenth century. The interior is made entirely of oak wood. Above the stage there is a musician's gallery and a beautiful painted ceiling. There are no electric lights on stage. All the lighting is provided by candlelight, giving the theatre an authentic Shakespearean atmosphere.
And can you guess what it's called? It's the Sam Wanamaker playhouse, in honour of the man who made all of this possible.

b Tell Sts they are going to watch the documentary again. Play the video. Then put Sts in pairs to complete sentences 1–8.

Check answers.

ANSWERS
1 wood **2** burned **3** British government **4** allowed
5 performing **6** impossible **7** four years **8** indoor theatre

c Tell Sts they are going to watch four extracts from the documentary and, in pairs, they need to decide what the words in **bold** mean.

Play the video, pausing after the first extract.

Give Sts time to discuss the **bold** words, then check the answer.

Repeat the process for the other three extracts.

ANSWERS
1 a roof covered in dried straw, reeds, etc.
2 a flat piece of stone, metal, etc., usually with a name and dates on it, attached to a wall in memory of a person or an event
3 the place in a theatre just in front of the stage, with no seats
4 the light that a candle produces

EXTRA SUPPORT You could get Sts to watch the video again with subtitles so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

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

d Do this as a whole-class activity.

7&8 Revise and Check

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
a 1 b **2** a **3** a **4** c **5** a **6** b **7** c **8** b **9** b
b 1 my photo taken **2** my hair cut **3** my flat painted
4 was built **5** should be paid **6** being told

VOCABULARY

ANSWERS
a 1 take **2** gave **3** paid **4** living **5** be **6** back
7 away **8** after **9** off **10** up
b 1 box office **2** interval **3** plot **4** matinee **5** opponent
c 1 dyed **2** manicure **3** plaits **4** massage **5** stretches
6 Palace **7** dome **8** crypt **9** tomb **10** defeated

PRONUNCIATION

ANSWERS
c 1 cr**ow**d /aʊ/ **2** **wh**istle /w/ **3** y**o**ga /əʊ/ **4** ca**th**edral /θ/
5 t**o**mb /uː/
d 1 performance **2** audience **3** aerobics **4** pedicure
5 column

CAN YOU understand this text?

ANSWERS
b 1 the Pump Room
2 Aquae Sulis
3 the terrace
4 the Great Bath
5 July / August
6 Bath Abbey
7 the King's Spring

CAN YOU understand these people?

ANSWERS
1 b **2** b **3** a **4** b **5** c

1 Diarmuid
I = interviewer, D = Diarmuid
I Do you still go to the bank or do you do all your banking online?
D I do almost all of my banking online. The only reason I'd go into a bank is to ask for advice, so maybe for big things, like a mortgage or a loan I would go in to have a face-to-face conversation, but other than that, it's all online.
I Have you ever had a problem with online banking?
D Yes, I've had problems, um, just glitches in the system that mean you can't access it when you need to, um, I've never had a huge problem though.

2 Victoria
I = interviewer, V = Victoria
I What's the best live event you've been to recently?
V Um, I would say the best live event I've been to recently is, last time I was in LA I went to a Dodgers game. Um, the Dodgers are my favourite baseball team and, um, now they're in the World Series, so it was exciting to see them play this year.
I Why did you enjoy it so much?
V I enjoyed going to the Dodgers game so much this year because I live in New York now and I don't get to see them play in person that often, and they're a really good team this year, um, so getting to see them play was really exciting.

3 Keith
I = interviewer, K = Keith
I Do you ever play board games or other kinds of games with friends or family?
K Yeah, I play, um, board games with my family, with my wife and with my children.
I What's your favourite game? Why?
K Um, my favourite game. I would choose either Monopoly or Cluedo. Um, I play both of them a lot with my children, and with my family. I'd probably say Cluedo's my favourite. My children love it and, er, I've always loved it since I was a kid as well. It's a detective game where you have to solve a crime and who's committed it, what with, and where they did it, and it's a really good game.

4 Carolina
I = interviewer, C = Carolina
I How often do you go to the hairdresser's?
C Um, once a month, I think.
I What do you usually have done?
C I get my hair cut. That's it.
I Have you ever had a haircut that you really didn't like?
C Many times. Er, once I remember that it I, it turned out to be super short and I was very disappointed. I almost cried.

5 Erin
I = interviewer, E = Erin
I What's the most interesting historical site you've ever visited?
E I almost hate to say it because it sounds like a cliché, but the Colosseum in Rome. Just the, the architecture and the things that people were capable of with their brains before computers is just mind-blowing. But also the Museum of Science, the Galileo Museum in Florence is also very cool.
I Why did you go there?
E We went to Rome and the Colosseum specifically because my husband wanted to. I wasn't very interested, but I was really surprised at how much I enjoyed it. And we went to the Galileo Museum because someone else had recommended it and it seemed like an interesting thing to do, sort of off the beaten tourist path. And it was amazing. I think my brain melted a little bit.
I Would you recommend it to other people?
E Absolutely. If you do the Colosseum, pay extra for the guided tour. You get through the line faster.

9A Never remember, never forget

G reported speech
V word building
P word stress

Lesson plan

This lesson is about memory and provides two different angles on the topic: strategies to help you to remember, and the real-life story of a woman who is not able to forget. The lesson begins with Sts doing a survey about how good their memory is and then discussing the results. Next, they read an extract on how to remember numbers from a book called *How to Develop a Brilliant Memory Week by Week*. This is followed by the grammar focus which revises and extends reported speech (reported statements, questions, and imperatives). This is presented through a video of a conversation between a couple.

In the second half of the lesson, Sts listen to a radio programme about a woman who has a condition which means that she can't forget anything. This leads into a vocabulary and pronunciation focus on word building and word stress related to the words in the listening. Sts then put this language into practice in a speaking activity where they tell stories and anecdotes.

Video material

Grammar – reported speech

More materials

For teachers

Photocopiables

Grammar reported speech *p.181*
Communicative Find the pair *p.211* (instructions *p.189*)

For students

Workbook 9A

OPTIONAL LEAD-IN – THE QUOTE Write the quote at the top of *p.88* on the board and the name of the person who said it, or get Sts to open their books and read it.

You could point out / elicit that Ingrid Bergman (1915–82) was a Swedish actor. She won many awards for her work and starred in famous films such as *Casablanca* and *Notorious*, which was directed by Alfred Hitchcock.

Get Sts to discuss what they think the quote means, and whether they agree with it.

1 SPEAKING

a Books open. Focus on the questionnaire and the task. Give Sts time to read the sentences and tick the ones that are true for them. Highlight that in 4, they can use another way of remembering, e.g. a reminder from a calendar app.

Now focus on the **Giving examples** box and go through it with the class.

Put Sts in pairs and get them to discuss with a partner which sentences they have ticked, and encourage them to give examples.

With a show of hands, find out how many Sts ticked each sentence.

Finally, find out if any Sts didn't tick any of the sentences. Then find out who has the fewest ticks.

b Do this as a whole-class activity, or get Sts to discuss it in pairs and then get some feedback. You could tell the class which one causes you the biggest problem and why.

2 READING understanding a theory

a Focus on the instructions and give Sts exactly 30 seconds to look at the bank card number. Make sure they don't write it down. Then tell them to close their books.

Now get Sts to write as much of the number as they can remember.

When Sts have finished, tell them to compare with a partner. Then they should open their books and see how much of the number they wrote correctly.

Find out if any Sts got all the digits in the correct order.

EXTRA IDEA Ask some of the more successful Sts how they went about memorizing the numbers, i.e. in groups or pairs of digits, by relating them to something significant, by taking a mental picture, etc.

b Focus on the instructions and the objects. Put Sts in pairs and get them to write as many of the objects in the photo as possible.

c Tell Sts to read the extract and check their answers to **b**. Tell them not to worry about the gaps. You might want to check Sts know the meaning of *shape*.

Check answers.

ANSWERS
a ball a pencil a swan handcuffs a boat a seahorse an elephant's trunk a boomerang an egg timer a balloon on a string

Now tell Sts, in their pairs, to decide if they prefer any different objects for numbers 0–9.

Elicit some feedback.

! Tell Sts not to do the task in the last paragraph of the extract, as they are going to do it later in **f**.

d Focus on phrases A–D and make sure Sts understand all the lexis.

Tell Sts to read the extract again and this time to complete gaps 1–4 with the phrases.

Check answers.

ANSWERS
1 C **2** B **3** D **4** A

e Focus on the instructions and do this as a whole-class activity, or get Sts to do it individually.

Check answers. You could ask Sts to find two other words in the extract related to the word *memorize* (*memory* and *memorable*).

ANSWERS
1 remind **2** recall **3** memorize

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

f Focus on the instructions and give Sts time to memorize the 20-digit number in the last paragraph.

Then get them to memorize the credit card number in **a** again, using Dominic O'Brien's method.

Get Sts to write the numbers and then check their own answers.

Find out if any Sts managed to remember the 20 digits. If not, how many did they remember?

Then ask if any Sts remembered more digits in the credit card number, and if so, whether they think it is because of the Number–Shape System and the Link Method.

g Do this as a whole-class activity.

3 GRAMMAR reported speech

a This video shows a conversation between a couple about mislaid car keys.

Focus on the instructions and photo, and ask Sts if they recognize the couple (Sarah and Rick from the conversations in **4A**).

Play the video once, and elicit answers to the question. Encourage Sts to give reasons.

R = Rick, S = Sarah

R Sarah? Sarah? Have you seen my car keys? Have you seen my car keys?
S Sorry?
R Have you seen my car keys? I can't find them.
S Where did you leave them last night?
R On the hall table. But they're not there now. You must have moved them.
S I haven't moved them. Have you looked in the bowl in the kitchen? You often leave them there.
R I've looked there, but I'll go and have another look.
…
R They're not there.
S Hmm?
R They're not there.
S Have you looked in your coat pocket?
R No, but I never leave them there.
R Oops…
S Can I go back to work?
R Sorry!

b Focus on the instructions and give Sts time to put the initials next to the lines.

Get Sts to compare with a partner.

Play the video again for Sts to watch and check.

Check answers.

ANSWERS
1 R **2** S **3** S **4** R **5** S

c Focus on the instructions. Look at 1 and tell Sts to also look at sentence 1 in **b**. Highlight that *Have you seen my car keys?* is direct speech as you are using the exact words that someone has said. In **c**, Sts need to report what the person said.

Get Sts to complete the gaps and compare with a partner. You could elicit the answer to 1 from the class if you think they may have forgotten this structure.

Check answers.

ANSWERS
1 if, had seen **2** where, had left **3** left **4** would **5** if, could

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 9A** on *p.156*.

Grammar notes

In this lesson, the basics of reported speech are revised and reported imperatives are introduced. By now, Sts should have no problems with reported statements, but will need more practice with reported questions, and especially with reported imperatives and requests.

Remind Sts that *tell* is followed by a person or object pronoun, but *say* is not, e.g.

She told me her name was Anna. NOT ~~*She told her name was Anna.*~~

She said she was tired. NOT ~~*She said me she was tired.*~~

Remind Sts also of the past simple pronunciation *said* /sed/ and *told* /təʊld/.

Point out that the past perfect in direct speech does not change in reported speech.

Word changes in reported speech

When direct speech is reported at a different time or place from when or where it was originally spoken, word changes usually happen. However, if the time is very recent or the place is the same, these words may not need to change, e.g.

'I'll meet you this evening.'

(reported a few minutes later):

He said he'll meet us this evening.

'I'll meet you this evening.'

(reported a few days later):

He said he'd meet us that evening.

Reported questions

Remind Sts that the auxiliaries *do*, *does*, and *did* are not used in reported questions, e.g. NOT ~~*He asked how did I feel.*~~

Reported imperatives and requests

Reported imperatives and requests are difficult for many Sts because the use of the infinitive does not correspond to what they would use in their L1. As a result, they often say things like ~~*She told us that we didn't talk*~~ instead of *She told us not to talk*. Sts will need a lot of practice before they are able to produce this structure correctly.

Requests (but not imperatives), e.g. *Can you help me?*, can be reported in two ways, like an imperative or like a question:

He asked me to help him OR *He asked me if I could help him.*

At this level, given that the infinitive is a new structure, we recommend just focusing on this way of reporting.

In Intermediate Plus, the structure is only taught with *ask* or *tell*. Other reporting verbs used with the infinitive, e.g. *advise*, *convince*, *persuade*, etc. are introduced in *English File* Upper-intermediate.

Now focus on the example sentences for **word changes in reported speech**. Before focusing on the word changes, remind Sts of the difference between *say* and *tell*.

Play audio 9.1 for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules for word changes with the class.

Focus on **word order in reported questions** and use the example sentences to elicit how the word order changes from direct speech to reported speech.

Focus on **reported imperatives and requests** and play audio 9.2 for Sts to listen and repeat. Go through the rules with the class.

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

Check answers, getting Sts to read the full sentences.

ANSWERS

a 1 (that) they wanted to go home that day
2 (that) she was going to her sister's that weekend
3 (that) he would ring me then
4 (that) they had just arrived there when it started raining
5 me (that) Paulo wouldn't be able to pick me up the next day
6 (that) she had seen the film the day before
7 (that) they had decided to go to Cuba the next / following summer
8 (that) he had been training for a marathon the week before

b 1 to take a photo of them.
2 how many children he had.
3 if we would be able to come.
4 to fill in the application form.
5 to meet him outside the cinema.
6 to bring plenty of food.
7 to help her with the cooking.
8 how long they had been waiting.
9 to show him the way. / if she could show him the way.
10 not to worry about anything.

Tell Sts to go back to the main lesson **9A**.

EXTRA PRACTICE OPTION Use the **9A Grammar** photocopiable activity.

e Put Sts in pairs, **A** and **B**, and focus on the instructions and example.

Sts should each write their three questions. They should not work together on this. Encourage them to write questions to which they don't know the answers (e.g. NOT *What's your name?*).

First, Sts **A** ask Sts **B** their three questions, but they mustn't write the answers.

Then make sure Sts swap roles.

f Now focus on the instructions and the example. Get Sts to change partners, and tell them to report to their new partner the questions they asked their first partner and the answers. Although they may need to look at the questions in order to transform them into reported speech, they should be able to transform the answers in their head.

Make sure Sts swap roles.

Remind Sts that when they are reporting their questions and answers, they may need to change the tense, as well as other words. Monitor and help, correcting any mistakes in reported speech.

Get some feedback. With a show of hands, find out how many Sts remembered all three questions and answers.

EXTRA SUPPORT You could demonstrate the activity with a student in front of the class. First, ask the student a question, and then report the question and answer to the class (from memory).

4 LISTENING linking dates and events

a Focus on the instructions and give Sts time to think about where they were and what they did on the days listed.

Now put Sts in pairs and get them to talk about what they can remember, giving as much detail as possible.

Get some feedback from the class.

EXTRA SUPPORT You could demonstrate the activity by choosing one of the days / dates and telling the class where you were and what you were doing.

b 9.3 Focus on the task and photos. Give Sts time to read the three questions.

You may want to elicit the pronunciation of *Manhattan*, *New Jersey*, and *Los Angeles* if you think Sts may have problems recognizing them when they listen.

Play the audio once the whole way through.

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

ANSWERS

1 It is a condition where a person can remember in great detail exactly what happened and what they did on any day in their life.
2 She was eight.
3 It drives her crazy.

9.3
(script in Student Book on *p.137*)

A = announcer, P = presenter, J = Jill
Part 1

A Can you remember exactly what you did on any day ten, twenty, or even thirty years ago? Now it's *Mind Matters*, and we're going to hear about a woman who can do just that.

P Ask Jill Price to remember any day in her life, and she can usually come up with an answer. When I met her, she asked for my date of birth, which is the twenty-fourth of January, nineteen eighty-six.

J OK, the twenty-fourth of January, nineteen eighty-six was a Friday. It was four days before the Challenger explosion. I was working in an ice cream shop. I hated my job. That night I went out with some friends, Tim and Candace.

P Jill could also tell me what she ate and what time she got home that evening. I tried another date. What did she do on the twenty-ninth of August, nineteen eighty?

J It was also a Friday. I went to Palm Springs with my friends Nina and Michelle and their family.

P Then I asked her, 'When was the third time you drove a car?'

J That was the tenth of January, nineteen eighty-one. A Saturday.

P Jill Price has HSAM, or 'Highly Superior Autobiographical Memory', which means she can remember exactly what happened on most days in her life. She remembers the day of the week for every date since nineteen eighty – what she was doing, who she was with, where she was. She can recall a memory of twenty years ago as easily as a memory of two days ago.

Jill was born on the thirtieth of December, nineteen sixty-five, in New York. Her first memory is when she was eighteen months old and she lived with her parents in an apartment in Manhattan. She remembers the traffic and staring out of the window down Ninth Avenue. When she was five, her family moved to New Jersey, and then when she was eight, they moved to a rented house in Los Angeles. That was the first of July, nineteen seventy-four – and on that day, she says, her 'brain snapped', and she began to be able to remember everything that happened to her in great detail. Her memories come without her trying to recall them.

J People have called it a gift, but for me it's a nightmare. My entire life goes through my head every day – it drives me crazy.

c Give Sts time to read the questions.

Play the audio again, pausing after the answer to each question is given to give Sts time to write.

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

ANSWERS

1 24 January 1986 was a Friday. She was working in an ice cream shop. She went out that night with friends.
29 August 1980 was a Friday. She went to Palm Springs with friends.
10 January 1981 was a Saturday. It was the third time she drove a car.
2 The traffic in Manhattan and looking out of the window of her parent's apartment. She was 18 months old.
3 1 July 1974 is the day her family moved to Los Angeles and also when she began to remember everything.

d **9.4** Tell Sts they are now going to listen to the second part of the radio programme, in which the presenter talks about memory research.

Focus on the photos and the task. Go through questions 1–10, making sure Sts understand all the lexis, and point out that the doctor's name is pronounced /mə'gɒf/.
Focus on the **Glossary** and go through it with the class.

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

Get Sts to compare with a partner. Play the audio again if necessary.

Check answers.

ANSWERS

1 He asked her questions from a history book and checked her answers against her own detailed diary.
2 Elvis Presley and Bing Crosby died.
3 He checked with her diary and with her mother.
4 Strong emotional experiences
5 Things that she finds important
6 Facts and figures, numbers
7 There's so much information in her head all the time; it's difficult to forget bad things.
8 *The Woman Who Can't Forget*
9 Because there might be things in it that he doesn't want to know.
10 Around 100

9.4
(script in Student Book on *p.137*)

P = presenter, D = Dr McGaugh, J = Jill
Part 2

P So what do we know about how Jill's superior memory works? Dr James McGaugh, who is an expert in memory research, met her for the first time in June two thousand. He first tested her memory using a big history book. Jill answered the questions quickly and confidently.
D What happened on the sixteenth of August nineteen seventy-seven?
J Elvis Presley died in his Graceland bathroom. It was a Tuesday.
D When did Bing Crosby die?
J Friday, the fourteenth of October nineteen seventy-seven, on a golf course in Spain. I heard it on the radio while my mom was driving me to soccer practice.
P It's often difficult for scientists to confirm whether autobiographical memories are accurate, but Dr McGaugh was able to check with Jill's detailed diary. He also checked Jill's memories with her mother.
Dr McGaugh's research was focused on showing that strong emotional experiences are the most memorable ones, and Jill had the most vivid memories that McGaugh had ever encountered. However her memory only stores the things that she finds important. When it comes to remembering things that don't relate to her personally or to her interests, Jill is no better than the average person.
J At school I couldn't remember facts and figures, and I can't memorize a sequence of random numbers.
P People with HSAM often say that there was a specific point in their lives that triggered their ability to remember in such detail. For Jill, it was her family's stressful move to Los Angeles.
Most people would think that having HSAM is an advantage, but Jill says there are two big problems.
J The first is that there's so much information running through my head all the time, and the second is that I find it difficult to forget unpleasant things. For example, I can remember bad moments from my childhood as if they'd just happened, and they make me feel unhappy all over again.
P No one else in Jill's family has a memory like hers. She's published an autobiography, *The Woman Who Can't Forget*, but her brother hasn't read it. He says that there might be things in it that he doesn't want to know.
Experts have now diagnosed around a hundred people with HSAM. New research is ongoing, and some scientists now think as many as seven hundred thousand people with HSAM could exist.
Understanding why people have extremely good memories will, it is hoped, help us to understand conditions that affect the memory such as Alzheimer's or other kinds of dementia.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on *p.137* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e Do this as a whole-class activity.

5 VOCABULARY & PRONUNCIATION word building; word stress

a Focus on the task and the chart, and point out the examples in the chart.

Give Sts time to complete the chart, individually or in pairs.

b **9.5** Play the audio for Sts to listen and check.

Check answers by eliciting the words onto the board.

ANSWERS

Noun	Adjective	Adverb
1 memory	memorable	memorably
2 confidence	confident	confidently
3 emotion	emotional	emotionally
4 importance	important	importantly
5 accuracy	accurate	accurately
6 person	personal	personally

9.5
See words in Student Book on *p.91* and answer key

EXTRA CHALLENGE Get Sts to underline the stressed syllables before they listen again. Then play the audio for them to listen and check.

Now play the audio again, pausing after each word to give Sts time to underline the stressed syllable.

Check answers by underlining the stressed syllables in the words on the board (see previous answer key).

Finally, put Sts in pairs and get them to practise saying the words.

EXTRA SUPPORT Play the audio again, pausing after each word or group of words for Sts to listen and repeat. Then put Sts in pairs to practise saying the words.

c Focus on the instructions and make sure Sts know what a *collocation* is (= a combination of words that happens very often, and more frequently than would happen by chance).

Get Sts to complete the gaps in 1–6.

Get them to compare with a partner, and then check answers. You may want to explain that *emotional intelligence* = the capacity to be aware of, control, and express one's emotions, and to handle relationships empathetically.

ANSWERS
1 emotional **2** accurate **3** Personally **4** memorable
5 important **6** confidently

d Do this as a whole-class activity, or put Sts in pairs and then check answers. For 2, Sts might suggest *entrance* and although it is correct, it hasn't come up in this lesson.

ANSWERS
1 atomic **2** entry **3** unlikely **4** security **5** connection
6 autobiographical **7** easily **8** ability **9** unpleasant

EXTRA SUPPORT Give Sts time to work individually or in pairs to flick through the material in this lesson and find the answers.

EXTRA CHALLENGE Get Sts to underline the stressed syllable in each word. Then check answers.

ANSWERS
1 atomic **2** entry **3** unlikely **4** security **5** connection
6 autobiographical **7** easily **8** ability **9** unpleasant

6 SPEAKING

a Focus on the instructions and the topics which Sts have to talk about, making sure they understand them all.

Give Sts time to make some notes or think about what they are going to say for the two topics they choose.

EXTRA SUPPORT Demonstrate the activity by talking about one of the topics yourself.

b Put Sts in groups of three or four. Focus on the example and tell them to discuss their topics in their groups.

Monitor and help.

Get some feedback from various groups.

EXTRA IDEA Elicit / Write on the board a few different ways of starting an anecdote, e.g.

This happened to me when…

I'll never forget the time when…

When I was at school,…

c Get individual Sts to tell the rest of the class about a story or anecdote they've just heard from a classmate. Remind Sts to speak from memory and not to use notes.

If there isn't enough time for everyone to speak, you could form new groups or put Sts in new pairs where they can exchange stories.

9B The big day

G third conditional and other uses of the past perfect
V weddings
P sentence stress

Lesson plan

The topic of this lesson is weddings. The lesson begins with *Mabel*, a short story by the famous British writer, William Somerset Maugham, about a wedding that was postponed for years and nearly didn't take place. The story is presented in four parts, two of which are for reading and listening, and two of which are for listening only. This is followed by the grammar focus, which looks at third conditional sentences and other uses of the past perfect. These structures are further practised in a pronunciation focus on sentence stress.

The second half of the lesson begins with a listening activity with two stories about marriage proposals. The theme continues in a vocabulary focus on lexis related to weddings, including a text about the real cost of a wedding. This leads into a speaking activity where Sts read some controversial statements about weddings, decide whether or not they agree with them, and then discuss each one in small groups. Finally, Sts write a story describing a significant event.

More materials

For teachers

Photocopiables

Grammar third conditionals and other uses of the past perfect *p.182*

Communicative What had happened? *p.212* (instructions *p.190*)

For students

Workbook 9B

OPTIONAL LEAD-IN – THE QUOTE Write the quote at the top of *p.92* on the board and the name of the person who said it, or get Sts to open their books and read it.

You could point out / elicit that William Feather (1889–1981) was an American author and publisher who was known for his, often witty, observations on life and success.

Get Sts to discuss what they think the quote means, eliciting the meaning of *invoke* (= make sb have a particular feeling) and *summons* (= an order to appear in court), and whether they agree with it.

1 READING & LISTENING understanding a short story

a Books open. Focus on the instructions. You might want to tell Sts how to pronounce the author's name, William Somerset Maugham /mɔːm/.

Give Sts time to read the information. Make sure they understand the meaning of *colonies* (= countries or areas that are governed by people from another, more powerful, country).

Do the question as a whole-class activity. Encourage Sts to give reasons to justify their opinions.

EXTRA IDEA You might want to tell Sts a bit more about Maugham's life. Maugham was orphaned at the age of ten; he was brought up by an aunt and uncle. He qualified as a doctor in 1897. As well as stories, he wrote plays – in 1908, four of his plays were showing in London at the same time, which made him financially secure. During World War I, he volunteered as an ambulance driver and then worked as a secret agent. After the war, he resumed his interrupted travels and, in 1928, bought a villa in the south of France, which became his permanent home. Among his most famous novels are *Of Human Bondage*, *The Moon and Sixpence*, and *The Razor's Edge*.

b **9.6** Tell Sts they are going to read and listen to *Mabel*, a short story written by Maugham and originally published in 1930, many years after the events in the story had taken place. Point out that most of the places mentioned in the story were British colonies at that time, ruled by British colonial governments.

Focus on **Part 1** and the **Glossary,** and go through it with the class. You might want to tell Sts that the country now called *Myanmar* was called *Burma* until 1989. At the same time, *Rangoon* became *Yangon*.

Give Sts time to read questions 1–5. Elicit / Explain the meaning of *dilemma* (= a situation which causes problems, often one in which you have to make a very difficult choice). Model and drill its pronunciation /dɪˈlemə/.

Now play the audio for Sts to listen and read at the same time.

In pairs, Sts answer the questions.

Check answers.

ANSWERS

1 George worked for the British colonial government in Burma, and Mabel was engaged to him (his fiancée).
2 Because there were difficulties: Mabel's father died, the war came, and then George was sent to a district which was considered unsuitable for a woman.
3 He suddenly became afraid (of marrying Mabel) because he hadn't seen her for seven years and couldn't remember what she was like.
4 He didn't want to marry Mabel, but didn't want to tell her, either.
5 He decided to run away, and got on a boat to Singapore.

9.6
See Part 1 in Student Book on *p.92*

Now focus on the last two questions in pink and ask them to the class. You could also get Sts to discuss them in pairs, and then get feedback.

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

c **9.7** Tell Sts they are going to listen to **Part 2** of the story, in which George does a lot of travelling. Focus on the instructions and list of places. Point out that the first destination, Singapore, has been numbered as an example.

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, eliciting the names of the places in order.

ANSWERS
1 Singapore **2** Bangkok **3** Saigon **4** Hong Kong **5** Manila **6** Shanghai **7** Yokohama

EXTRA SUPPORT Go through the place names before playing the audio to help Sts know how they are pronounced before they listen to **Part 2**.

Check the answer to the question.

ANSWER
George returned to Shanghai.

9.7
(script in Student Book on *p.137*)

N = narrator, M = Mabel, G = George
Part 2
N *When George arrived at Singapore he found a telegram waiting for him.*
M Quite understand. Don't worry. Love Mabel.
G My God, I believe she's following me,
N *he said. He checked the passenger list of the next ship on its way to Singapore, and sure enough – her name was on it. There was not a moment to lose. He jumped on the first train to Bangkok. But he was uneasy; she would have no difficulty in finding out that he had gone to Bangkok. Fortunately, there was a French boat sailing the next day for Saigon. He took it. At Saigon he would be safe. It would never occur to her that he had gone there. It was five days' journey from Bangkok to Saigon and the boat was dirty, crowded, and uncomfortable. He was glad to arrive and went straight to the hotel. A telegram was immediately handed to him. It contained only two words:*
M Love Mabel.
N *He started to tremble.*
G When is the next boat for Hong Kong?
N *he asked. He sailed to Hong Kong but was afraid to stay there. Then he went to Manila, and from there he went on to Shanghai. Shanghai made him feel nervous; every time he went out of the hotel he expected to run straight into Mabel's arms. No, Shanghai would never do. The only thing was to go to Yokohama. At the Grand Hotel in Yokohama a telegram awaited him.*
M So sorry I missed you at Manila. Love Mabel.
N *Where was she now? He went back to Shanghai. This time he went straight to the club and asked if he had received any telegrams. One was handed to him.*
M Arriving soon. Love Mabel.

d Focus on the instructions and Mabel's four telegrams. You may want to tell younger Sts that *telegrams* were messages transmitted electrically over wires, usually using Morse code, and delivered on a piece of paper. They were used for long-distance communication of important messages during the 19th and early 20th centuries. Now play the audio for **Part 2** again, pausing as necessary to give Sts time to complete the gaps.

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

Check answers.

ANSWERS
1 understand, Don't worry
2 Love Mabel
3 sorry, missed, Manila
4 Arriving soon

Now focus on the two questions in pink and get the class to speculate on what George will do next. You could put Sts in pairs, and then elicit ideas.

e Focus on the instructions. Get Sts to read **Part 3** and complete the text. Elicit / Explain that a *consul* /ˈkɒnsl/ is a government official who is the representative of his or her country in a foreign city.

Get Sts to compare with a partner.

f **9.8** Play the audio for Sts to listen to **Part 3** and check their answers.

Check answers.

ANSWERS
2 After that **3** only **4** at last **5** never **6** One morning

9.8
See text in Student Book on *p.93* and answer key

Now ask Sts what they think *He sighed with relief* means. You could demonstrate what a *sigh* /saɪ/ sounds like and point out that people make this sound for different reasons.

ANSWERS
sigh = take and then let out a deep breath; **relief** = happiness that nothing unpleasant is happening
In this context, it means 'he felt very happy to be there, where Mabel couldn't find him'.

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

Ask Sts to guess how the story will end. Elicit some ideas, but don't tell Sts if they are right or not.

g **9.9** Now tell Sts they are going to listen to **Part 4**, which is the end of the story. Play the audio once all the way through for Sts to listen.

Play it again if necessary.

Now ask Sts to explain, in their own words, what happened in the end (*Mabel found George and they got married*). With a show of hands, find out how many Sts were surprised. Ask individuals why or why not.

9.9
(script in Student Book on *p.137*)

N = narrator, G = George, M = Mabel, C= consul
Part 4
N *One morning George and the consul were in the courtyard when there was a loud knock at the door. The doorman opened it. Mabel walked in. She was neat and cool and fresh. There was nothing in her appearance to suggest that she had just come in after two weeks on the road. George was terrified. He was as pale as death. She went up to him.*
M Hello, George, I was so afraid that I'd missed you again.
G Hello, Mabel.
N *he said. He did not know what to say. He looked this way and that: she stood between him and the doorway. She looked at him with a smile in her blue eyes.*
M You haven't changed at all.
N *she said.*
M I was afraid you'd got fat and bald. I've been so nervous. It would have been terrible if I hadn't been able to marry you after all.
N *She turned to George's host.*
M Are you the consul?
N *she asked.*
C I am.
M Good. I'm ready to marry him as soon as I've had a bath.
N *And she did.*

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on *p.137* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

h Focus on the two questions, making sure Sts understand *sympathy* (= the feeling of being sorry for sb). Model and drill its pronunciation /'sɪmpəθi/.

Then put Sts in pairs and get them to answer the questions, giving as much information as possible. Get some feedback.

You might want to tell Sts that George and Mabel were real people. The writer met George in Burma (now Myanmar) and a friend of George's told Maugham about George and Mabel's 'romance'. The story does have a happy ending. When Maugham met George, he and Mabel had been happily married for eight years – in fact, George was totally dependent on Mabel and was very unhappy that she had had to go back to England for a visit.

2 GRAMMAR third conditional and other uses of the past perfect

a Focus on the instructions and get Sts, in pairs, to match the uses of the past perfect in the story to the descriptions.

Check answers.

ANSWERS
1 c **2** b **3** a

You may want to point out that *c* is a third conditional.

b Tell Sts to go to **Grammar Bank 9B** on *p.157*.

Grammar notes

The third conditional and other uses of the past perfect are brought together here. The most difficult structure for most Sts will be the third conditional, which is why one whole practice exercise is devoted to it.

Third conditional

This was introduced towards the end of *English File* Intermediate, but it is a difficult structure in terms of form for Sts to produce correctly and needs a lot of practice.

Typical mistakes include using *would have* instead of the past perfect in the *if*-clause of the third conditional, e.g. ~~*If I would have known the band had cancelled, I wouldn't have gone to the concert.*~~

Or using the past perfect instead of *would have* in the main clause of the third conditional, e.g. ~~*If I had seen your text message, I had answered it immediately.*~~

Other uses of the past perfect

You may want to tell Sts that in reported speech, when the tense in the direct speech is the past simple, people sometimes use the past simple again rather than the past perfect in reported speech, especially if the reporting takes place shortly after the event.

'I got up very early' → *She said she (had) got up very early.*

Focus on the example sentences for **third conditional** and play audio **9.10** for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Focus on the ***'d*** box and go through it with the class. Repeat for **other uses of the past perfect** **9.11**.

Now focus on the exercises and get Sts to do them individually or in pairs. You may want to highlight that in b5 *take* should be in the passive.

Check answers, getting Sts to read the full sentences.

ANSWERS
a 1 wouldn't have fallen, hadn't made
2 'd / had been invited, 'd / would have gone
3 'd / would have forgotten, hadn't reminded
4 'd / had left, wouldn't have missed
5 hadn't paid, wouldn't have lost
6 'd / had had, 'd / would have bought
7 would have slept, hadn't drunk
8 wouldn't have lost, hadn't moved
9 'd / had known, 'd / would have offered
10 hadn't shouted, wouldn't have been arrested
b 1 enjoyed, 'd / had seen
2 said, 'd / had worked
3 hadn't got up, left
4 spent, had disappeared
5 ran, had already been taken
6 couldn't, had overbooked
7 'd / had only been, met
8 asked, 'd / had visited
9 told, 'd / had just got
10 was, had closed down

Tell Sts to go back to the main lesson **9B**.

EXTRA PRACTICE OPTION Use the **9B Grammar** photocopiable activity.

3 PRONUNCIATION sentence stress

a **9.12** Remind Sts that in English sentences only some words are stressed. Elicit the type of words which are usually stressed (*nouns*, *verbs*, *adjectives*, and *adverbs*).

Tell Sts they are going to hear four sentences and they must listen for the stressed words and write them in the pink rectangles in the sentences. Point out that the first one has been done for them, and that the first letters are given.

Sts will hear each sentence twice. Play the audio, pausing after the second reading of each sentence to give Sts time to write.

Get Sts to compare with a partner, and then check answers (stressed words only).

ANSWERS
2 said, hadn't, seen, ages
3 known, weather, bad, wouldn't, come
4 soon, got, airport, remembered, hadn't, locked, windows

9.12
1 When I read your email, I understood why you'd left.
2 He said that he hadn't seen her for ages.
3 If I'd known the weather was going to be so bad, I wouldn't have come.
4 As soon as we got to the airport, we remembered that we hadn't locked the windows.

b Now tell Sts to look at the words they have written and try to remember what the complete sentence is.

c Tell Sts to listen to the audio again and complete any gaps they have. Play the audio again, pausing after each sentence.

Check answers, eliciting the sentences onto the board.

ANSWERS
See script **9.12**

Play the audio again, pausing after each sentence has been said twice for Sts to listen and repeat, copying the rhythm. Encourage them to pronounce the stressed words (in the pink rectangles) more strongly and not to stress the other words.

Then repeat the activity, eliciting responses from individual Sts.

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

d Focus on the instructions and give Sts time to complete the three sentences with a verb phrase in the past perfect.

Put Sts in pairs and get them to read their sentences to each other with the correct stress pattern.

Get some Sts to read out their sentences, and find out if any Sts wrote the same endings.

4 LISTENING understanding key events in anecdotes

a **9.13** Focus on the instructions, making sure Sts know the meaning of *proposal* /prəˈpəʊzəl/ (= the act of asking sb to marry you). Elicit that Tessa is a woman's name and Iain is a man's name.

Focus on the photos A–F and put Sts in pairs to talk about what they can see. Elicit ideas from the class.

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

Check answers.

ANSWERS
T (Tessa): photos B, D, and E
I (Iain): photos A, C, and F

Finally, ask Sts if the marriage proposals were accepted.

ANSWER
Yes, both proposals were accepted.

9.13
(script in Student Book on *p.138*)
Tessa's story
I'd planned to propose to my boyfriend on a trip to Edinburgh – we'd booked a B&B for my birthday weekend and off we went, and I wanted to do it, to propose, at a really pretty place by the river, it's where we said, 'I love you' to each other for the first time. Unfortunately, the weather was quite bad when we arrived, so I thought, well, he's going to think it's really strange if I suggest a long walk in the wind and cold – I knew it would be too suspicious. So then, my Plan B was, I'll propose in front of Edinburgh Castle – so we walked there, but by the time we got there, the wind was so strong we couldn't even hear each other talk. The ring would have been blown away in a second. So then I had to come up with Plan C – I decided to propose during dinner. We went to a Chinese restaurant – the food was lovely, but there was a huge group there having a birthday celebration – not romantic at all! So I was left with Plan D – I'd do it back at the B&B, where nothing could go wrong. We got back to our room, he turned on the TV, and *Countdown* was on – his favourite quiz programme. I didn't want to leave it to the next day because it was my birthday and he would have to say yes, and I didn't want to put that kind of pressure on him. So in the end I proposed in front of a TV quiz show in a not-so-great B&B room. Thankfully, he said yes.
Iain's story
My partner and I – we've been together for years – and we decided that we wanted to buy a home in France to retire to, and we liked the idea of somewhere in the south of France. So we did a lot of research and finally we found an apartment in Nice and made an offer, and it was accepted. Anyway, I sent a copy of the contract to a British lawyer. We were back in the UK and I received the lawyer's report one morning on my phone just when we were in the supermarket shopping. I was reading it through, reading bits of it out to my partner as we were going through the checkout. And in the report, the lawyer said it was very important, because of French inheritance law, that couples who buy property together should be married. So I was reading this bit out loud to my partner, and I added, without really thinking about it, 'It looks like we'll have to get married, then.' There was a stunned silence from my partner and the cashier, they both stared at me in amazement. I must be the only person to ever propose by accident in a supermarket checkout queue! My partner's now my wife, by the way!

b Tell Sts they are now going to listen to the stories again and complete sentences 1–10.

Give Sts time to read through the sentences. Put Sts in pairs to discuss sentences 1–10 and talk about what the missing words might be. Tell them not to write at this stage. Then when Sts listen to the audio again, they can confirm whether they were right.

Play the audio again for Sts to listen and write the missing words. Pause after each story to give Sts time to write.

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

Check answers.

ANSWERS
1 birthday weekend
2 propose
3 strong wind
4 romantic
5 quiz programme
6 apartment
7 British lawyer
8 supermarket
9 get married
10 checkout queue

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.138* 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. Encourage Sts to give reasons for their opinions.

EXTRA IDEA You could ask Sts if they think it is important for a marriage proposal to be romantic. Why (not)?

5 VOCABULARY weddings

Vocabulary notes

Wedding traditions vary over the world. In the UK, the best man is usually a close friend or family member of the bridegroom, and it is his responsibility to be in charge of the rings and hand them to the groom at the appropriate moment. He also usually gives a speech at the wedding reception.

Very young bridesmaids are sometimes called *flower girls*.

a Focus on the wedding photo and the list of words and phrases. Give Sts time, individually or in pairs, to match the people in the photo to the words.

Check answers, making sure Sts know what each word means. Model and drill pronunciation.

ANSWERS
A the best man **B** the bride **C** the (bride)groom
D a pageboy **E** a bridesmaid

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

b Focus on the task and make sure Sts know the meaning of all the words in the list, especially *reception* (= a formal social occasion to welcome sb or celebrate sth).

Give Sts time to read the article and complete the gaps.

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

ANSWERS
1 engaged **2** reception **3** guests **4** married **5** invitations **6** bridesmaids **7** best man **8** couples

c Focus on the task and make sure Sts know the meaning of *expenses* /ɪkˈspensɪz/ (= money spent in doing a particular job, or for a particular purpose). Now go through the list, making sure all the lexis is clear, e.g. *venue*, *veil*, *honeymoon*, etc.

Put Sts in pairs and get them to try to match the prices in the list to the cost of each item in the list. Point out that these prices are in pounds. You could tell Sts the exchange rate if you think it will help them.

d **9.14** Play the audio for Sts to listen and check.

Check answers.

ANSWERS
Venue (for the ceremony and the reception) £5,500
Five bridesmaids' dresses £350
Food £8,500
Flowers £1,300
Rings £640
Groom's suit £1,160
Wedding dress, veil, & shoes £2,500
Honeymoon £4,500

9.14
The venue for the ceremony and the reception cost five thousand five hundred pounds.
The five bridesmaids' dresses cost three hundred and fifty pounds.
The food cost eight thousand five hundred pounds.
The flowers cost one thousand three hundred pounds.
The rings cost six hundred and forty pounds.
The groom's suit cost one thousand one hundred and sixty pounds.
The wedding dress, veil, and shoes cost two thousand five hundred pounds.
The honeymoon cost four thousand five hundred pounds.

Now do the questions as a whole-class activity.

e Focus on the questions and make sure Sts understand them.

Put Sts in pairs and get them to ask and answer the questions, giving as much information as possible.

Monitor and help with vocabulary.

Get some feedback from various pairs.

EXTRA SUPPORT You could tell Sts about a wedding you have been to, getting individual Sts to ask you the questions.

6 SPEAKING

a Focus on the instructions and make sure Sts understand *controversial* /kɒntrəˈvɜːʃl/ (= causing a lot of angry public discussion and disagreement). Now go through statements 1–7 to make sure Sts understand them.

Give Sts time to think whether they agree or disagree with each one, and to think of reasons and examples.

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

Now focus on the **Agreeing** and **Disagreeing** box and go through it with the class. Highlight that *No way!* is quite informal.

Put Sts in groups of four and tell them to discuss each statement.

Monitor and help if necessary.

When Sts have finished, you could ask if any groups disagreed strongly about any of the statements.

EXTRA IDEA Other possible controversial statements to discuss if they are appropriate in your teaching context, could be:

'You shouldn't get married in a religious building unless you practise the religion.'

'Living together is just as valid as being married.'

7 WRITING a story

Tell Sts to go to **Writing Bank 9** on *p.128*.

a Focus on the instructions and give Sts time to read Matt's story about his wedding. Tell them not to worry about the gaps or mistakes in the story. Elicit / Explain that a *score* (in this context) means a written piece of music.

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

ANSWER
The woman who was supposed to play the violin at the wedding ceremony never arrived.

b Now focus on the **Adverbs** box and go through it with the class.

Tell Sts to read the story again and complete the gaps with the adverbs and adverbial phrases from the list. Point out that some words can go in more than one place.

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

ANSWERS
1 unfortunately **2** Fortunately / Luckily **3** Luckily / Fortunately **4** in the end **5** In fact

c Tell Sts to correct the ten mistakes underlined in Matt's story.

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

ANSWERS
~~wasnt~~ – wasn't (punctuation)
~~we only have~~ – we only had (grammar)
~~gests~~ – guests (spelling)
~~were hired~~ – had hired (grammar)
~~lost~~ – got lost (vocabulary)
~~stressed~~ – stressful (vocabulary)
~~good~~ – well (grammar)
~~proffessional~~ – professional (spelling)
~~corse~~ – course (spelling)
~~here~~ – hear (spelling)

EXTRA IDEA Get Sts to cover Matt's story and retell it in their own words.

d Focus on the titles in the exam question. Give Sts time to choose a title and to write down some ideas about the topic.

Sts who have chosen the same title can compare their ideas in pairs.

Get some feedback from various pairs on each of the three topics.

e Now go through the plan with the class. Encourage Sts to make brief notes on what they will write about, using 1–4 to help them plan their story.

f Focus on the **Useful language: telling a story with sentence adverbs** box. Go through it with the class.

Get Sts to write their story, following the plan and notes they made in **d** and **e**. Remind them to use the **Useful language** to help them.

If you do the writing in class, set a time limit for Sts to write their story, e.g. 15–20 minutes.

g Sts should check their story for mistakes before giving it in.

EXTRA CHALLENGE Fast finishers or Sts who want additional writing practice can choose a second title to write about.

COLLOQUIAL ENGLISH 5

English File talks to... Professor Giuliana Mazzoni

Lesson plan

In The Interview, the person interviewed is Professor Giuliana Mazzoni, Professor of Psychology at the University of Hull, and at the Università di Roma La Sapienza, who specializes in memory.

In The Conversation, three people discuss whether they think it's important for children to memorize things at school.

If you didn't do **Colloquial English 1**, see the introduction on *p.33* which explains how these lessons work.

Video material
Colloquial English An interview with Professor Giuliana Mazzoni
Colloquial English The Conversation

More materials
For teachers
Oxford English Hub
Quick Test 9
File 9 Test
For students
Workbook Colloquial English 5
Can you remember…? 1–9

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

1 *How good do you think your memory is a) for things you have to do in the future? b) for things that happened in the past?*
2 *What can you remember about the technique for remembering numbers that you read about in **9A**, and Jill Price, the woman you heard about in the same lesson?*

Put Sts in pairs to answer the questions. Get feedback.

1 THE INTERVIEW

Lead-in

Focus on the instructions and question.

Play the lead-in video once the whole way through.

Elicit answers to the question from the class.

You may want to point out that Professor Mazzoni speaks with an Italian accent, and was interviewed on a video call from her office in Italy.

ANSWERS
See video script

Professor Giuliana Mazzoni is Professor of Psychology at the University of Hull, and at the Università di Roma La Sapienza.
Her main research interest is human memory, in particular, how personal memories are remembered in normal people and in those whose ability to remember is exceptional. She frequently gives lectures to the general public.
Her work on memory has been featured in newspapers and magazines in the UK and around the world.

Part 1

a Focus on the photos and the task. Put Sts in pairs to discuss what they think the answer is.

Get them to compare answers with a partner.

b Focus on the instructions and question.

Play the video (**Part 1**) once the whole way through for Sts to watch the interview and check their answers to **a**.

Check answers.

ANSWERS
a **1** humans **2** dolphins **3** elephants
b Professor Mazzoni says she doesn't have a very good memory.

I = interviewer, PM = Professor Mazzoni

I Why did you become interested in human memory?
PM This is a good question, and, er, I need to think a little bit about it. But I think that it is because human memory is the most important cognitive component of the human mind. Memory is what makes us who we are. If we remember our past, we know who we are.
I Do humans have better memories than all other living things?
PM Yes. Humans have a better memory than all other living things. But, for example, there are animals whose memory has been studied quite extensively. And you know what? It is not the elephant. So we usually say, 'elephants have a long memory,' er, and a very strong memory, but they're not the best. They indeed have a very strong memory because, as you know, elephants behave in a way that demonstrates that they have a strong memory. They can go back, as most other animals, they can go back to places, even if they are stranded, you know, thousands of kilometres away, and so on and so forth. They all go to a specific place to die. They have this cognitive system that actually works well.
I But you're saying that they don't have the best memories of all animals?
PM The animals that have a memory that, to a certain extent, resembles, er, human memory in terms of how good it is, it is dolphins. So dolphins have a really good memory. And dolphins have a good memory also because, you know, there is some evidence that dolphins can 'speak' in the sense that they have different types of whistles, different types of sounds, and they are, they identify themselves with that specific sound, and they identify others with that specific sound. And they're very, very social in their, in their life. And so they identify others, interact with others, and probably they need memory, a better memory than most other animals, because memory serves also this communicative function in the social life.
I What about humans? Do some people have a much better memory than others?
PM Yes, there are people who have better memories, objectively better memories, er, than, than others. There are several different reasons. And so there are people whose brains work better, they're better connected, and, er, they're also faster than, than other people. There is a second reason why there are people who are better at remembering because they put more attention in what they're doing than other people. So if you have a stronger attention, better attention, a better ability to focus on things, then you will also have a better memory because your acquisition is going to be better.
I Do you have a good memory yourself?
PM No. No. Actually, my, my friends and my family used to joke, um, and tell me that I've become, I've been very interested in memory because I have no memory at all. I've been very well known for my forgetfulness, not for my memory.

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

Play the video again the whole way through (with subtitles if you think necessary). Then put Sts in pairs and give them time Sts to complete the sentences.

Check answers. You may want to play the video again pausing after she has mentioned each topic.

ANSWERS
1 who we are.
2 living things.
3 die.
4 social creatures.
5 what they're doing.

Part 2

a Focus on photos A–D and elicit what activities they represent (a crossword, poems, a google search, taking photos).

Focus on the questions and elicit answers from the class. Encourage them to give reasons for their opinions.

b ▶ Play the video (**Part 2**) once the whole way through.

Check answers.

ANSWERS
A and B help your memory to become more efficient. She thinks D has the worst effect on memory, because we use photographs instead of trying to remember.

▶

I Do you think it is possible to learn to improve your memory?
PM When there is a decline in memory, memory can be…we can consider memory as a sort of muscle. So if we train that muscle constantly, continuously, um, then we actually are able to remember much more. And It is true, for example, that if you do, um, er, crossword puzzles, for example, that can help. If you keep your memory working, if you, er, try to remember things by, er, rote memory, so you remember poems, for example, you remember stories, you tell the same story again and again, then actually your memory is trained and you can acquire again some memory skills that you thought at a certain point you had lost.
I Do you think it's true that these days, with Google, and so on, we don't need to remember so much?
PM I agree with the fact that everything is online, and that people can develop great skills in searching those things online. And that is also a positive cognitive activity, of course, you know being able to find things online and choose things online. It's very, very good. Erm, but this doesn't mean that they don't need to remember because they can find things. Again, you know, memory is really one of the basic human skills, one of the basic mental skills. People need to have a good memory to be able to know who they are, to be able to live, to be able to, er, work, to be able to, er, understand, er, what happens in general, to be able to have formed opinions, to be able to interpret the experiences, and so on and so forth. Really, memory is necessary. So, you know, leaving everything to, er, the possibility of getting, er, information from the internet is, I don't think is enough, honestly.
I Do you think that nowadays, people have replaced memories with photos? Because everyone takes photos of every single thing they do?
PM Yeah. We are flooded by photographs. Sorry, I laugh because I remember this experience and then led me to start studying a little bit also this phenomenon of taking photographs and its effects on memory. But what I remember is going to the Hermitage, this beautiful, beautiful art museum in, um, Saint Petersburg in Russia. And I almost couldn't see anything because everybody was in front of me with their phones up, taking photos of those paintings, of those art, um, masterpieces. And so I thought, you know, I'd love to study what they remember. And actually, I did that study, and they do remember much less if they take photographs. So it is…well, on one hand, I have to say that it is normal. We have always done that. You know, we have used paper notes to help us remember. But in this case, really, it is excessive. So, um, we use photographs instead of trying to remember. And what it does, it does also have a detrimental effect on our attention because we don't pay enough attention. My policy would be that if you enter a museum, you leave the phone to the usher and that's it.

c Go through the three sentences and focus on the highlighted words and phrases.

Play the video again (with subtitles if you think necessary). Then give Sts time to discuss with a partner what Professor Mazzoni is referring to.

Check answers. You could replay the video pausing after she makes the three comments.

ANSWERS
1 If we practise using our memory regularly
2 googling for information is also good for your brain
3 too many people take photos of paintings, but don't look at them

Part 3

a ▶ Focus on the task. Elicit / Explain the meaning of *metaphor* (= a word or phrase used to describe sb/sth else, in a way that is different from its normal use, in order to show that the two things have the same qualities and to make the description more powerful).

Play the video (**Part 3**) once the whole way through.

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

ANSWERS
She describes how people open a window and are able to see all the events of a specific day, and then close the window again to come back to the present.

▶

I There are, of course, people who find it difficult to remember anything, perhaps because of a brain injury or illness, but also some people who find it impossible to forget anything at all – they keep all their memories in their head. Would you rather not be able to remember things or not be able to forget things?
PM If I had a choice, I think I would not forget. But there are some, er, there are some minuses about that because not being able to forget, in some cases, implies being flooded by memories. So really not being able to manage the content of your memory in a way that is useful for us or that is useful for me right now. As I said, um, actually, memory is something that we need because it helps us negotiate life and have our own identity and reach our goals also and know what's going to happen in the future to us. And so if I'm flooded by my memories, then I, I won't be able to remember, you know, my phone number, for example, or my best friend's phone number right now because I have all these other phone numbers that are just coming to mind.
I Do you have examples of people like this, people who remember everything?
PM There are some cases in which people remember basically every day of their life, and this is the topic of, er, my most recent series of studies. These people who can remember almost every day of their life are very special because they are able to keep all other memories at bay, but the ones that they are selecting at the moment. So, for example, if I give them a date, what they do, they just open a window and they are able to see the day. They're able to see what happened in that, during that day. They're able to also tell us the date, the day of the week, for example. And, er, they're able to scan

the elements visually. So they start from, for example, you know what they did in the morning, what happened in the morning, with whom they spoke in the morning, and then so on and so forth, what they ate for lunch, what happened in the afternoon, what happened in the evening, if there were any shows on TV, er, who are the actors on the shows on TV, and so on and so forth. They can move forward, and they can tell you what happened the day after, and so on, and so on, and so forth. And then they can close that window, and they just go back to their normal life. And so they're really able to keep their memories at bay, and their memories do not flood them at all. And they live very successful lives.

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

Play the video again (with subtitles if you think necessary). Then give Sts time to circle the correct options.

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

ANSWERS
1 much, can't
2 can, can

Reading on screen

Focus on the sayings and idioms. Put Sts in pairs to try to remember what they mean and give examples of how they could be used.

Check answers.

ANSWERS
an elephant never forgets: an English saying used to refer to a person who has a very good memory
be flooded by sth: receive very large numbers of sth, e.g. photographs
keep sth at bay: prevent sth from coming near or having a bad effect, e.g. an infection

Looking at language

This exercise focuses on a common feature of spoken English – the use of common phrases. Focus on the **Common phrases** box and go through it with the class.

Now focus on the task and give Sts time to read extracts 1–6. Deal with any unknown vocabulary.

Play the video, pausing after each extract to give Sts time to write the missing phrases.

Check answers.

ANSWERS
1 you know what
2 as you know
3 to a certain extent
4 of course
5 and that's it
6 in some cases

See extracts in Student Book on *p.97* and answer key

Reacting to the interview

Give Sts time to read through the questions and make sure they understand them.

Put Sts in pairs or small groups and set a time limit for them to discuss the questions.

Monitor and help.

Get feedback from various pairs. You could also tell the class what you think.

2 THE CONVERSATION

a Focus on the photo and tell Sts they are going to watch these three people discuss the question underneath.

Focus on the task and go through the three options.

Now play the video once the whole way through for Sts to listen and choose the correct option.

Check the answer.

ANSWER
2

I = interviewer, S = Syinat, T = Tim, A = Anindhata

I Is it still important for children to memorize things at school?
S I would say that yes, maybe I'm very strict with this. But I would say that there are some things everyone should simply know. Part of this for me is in order to be a responsible citizen. So, for example, I do you think you should kind of memorize and really know some facts about your own country's history, or, for example, something about our own societies. Um, yeah, like, for example, if people knew more facts about, I don't know, the different communities in their country and how they came to be there. Yeah. I don't know. I think this is important. Like science. Like in order to just be responsible with eating, like you need to memorize some things about nutrients.
T Yeah.
S Just to be healthy and have a good life.
T So I see the question from a different point of view. I agree with what you're saying. But I see it from the point of view of, um, we, we tend to kind of use online resources much more now than we used to in the past. So they didn't exist in the past of course. So it's like, if you don't know it, just go to Google. Um, and I think that, for as an example, you know, for certain professions, you know, you've got to have a lot of knowledge at your fingertips. I mean if I had a doctor, um, taking out one of my kidneys, I wouldn't want the doctor to say, hang on, I don't remember this bit. I'll just go on to YouTube. You know, I'd want them to know exactly what you do.
S But what about children in schools?
T Well, I think the same thing. I think you have to have certain information that you just have at your fingertips. I mean in mathematics, you know, you can't, you shouldn't need to look up your times tables. You should just have them up here because you need them for so many things in mathematics.
S Yeah.
A And I think memorization is a skill.
T Yeah I agree.
A It's something that needs to be practised. It's something that, it's something that needs to be exercised. And which is why I think we need to begin at school. Because, yeah, like you said, there are so many jobs where…where memorization is important. Acting? Yeah. I don't know, politicians giving speeches, people making presentations at work. So there are so many reasons why memorization is important and, yeah, it needs to begin at school.
S And even in life, like it's recommended that you should not use one password everywhere. So, even just memorizing all of these passwords, all of those PIN codes. Birthdays, friends' birthdays.
T And sometimes memorization helps you appreciate life in a different way. Um, I didn't memorize a poem until I was in my thirties, and then I memorized quite a long, difficult poem. And it was, you know, it just brought a completely different appreciation of the, the rhythm and the sound of, of that poem.
A Yeah. Well.

b Focus on the task and give Sts time to read all the things in the list, and make sure they understand them. Also, focus on the **Glossary**, which gives the definition of an idiom used in the video.

Play the video again (with subtitles if you think necessary) for Sts to watch and tick the answers. Get Sts to compare with a partner, and then play again if necessary.

Check answers.

ANSWERS
Sts should tick the following:
historical facts about your country
information about nutrition
information related to your job
times tables
speeches or presentations
passwords and PINs
poetry

c Give Sts time to read the extract. Point out that the highlighted phrases are used by the speaker to emphasize that what she is saying is her own personal opinion.

Play the video for Sts to listen and notice how she uses the phrases.

You could get Sts to practise reading the extract aloud, stressing the highlighted phrases.

See extract in Student Book on *p.97*

d Put Sts in groups of three if possible. Then set a time limit for Sts to discuss the question in **a**.

Monitor and help, and encourage them to use phrases in **c** to emphasize when something is their own opinion.

Get feedback from various groups. You could also tell the class what you think.

10A Stars and stripes

G *be*, *do*, and *have*: auxiliary and main verbs
V British and American English
P stress on *be*, *do*, and *have*

Lesson plan

Aspects of the USA and its relationship to other countries provide the context for Sts to revise *be*, *do*, and *have* as auxiliaries and main verbs. The lesson begins with a quiz on facts about the USA, which leads into the grammar focus. Next, a pronunciation activity focuses on when *be*, *do*, and *have* are stressed in a sentence, and this is practised with more quiz questions. Sts then listen to six people talking about life in New York. The first half ends with Sts looking at the term 'Americanization' and discussing their views on American culture, whether any aspects of their culture have been influenced by the USA, and whether any aspects of their own culture have had an influence in the world.

The second half of the lesson begins with a vocabulary focus on British and American English words and phrases, which are then practised in a video activity. This is followed by an interesting article about misunderstandings between British and American people, despite their shared language.

Video material

Vocabulary – British and American English

More materials

For teachers

Photocopiables

Grammar *be*, *do*, and *have*: auxiliary and main verbs *p.183*
Communicative What's the question? *p.213* (instructions *p.190*)

For students

Workbook 10A

OPTIONAL LEAD-IN – THE QUOTE Write the quote at the top of *p.98* on the board and the name of the person who said it, or get Sts to open their books and read it.

You could point out / elicit that George Bernard Shaw (1856–1950) was an Irish playwright, who wrote over 60 plays including *Pygmalion*, and won the Nobel prize in Literature.

Get Sts to discuss what they think the quote means.

1 GRAMMAR *be*, *do*, and *have*: auxiliary and main verbs

a Books open. Focus on the instructions and the quiz, and give Sts time to read statements 1–10.

Now put Sts in pairs and get them to mark each statement *T* (true) or *F* (false).

Get some feedback, eliciting reasons from Sts, but don't tell them if they are right or not.

b **10.1** Play the audio for Sts to listen and check, and tell them to correct the false statements.

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

Check answers.

EXTRA CHALLENGE Get Sts to write any extra facts that they hear.

ANSWERS

1 T
2 F (*Colour* is spelled without a *u* and *centre* is spelled *-ter*.)
3 F (According to a recent survey, the figure is about 40%.)
4 T
5 F (The world's first skyscraper was in Chicago.)
6 T
7 F (There has never been an official language of the United States.)
8 T
9 F (The USA has always been the world's biggest economy.)
10 T

10.1

1 True. The USA has nine hundred and two billionaires, followed by China and then India.
2 False. Colour is spelled without a *u* and centre is spelled *-ter*. About two hundred common words are spelled differently in British and American English.
3 False. According to a recent survey, the figure is about forty per cent.
4 True. According to a recent survey, American men spend two point two hours a day doing housework.
5 False. The world's first skyscraper was in Chicago. It was finished in eighteen eighty-five, had ten floors, and was forty-two metres high.
6 True. Despite the rise of online dating, about fifty per cent of adult Americans are now single.
7 False. There has never been an official language of the United States. However, the most commonly spoken language is American English. Spanish is the second most common language in the USA.
8 True. Texas joined the USA in eighteen forty-five, but left again in eighteen sixty-one during the American Civil War. It rejoined the USA when the war had ended, in eighteen seventy.
9 False. The USA has been the world's biggest economy since records began.
10 True. The name 'soccer' was first used in the nineteenth century in British public schools, but when the sport started to be played by everyone, the name 'football' took over. American football is a completely different sport.

c Focus on the instructions. Elicit that *be*, *do*, and *have* are sometimes main verbs and sometimes auxiliary verbs. Remind Sts that an auxiliary is a verb used to form a tense or questions and negatives. Unlike main verbs, auxiliaries don't have a separate meaning.

Get Sts, in pairs, to look at all the **bold** verbs in 1–10 in **a** and circle the ones that are auxiliaries.

Check answers.

ANSWERS

2 are 3 don't 7 has 8 didn't 9 was 10 is, had, been

EXTRA SUPPORT You could do the first two sentences with the class to make sure Sts are clear about the difference between a *main verb* and an *auxiliary verb*.

d Tell Sts to go to **Grammar Bank 10A** on *p.158*.

Grammar notes

Many Sts have problems first of all in using the correct auxiliary verb, and secondly in distinguishing between when *be*, *do*, and *have* are main verbs. This difference is important, as it can affect both the form (e.g. *haven't* and *hadn't* are the negatives of *have* as an auxiliary verb; *don't have* and *didn't have* are the negatives of *have* as a main verb), and the pronunciation (main verbs are usually stressed, auxiliaries usually unstressed). Identifying and using the correct auxiliary is also vital as auxiliaries are used in so many structures, e.g. short answers, *So do I*, question tags, etc. *Have* and *be* as main verbs are also often confused by Sts who express certain concepts in their L1 with *have* where English uses *be*, e.g. age, feelings like hunger, cold, etc.

Focus on the example sentences for ***be* – main verb and auxiliary** and play audio **10.2** for Sts to listen and repeat. Encourage them to copy the rhythm. Then go through the rules with the class.

Repeat for ***do* – main verb and auxiliary** **10.3** and ***have* – main verb and auxiliary** **10.4**.

Now focus on the exercises and get Sts to do them individually or in pairs. Encourage them to use contracted forms rather than full forms.

Check answers, getting Sts to read the full sentences.

ANSWERS

a **1** Have, doesn't **2** Did, hadn't **3** Does, 're **4** didn't, was **5** don't, 've **6** 'd, 's **7** 's, 's **8** don't, 're

b **1** 'd had **2** hasn't been **3** had **4** is being done **5** were **6** was having **7** would have been **8** was had **9** 'll do

Tell Sts to go back to the main lesson **10A**.

EXTRA PRACTICE OPTION Use the **10A Grammar** photocopiable activity.

2 PRONUNCIATION stress on *be*, *do*, and *have*

Pronunciation notes

This focus looks at the way the verbs *be*, *do*, and *have* are stressed or unstressed in sentences depending on whether they are main verbs or auxiliary verbs, and positive or negative. After Sts have listened to and practised the examples, they then work out the rules. One of the effects of the stress is that the vowel sound changes. Sts also practise saying these verbs with the /ə/ sound when they are unstressed.

a **10.5** Focus on the sentences and play the audio, pausing after each one for Sts to listen and repeat, copying the rhythm. Tell them to underline the highlighted word if it is stressed.

Check answers. Sts could listen again and repeat.

ANSWERS

1 The capital of the USA is Washington, DC.
2 When are your friends arriving?
3 The world's tallest skyscraper isn't in New York.
4 Anne does Pilates twice a week.
5 Where does your sister live?
6 My brother doesn't like dogs.
7 I have a house in New Jersey.
8 How long have you known your best friend?
9 We haven't seen our cousins for ages.

10.5
See sentences in Student Book on *p.98*

EXTRA SUPPORT Play the audio for Sts just to listen and read. Then play it again and get Sts to underline the highlighted words if they are stressed. Check answers. Finally, play the audio again for Sts to listen and repeat.

b Play the audio again, this time getting Sts to focus on the vowel sounds in the highlighted words that are unstressed (i.e. in sentences 2, 5, and 8). Or you could read sentences 2, 5, and 8 to the class.

Check the answer.

ANSWERS

When *are*, *does*, and *have* are unstressed, the vowel sound is /ə/: *are* = /ə/ *does* = /dəz/ *have* = /əv/

EXTRA CHALLENGE You may also want to elicit what the vowel sound is when these verbs are stressed: *are* = /ɑː/, *do* = /duː/, *does* = /dʌz/, and *have* = /hæv/.

c Give Sts time to read the rules and complete them, checking each time with 1–9 in **a**.

Check answers.

ANSWERS

1 unstressed **2** stressed **3** stressed **4** unstressed **5** stressed

d Put Sts in pairs, **A** and **B**, and tell them to go to **Communication** More facts about the USA?, **A** on *p.113*, **B** on *p.117*.

Go through the instructions, making sure Sts understand what they have to do. You could demonstrate the activity by doing statement 1 for Sts **A** and statement 6 for Sts **B** with the whole class.

Sts take turns to read their statements to their partner. Remind them to give their partner the explanation of why a sentence is false.

Monitor and make sure they are using the correct rhythm and sentence stress.

Get feedback to find out who got the most correct answers in each pair.

EXTRA SUPPORT Tell Sts to look carefully at the sentences they are going to read and underline the stressed words to help them get the correct rhythm.

Tell Sts to go back to the main lesson **10A**.

3 LISTENING understanding examples

a **10.6** Tell Sts they are going to listen to six people – four foreigners and two Americans – who live in New York, talking about life there. They must match each speaker to a topic in the list and decide which speakers are negative. First, focus on the words in the list and make sure Sts understand them all. Model and drill pronunciation, especially *bureaucracy* /bjʊə'rɒkrəsi/, *gun culture* /'gʌn kʌltʃə/, and *multiculturalism* /mʌlti'kʌltʃərəlɪzəm/.

Tell Sts that the speakers all have different accents.

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

Check answers.

ANSWERS
Speaker 1: multiculturalism
Speaker 2: sport
Speaker 3: bureaucracy
Speaker 4: helpfulness
Speaker 5: opportunity
Speaker 6: gun culture
Speakers 2 (Cristina) and 6 (Sarah) are negative.

10.6
(script in Student Book on *p.138*)

1 Yannis
Um, so I've lived in New York for, uh, twelve years now, and one thing that I think I will always appreciate is the diversity of the place and the people. And every time I go away, it's so nice to come back here and, and be on the subway and see all the different faces and hear different accents. Erm, and, you know, my English is pretty good, but I have never felt judged here, you know, for having a foreign accent, and nobody is surprised, you know, if you have a strange surname, um, or if you sound different. I have never felt that. And I could say that sometimes in Europe, I did, so…This is one thing that I will always appreciate about living here.

2 Cristina
Um, one thing that, um, I don't particularly like here is the culture around American football. And maybe this has something to do with me being European and liking, uh, European football – or soccer – um, more than American football. And I did try, um, but I think, uh, the game is way too complicated – though I tried to understand the rules. And I find the atmosphere around American football, I…I just…I find it a bit too aggressive? For example, recently the Philadelphia Eagles won the Super Bowl and, um, the celebrations, so to speak, if we can call them celebrations, were more like riots.

3 Louisa
I know from having travelled a lot and having lived overseas, having an Italian husband, it's very complicated to get sort of bureaucratic tasks done in places like Italy. So I think the one thing that I like most about living in the United States is that things are pretty easy to do, and even living in a big city, it's, um, it's easy to get things done. So it's pretty easy to, you know, change your phone company, and it's easy to renew your driver's licence.

4 Laura
Um, something that I like about America is that I find people are very keen to help, even without being asked. 'Cause I lived in Germany for four years and I remember every time I flew there, at the airport, I would always really struggle to get my bag off the luggage carousel and no one would ever help me. And every time I flew back home to the US, immediately someone would come over and offer to help. And I've noticed the same thing with opening doors, with helping people carry things up the stairs in the subway.

5 Peter
Something I really like about America is the sense of opportunity here. Um, I feel like, as a new immigrant, I've been able to come into the country and get jobs that I couldn't get back home in the UK because I don't think I would have had the same opportunities there. I think that you can move here and make something of yourself very quickly, and I really like the sort of entrepreneurial spirit there is here – um, the feeling that if you have a good idea and you work hard, you can be successful. I think it really is the land of opportunity, and I really like that.

6 Sarah
I've lived in the US for three years, and something that I really dislike about American culture has to be the fascination with guns. Er, growing up in the UK, growing up in Europe, I've never seen people really want to own guns themselves. For me, it's up to the police to take care of people and to make sure everyone's safe. I can't understand why a civilian would want to own their own gun and keep it in their house. For me, that means that the country is less safe, not more safe, so that's something I don't think I'll ever be able to understand.

b Tell Sts they are going to listen again and this time they must complete the notes for each speaker. Give Sts time to read the notes.

Now play the audio again, pausing after each speaker to give Sts time to write.

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

Check answers.

ANSWERS
1 faces, accents, strange surname
2 complicated, rules, aggressive
3 phone company, driver's licence
4 bag, luggage carousel, open doors, subway
5 get jobs, spirit
6 own guns, take care, safe

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.138* 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, or put Sts in pairs and then get some feedback.

4 SPEAKING

a Focus on the book cover and either read it as a class, making sure Sts understand all the lexis, or give Sts time to read it individually.

Now focus on the questions and check the answer to the first question. Then elicit opinions to the second.

ANSWER
Americanization is the process of making something American in character.

b Focus on the photos, question, and topics. Point out the example.

Now put Sts in pairs to discuss the question.

Get some feedback from various pairs.

EXTRA SUPPORT If all your Sts are from the same country, you could do this as a whole-class activity.

c Focus on the instructions and give Sts time to think. You could demonstrate the activity by choosing one of the topics yourself and telling the class of examples in your country, and whether you prefer the American version or the one from your country. Then say whether your preference is also that of the people from your country.

Put Sts in pairs or small groups to discuss the topics. Get some feedback from various pairs or groups.

d Do this as a whole-class activity, or put Sts in pairs and then get some feedback.

5 VOCABULARY British and American English

Vocabulary notes
All the American words in **a** have come up previously in *English File*, so Sts should recognize them.

In **c** you may want to point out that *stingy* is also used in British English with the same meaning; however, Americans would never use *mean* as the opposite of *generous*. In US English, *mean* = unkind, or likely to become angry or violent. They also sometimes use *cheap* as an alternative to *stingy*.

You may also want to point out that *yard* also exists in British English, but means an area outside a building with a hard surface (not grass), e.g. *a prison yard*, and that *trash* is also used as an alternative to *garbage* in American English.

a Focus on the instructions. Put Sts in pairs or small groups and tell them to see how many British English words they know with the same meanings.

EXTRA SUPPORT You could do one or two words with the class.

b **10.7** Play the audio for Sts to listen and check. Point out that one speaker is American, the other British.

Check answers.

10.7

1 cell phone, **mobile phone**
2 restroom, **toilet**
3 movie theater, **cinema**
4 high school, **secondary school**
5 sneakers, **trainers**
6 elevator, **lift**
7 apartment, **flat**
8 zip code, **postcode**
9 check, **bill**
10 garbage, **rubbish**

Play the audio again, pausing after each word or phrase for Sts to listen and repeat. They will probably enjoy copying the two different accents.

c Now get Sts to match some more British English words to the American English equivalents.

d **10.8** Play the audio for Sts to listen and check.

Check answers.

10.8

1 e car park, parking lot
2 h mean, stingy
3 d autumn, fall
4 f petrol, gas
5 b queue, stand in line
6 j garden, yard
7 a wardrobe, closet
8 i pavement, sidewalk
9 g lorry, truck
10 c tap, faucet

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

e This video consists of ten images of the things from the word lists in **a** and **c**.

Focus on the instructions and the photo, and elicit the two words (*rubbish* and *garbage*) and make sure Sts understand what they have to do. Point out that in US English, we can say *trash* as well as *garbage*.

Get Sts to close their books or cover the word lists in **a** and **c**. Tell them that as they watch they should be thinking how to say each thing in British and American English. Pause the video when the grid appears at 01:20.

Then put Sts in pairs and set a time limit for them to write the two words for each image.

Then continue playing the video, pausing when the sign comes up on each image to elicit answers, and then playing for Sts to check.

Finally find out if any Sts wrote correct answers for all ten items.

1 car park, parking lot
2 trainers, sneakers
3 lift, elevator
4 secondary school, high school
5 rubbish, garbage
6 pavement, sidewalk
7 wardrobe, closet
8 lorry, truck
9 tap, faucet
10 petrol, gas

f **10.9** Focus on the task and tell Sts they are going to hear five speakers saying one sentence or question. They must decide which nationality the speaker is and then 'translate' it into the other language.

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

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

Check answers.

ANSWERS

1 American. A British person would say *underground* or *tube* instead of *subway*.
2 American. A British person would say *autumn* instead of *fall*.
3 British. An American person would say *stand in line* instead of *queue*.
4 British. An American person would say *elevator* instead of *lift*.
5 American. A British person would say *trousers* instead of *pants*.

10.9

(script in Student Book on *p.138*)

1 Excuse me, can you tell me the way to the subway?
2 I'm so excited – we're going to Paris in the fall.
3 There were so many people in town today. I had to queue for ages at the post office.
4 I only live on the first floor, but I always take the lift.
5 That brown shirt doesn't go with those blue pants.

EXTRA IDEA You could ask Sts if they know any other words that are American English. If Sts can't think of any words or phrases, you could give them some ideas, e.g. *What's 'vacation' in British English?* (holiday).

Elicit some answers and write them on the board. Try to get at least four or five.

POSSIBLE ANSWERS

American	British
drugstore / pharmacy	chemist's
store	shop
candy	sweets
cookie	biscuit
fries	chips

Finally, you could ask Sts whether they think people from their country would be more likely to recognize the American or the British word, and why.

6 READING recognizing tone

a Focus on the six speech bubbles and the instructions. Point out the **Glossary** and go through it with the class. Get Sts to read phrases 1–6 and deal with any unknown vocabulary, e.g. *bear it in mind*.

Now put Sts in pairs to discuss what they think each phrase really means.

Get some feedback from the class but don't confirm any answers yet. It is likely that Sts will have different opinions at this stage.

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

Tell Sts not to worry about the gaps in the text for now.

Give Sts time to read the text and find out how British people and Americans understand the phrases in **a**.

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

Ask the class if they were surprised by the answers. You could also ask if their own answers in **a** were more similar to the Americans or British.

ANSWERS
1 b Am & Br
2 a Am **b** Br
3 a Br **b** Am
4 a Am **b** Br
5 a Am **b** Br
6 a Br **b** Am

c Focus on the numbered gaps in the article and the instructions. Give Sts time to read again and choose adverb *a* or *b* for each gap.

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

ANSWERS
1 b **2** a **3** b **4** a **5** a **6** b **7** b

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

d You could do this in pairs, small groups, or as a whole-class activity.

Get some feedback.

EXTRA IDEA You could also ask Sts if they already knew about the British tendency to be sarcastic and what they think of this.

! As well as for sarcasm, British people often use indirectness in order to make their message softer. For example, rather than saying *You're wrong!*, they might say *I'm not sure you're right about that* or instead of *That's a terrible plan!*; *I don't think that's the best plan*.

10B Take the test

G revision of verb forms
V exams
P revision of sounds

Lesson plan

The topic of this final lesson is exams, and one of its aims is to help prepare Sts for their end-of-course English exam. The lesson begins with a vocabulary focus on words and phrases connected with exams. This is followed by Pronunciation, where Sts revise several of the sounds that they have practised previously. Sts then read a short paragraph about exams in England before listening to four people talking about exams and tests, and getting further practice of multiple-choice questions. This leads into Sts talking about their own experience of exams. Finally, Sts do a writing exam task.

In the second half of the lesson, Sts read about and discuss the *gaokao*, an extremely demanding university entrance exam in China. This is followed by a grammar focus in which Sts revise all the verb forms they have learned up until now. This grammar focus only has practice exercises, not rules, as the rules have already been covered. The lesson ends with a video giving advice about taking oral exams, and Sts then do an authentic oral exam task in pairs.

Video material

Pronunciation – revision of sounds
Listening – *Speaking exams – top tips for success*
Listening – *Speaking exams – exam task*

More materials

For teachers

Photocopiables
Grammar revision of verb forms *p.184*
Communicative Speaking exam *p.214* (instructions *p.191*)

For students

Workbook 10B

OPTIONAL LEAD-IN – THE QUOTE Write the quote at the top of *p.102* on the board and the name of the person who said it, or get Sts to open their books and read it.

You could point out / elicit that Angela Rayner (1980–) is a politician in the UK Labour Party.

Get Sts to discuss whether they agree with the quote.

1 VOCABULARY exams

Vocabulary notes

You may want to point out in **b** that we can also say *to sit an exam* as an alternative to *do* / *take*.

a Books open. Focus on the instructions and the photo.

You could do this as a whole-class activity, or put Sts in pairs and then get some feedback. You may want to teach Sts that a person who supervises an exam is called an *invigilator*.

POSSIBLE ANSWERS

The people in the photo are students. They look like older secondary or university students, so they are probably in their late teens or early twenties.
They are in a hall probably in a school or university building. They are taking an exam.
They are possibly nervous or they might be feeling confident if they know how to answer the questions.
There are probably some teachers in the room to check that nobody is cheating.

b Focus on the mind map and tell Sts to complete it with the words and phrases in the list.

Get Sts to compare with a partner.

c **10.10** Play the audio for Sts to listen and check.

Check answers, making sure Sts understand all the words.

10.10
Verbs
1 cheat
2 do
3 fail
4 pass
5 retake
6 revise
7 take
Types of exams
8 oral or speaking
9 practical
10 written
Types of questions
11 essay
12 multiple-choice
13 true or false

EXTRA SUPPORT Play the audio again 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.

d Put Sts in pairs, **A** and **B**. Tell them to go to **Communication** Describing a photo, **A** on *p.113* and **B** on *p.117*.

Focus on the instructions. Sts **A** should start by describing their photo. Then they swap roles.

In their pairs, Sts then decide what the photos have in common (They both show students cheating in an exam).

Finally, in their pairs, Sts discuss the four questions in **c**.

Get some feedback from various pairs.

Tell Sts to go back to the main lesson **10B**.

EXTRA SUPPORT Before they start, get Sts to revise language for describing a photo in **Vocabulary Bank Photography** on *p.163*.

2 PRONUNCIATION revision of sounds

Pronunciation notes

This final exercise brings together some of the common consonant and vowel sounds that have come up at this level and that frequently cause difficulties for learners from many different L1 backgrounds.

a Focus Sts' attention on the groups of words. Check that they understand all of the words, then tell them to focus on the sound picture and the pink letters in the words. Explain that in each group of three words, the pink letters in one word are pronounced differently.

Give Sts time to find the odd one out, encouraging them to say the words aloud. They could work individually and check with a partner, or work in pairs.

b ▶ This video models the pronunciation for all the words in **a** and gives the answers to the task.

Play the video once for Sts to watch and check.

ANSWERS
1 revises (*-es* = /ɪz/, the other two are /z/)
2 cheated (*-ed* = /ɪd/, the other two are /d/)
3 exam (*a* = /æ/, the other two are /ɑː/)
4 work (*or* = /ɜː/, the other two are /ɔː/)
5 professor (*o* = /ə/, the other two are /ɒ/)
6 essay (*e* = /e/, the other two are /iː/)
7 school (*oo* = /uː/, the other two are /ʊ/)
8 idea (*i* = /aɪ/, the other two are /ɪ/)
9 result (*e* = /ɪ/, the other two are /e/)

Play the video again, for Sts to watch, listen, and repeat the words.

c Focus attention on sentences 1–7 and the pink letters. Put Sts in pairs and tell them to decide what sound the pink letters have. Remind them that this kind of activity is easier if they say the words aloud.

Check answers.

ANSWERS
1 good (*oo* = /ʊ/), school (*oo* = /uː/)
2 answered (*a* = /ɑː/), exam (*a* = /æ/)
3 report (*or* = /ɔː/), worked (*or* = /ɜː/)
4 practise (*i* = /ɪ/), written (*i* = /ɪ/)
5 cheated (*-ed* = /ɪd/), failed (*-ed* = /d/)
6 professor (*o* = /ə/), college (*o* = /ɒ/)
7 test (*e* = /e/), result (*e* = /ɪ/)

Now get Sts, in pairs, to practise saying the sentences.

EXTRA SUPPORT Model and drill each sentence before putting Sts in pairs to practise saying them.

3 LISTENING & SPEAKING using the exam skill – multiple-choice listening

a Focus on the instructions and the photo, and ask Sts how they think the girl is feeling and why.

Put Sts in pairs and get them to take turns to talk about the last time they took an exam or test.

Get some feedback from various pairs. You could tell the class about the last exam or test you took.

b Ask the class what they know about exams that Sts take at school in England.

Now tell Sts to read the text about exams in England. Deal with any new vocabulary and ask a few questions to check comprehension, e.g. *What exam do some students take when they're eleven years old? At what age do students normally take GCSEs? What were O levels? Which exams are important for admission to university?*

You may want to point out that *A levels* = Advanced levels, *O levels* = Ordinary levels, and *GCSE* = General Certificate of Secondary Education. Also point out that the system is different in Scotland, where they do exams called *Highers* instead of *A levels*.

Then find out what exams Sts do at school in their own country. If your Sts come from different countries, give them time to think, and then put them in pairs or small groups to tell each other about the exam system in their country. Then get feedback from various pairs or groups.

c 10.11 Tell Sts they are going to listen to four people talking about exams or tests they have taken. Focus on the two questions.

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

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

ANSWERS
Speakers 1 (Mark), 2 (Sophie), and 4 (Paul) failed an exam or test.
Speaker 2 (Sophie) used to find exams stressful.

10.11
(script in Student Book on *p.138*)

I = interviewer, M = Mark, S = Sophie, D = Diane, P = Paul

1 Mark
I What's the hardest exam or test you've ever taken?
M My A level physics exam – I didn't understand at least half the questions.
I Have you ever done an exam where everything went wrong?
M I'm afraid so. For a history O level, there were five questions – all short essays. I'd prepared five questions from previous exam papers, but nothing else. So I was gambling that at least three of the questions would come up. But none of them did, so obviously I failed it.
I How did you usually prepare for a big exam?
M I remember it generally involved a lot of coffee and late nights!
I Did you find exams stressful?
M No, I never got that stressed about exams, but that may have had a negative effect on the results, come to think of it. I was never the world's best at exams. I usually passed, but the results were never brilliant.

2 Sophie
I What's the hardest exam or test you've ever taken?
S I think the hardest was probably my driving test – the practical part. I got so nervous each time I just couldn't drive. In fact, I failed three times before I finally passed.
I Have you ever done an exam or test where everything went wrong?
S In the beginning of my first driving test, I refused to stop where the examiner asked me to stop. I just didn't think it looked safe and I thought it was a trick – I mean, I thought that he was asking me to do something dangerous, to test me. Anyway, it wasn't a trick and he wasn't happy at all.
I How did you usually prepare for a big exam?
S I used to spend a lot of time writing notes; I probably spent more time making them look nice, using different coloured pens and so on, than I did actually learning the information. But I found it really helpful to stick the notes up on posters all over the house so that I could see them every day.
I Did exams use to stress you out?
S Yes. I hated exams and used to get very nervous and stressed beforehand. But once the exam had started, I usually relaxed.

3 Diane
I What's the hardest exam or test you've ever taken?
D I think it has to be the eleven plus because that was the first time I had ever felt any pressure to succeed.
I How did you do?
D I passed it.
I Have you ever done an exam where everything went wrong?

D Yes, my A level French oral exam went horribly wrong. Some friends had said, 'Whatever you do, don't say that you've been to France; otherwise they'll expect your French to be quite good'. And so what happened was I got in there and the examiner said, 'Have you ever been to France?' in French, and I said, '*Non*', and then I started talking about driving to Gibraltar with my parents. And then the examiner said, 'Well, how did you manage to drive from the UK to Gibraltar without driving through France?', at which point I just completely froze and couldn't say anything else at all! But I guess I'd spoken enough previously, so I passed.
I How did you usually prepare for a big exam?
D Well, for literature exams, I used to memorize loads and loads of famous passages from the books we were studying, so I could put them in my answers, and that seemed to work because I passed.
I How did you usually feel about doing exams?
D Not great, but I was usually reasonably confident, I'd say.

4 Paul
I What's the hardest exam or test you've ever taken?
P Probably the exam at the end of the first year of my geography course at university. Not because the questions were very difficult, but because I'd done so little work for it.
I Have you ever done an exam where everything went wrong?
P Oh yes. I thought I'd done quite well in my GCSE chemistry exam, but I failed it. So something must have gone very wrong.
I How did you usually prepare for a big exam?
P I used to read notes over and over again, right up till the last possible minute. Yeah, I relied heavily on short-term memory, I think.
I Did exams use to stress you out?
P Not really, though they probably would now. When I was at school and university, it was just part of life – so not particularly stressful.

d Elicit from Sts what they think the best technique is for multiple-choice listening activities. Then focus on the **TIP: Multiple-choice listening** box and go through it with the class.

Give Sts time to read the four multiple-choice questions. Play the audio again for Sts to listen and choose the correct answers. You could pause it after each speaker to give Sts time to complete the task.

Check answers.

ANSWERS
1 b **2** a **3** b **4** c

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.138* so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

e Focus on the task and point out the two categories and the last question, which is for both options.

Put Sts in pairs and get them to ask and answer the questions from the relevant section, giving as much information as possible.

When Sts have finished interviewing each other, they should discuss the final question. Remind them to use some of the expressions for agreeing and disagreeing which they saw in **9B**.

Monitor and help with vocabulary.

Get some feedback from various pairs and elicit opinions on the last question. You could also have a class vote regarding whether exams are a good way of testing. You might want to introduce the term *continuous assessment* (= a system of giving a student a final mark / grade based on work done during a course of study rather than on one exam).

EXTRA SUPPORT Write on the board some of the expressions for agreeing and disagreeing in **9B**.

4 WRITING an exam task

Tell Sts to go to **Writing Bank 10** on *p.129*.

a Focus on the instructions and give Sts time to read the essay topic and the student essay. If you didn't do it in the previous activity, elicit / explain that *continuous assessment* is a system of giving a student a final grade based on the work the student has done during the course, rather than testing what they know in one exam. Tell Sts not to worry about the gaps.

Check the answer.

ANSWER
The writer disagrees with the statement.

b Tell Sts to read the essay again and write each paragraph number next to the correct description.

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

ANSWERS
Paragraph 2: give their opinion and three reasons for it
Paragraph 4: give a summary of their opinion
Paragraph 1: give an introduction to the topic
Paragraph 3: give a contrasting opinion

c Focus on the instructions and the connecting words or phrases in the list.

Give Sts time to read the essay again and complete the gaps.

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

ANSWERS
1 because **2** when **3** so **4** instead of **5** but **6** although

d Focus on the **Useful language: essays** box and go through it with the class.

Now tell Sts they are going to write an essay for an exam using the topic *It is not a good idea to cram the evening before an exam*. Elicit / explain the meaning of *cram* (= to learn a lot of things in a short time, in preparation for an exam).

Tell Sts first to decide whether they agree or disagree with the statement and then plan their essay. They should write four paragraphs as in the model.

e It would be a good idea to get Sts to do the writing in class as practice for writing an essay in exam conditions, but if time is short, set it as homework. If you do it in class, set a time limit for Sts to write their essay which reflects the time they would have in their exam.

f Remind Sts to check their essay for mistakes before giving it in.

Tell Sts to go back to the main lesson **10B**.

5 READING using the exam skill – True / False reading

a Ask the questions to the whole class and elicit some opinions. If any Sts have taken university entrance exams, ask them to describe what they were like.

b Focus on the instructions, title of the article, and photos and ask Sts to say what they think is happening.

Now tell Sts to read the article.

Get some feedback from the class.

c Elicit how best to deal with True / False questions on reading texts. Then focus on the **TIP: True / False reading** box and go through it with the class. Highlight that using this advice will be helpful for Sts when they take exams.

Now tell Sts to read the article again and mark sentences 1–10 *T* (true) or *F* (false).

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

ANSWERS
1 F **2** T **3** T **4** F **5** F **6** F **7** F **8** T **9** T **10** T

EXTRA IDEA Get Sts to say why the *F* sentences are false.

ANSWERS
1 F (Driving is only prohibited on roads near schools where students are taking the gaokao.)
4 F (Students preparing for the exam have no time for a social life.)
5 F (Wireless earphones are one of the 'other methods' (i.e. cheating) mentioned.)
6 F (Some candidates who cheat use high-tech devices which are similar to those used in James Bond films.)
7 F (Tutors get no time off. It's the students who have one day a month when they don't have to work. Teachers spend that day marking practice exams.)

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

d Do this as a whole-class activity. Encourage Sts to give reasons to justify their opinions.

6 GRAMMAR revision of verb forms

a Focus on the instructions and put Sts in pairs. Tell them to look at the highlighted verbs in the article in 5 and match them to the verb forms in the list.

Check answers.

ANSWERS
3 present simple (*have*…)
13 present continuous (*is beginning*…)
6 present simple passive (*are caught*…)
7 past simple (*explained*…)
5 past continuous (*were studying*…)
11 past simple passive (*were made*…)
4 past perfect simple (*hadn't been out*…)
1 future simple (*will close*…)
2 future with *be going to* (*is not going to have*…)
8 *will* passive (*will be asked*…)
9 present perfect simple (*have appeared*…)
12 present perfect continuous (*have been sending*…)
10 present perfect simple passive (*has been claimed*…)

b Tell Sts to go to **Grammar Bank 10B** on *p.159*.

This **Grammar Bank** does not include a new presentation or an audio. Instead, Sts practise all the verb forms from this level of *English File* as revision.

Focus on the exercises and get Sts to do them individually or in pairs. Encourage them to use contracted forms rather than full forms.

Check answers, getting Sts to read the full sentences.

ANSWERS
a 1 've been working
2 didn't come
3 couldn't
4 was / 've been studying
5 starts
6 've finished
7 are, planning
8 'm flying
9 've always wanted
10 moved
11 haven't had
12 'll love
13 saw
14 said
15 'd invited / invited
16 'd already made / 's already made
17 Are, celebrating / going to celebrate
18 'm thinking
19 Do, want
20 'll see
b 1 's known
2 don't need
3 had
4 've been able to swim
5 are you going
6 suggests including
7 was opened by the president
8 used to have
9 don't have to
10 's been learning
11 had been stolen
12 let, leave
13 said she could
14 hadn't moved
15 ought to be

Tell Sts to go back to the main lesson **10B**.

EXTRA PRACTICE OPTION Use the **10B Grammar** photocopiable activity.

7 LISTENING & SPEAKING understanding tips

a Focus on the question. Do this as a whole-class activity or put Sts in small groups to discuss, then get feedback. Encourage Sts to give reasons to support their opinions.

b ▶ This video is a documentary about Speaking exams.

Tell Sts they are going to watch a video that gives tips on how to prepare for taking speaking exams.

Focus on the questions and give Sts time to think what the answers might be.

Now play the video once the whole way through for Sts to watch and answer the questions.

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

EXTRA CHALLENGE Put Sts in pairs and get them to brainstorm different ways to prepare for a speaking exam. Elicit ideas. Then play the video for Sts to answer the questions and see if their ideas are mentioned.

ANSWERS
The speaking exam is the most stressful because students are face-to-face with the examiner.
The best way to prepare is to practise talking.

▶

P = presenter, M = Marcus, E = examiner, V = Valentina, N = narrator, E1 = examiner 1, E2 = examiner 2, S = student

P Welcome to Regent Oxford, one of the oldest English language schools in the UK. For many years, Regent has helped people to improve their English, and a big part of this is preparing for English

exams. Most of the students here are hoping to get a qualification in English. There are several different tests and certificates for them to work towards, but almost every exam tests reading, writing, listening, and, of course, speaking. For a lot of students, the speaking exam is often the most stressful. Unlike any other exam, students are face-to-face with their examiner, so it can feel like there's less thinking time and more pressure. But don't worry, here are some tips that can help.
[**text on screen:** *Tip 1: Give yourself plenty of time.*]
P The first tip may seem obvious, but it's important. Get to your speaking exam in plenty of time. You should arrive at least half an hour beforehand, if you can. You need to feel relaxed, and if you're late, you'll be stressed, which will make the exam much more difficult.
[**text on screen:** *Tip 2: Engage with the examiner.*]
P When you first go into the exam room, greet the examiner and try to smile, even if you feel nervous. Remember, examiners want you to do well, so just be polite and friendly. Body language is really important too, so make eye contact, smile, and sit up straight throughout the exam. You want to look involved in the conversation.
M I enjoy going to the beach and hanging out with my friends, to maybe the shopping mall or some parties.
E Valentina, where do you meet your friends?
V Mostly at school, but we like hanging out at other times as well.
E OK. And, er, Marcus, what did you do yesterday?
M Yesterday, I did a tour at Oxford city and I really enjoyed know, knowing new places, yeah, and knowing new people.
E OK, good. Excellent.
[**text on screen:** *Tip 3: Involve your partner.*]
P Always look interested in what your partner is saying, respond to their suggestions, and make sure you give them the opportunity to speak. Ask for their opinion and try to involve them in the conversation as much as possible.
M Here is a picture with some ideas to help you.
P Hopefully, they will do the same for you.
M Would you like to start?
V Oh, yeah. What do you think about the vending machine?
M Oh, it will be a nice thing, but it's better to invest in something related to education. Don't you think?
V Oh, yeah, I agree.
M And what about the tablets?
V Oh, I think they wouldn't be really helpful because we would access another site perhaps and we wouldn't focus on the lessons.
M Mhmm, I see your point, but maybe we can put rules in the use of it, and just, er, put things related to the lessons and about subjects that we're going to work with them.
V Oh, yeah.
[**text on screen:** *Tip 4: Avoid one-word answers.*]
P Another useful tip is not to just say one word when you're answering the examiner or your partner. Always answer in full sentences and add more detail wherever you can. This will not only impress the examiner, it will also make it feel much more like a natural conversation, which can help you to relax.
E1 Marcus, where are you from?
M Rio.
E1 And Valentina, where are you from?
V I live in Brazil as well, but I live in a really small town. It's called Santo Augusto, and I live there with my whole family. It's, um, it has only 13,000…
E1 Inhabitants.
V Inhabitants, yeah. I forgot.
[**text on screen:** *Tip 5: Don't be afraid to say that you don't understand.*]
P It's perfectly normal to not understand a person that you're meeting for the first time. When the examiner asks you a question, don't panic if you don't understand. Just ask the examiner to repeat it.
E2 What sort of accommodation would you most like to live in?
S Could you repeat that, please?
E2 What sort of accommodation would you most like to live in?
S In an apartment, of course. I don't really like living in houses.
[**text on screen:** *Tip 6: Don't memorize answers.*]
P Whatever you do, don't give answers you've learned word for word. It's fine to memorize words and phrases that you might need, but not whole sentences or paragraphs. These are easy to spot and give a bad impression. Remember – it's a test of your English, not your memory.
N *Tell me about the kind of accommodation that you live in.*
S I live in an apartment. I've lived there for five years and…I really love being there because it's really big and it's close to my school. Next year I will move, but I don't really want to, but I have to.
[**text on screen:** *Tip 7: Don't freeze if you can't find the word you need.*]
P When it's your turn to speak, if you can't think of the word you need, don't panic and say nothing. Just try to explain it in a different way. This is also quite normal – it happens to people all the time, even in their own language.
E2 …and here's your topic. I'd like you to describe an event that you attended recently. Can you start speaking now, please?
S Yes. A couple of weeks ago, I went to my cousin's wedding. And we had a really… A couple of weeks ago, I went to my cousin's wedding, and we were really glad that he invited us. And we had to go to another country. Um, I was really glad that, that he got married…how can I say…it was…it was a really nice wedding, he's from another country, so I went to Paraguay. We went there and it was so nice and beautiful. In other words, so it was so emotional and touching, but my favourite part was when his mother, my, my aunt, she sang a love song to the newlyweds, and…how can I explain…? Everyone in there cried.
P There's no doubt that speaking exams are challenging, but these tips will help you to feel more confident and speak more naturally. But of course, the best preparation is practice. And the best way to practise? Get talking! Goodbye…and good luck!

c Tell Sts they are going to watch the documentary again and this time they have to complete the gaps in sentences 1–7.

Put Sts in pairs. Give them time to read the tips and think what the missing words might be.

Play the video again for Sts to watch and complete the gaps.

Get Sts to compare in their pairs, and then check answers.

ANSWERS
1 arrive, relaxed
2 smile, straight
3 Look interested
4 full sentences
5 Don't panic
6 whole sentences
7 different way

EXTRA SUPPORT You could get Sts to watch the video again with subtitles so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

d This speaking activity is useful for Sts taking the Cambridge B1 Preliminary exam, as well as general practice of the principles mentioned in the documentary (involving your partner, turn taking, expressing your opinion) that are helpful in all speaking exams.

Focus on the instructions and make sure Sts understand the task. You might want to tell the class that this activity is based on a real oral test.

Play the video for Sts to watch the examiner giving them the task they need to complete.

I'm going to describe a situation to you. A British couple with two children aged twelve and fourteen are going to visit your country next month. You have been asked to show them some places in your town. The parents are especially interested in history, and the children in sport and nature. Talk to a partner about the different places they could visit, and say which they would enjoy most and why. Here is a picture with some ideas to help you.

Put Sts in pairs and get them to discuss the situation for two or three minutes, using tips from the documentary and ideas from the picture. Make sure they stay within the time limit.

You could give some feedback on any tips from the documentary that Sts ignored and also tell them if they have done well.

EXTRA SUPPORT You could get Sts to watch the video again with subtitles so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

9&10 Revise and Check

For instructions on how to use these pages, see *p.49*.

Video material

Can you understand these people? 9&10

More materials

For teachers

Oxford English Hub
Quick Test 10
File 10 Test
Progress Test Files 6–10
End-of-course Test

GRAMMAR

ANSWERS
a 1 b **2** a **3** a **4** a **5** c
b 1 hadn't studied
2 'd / would have spent
3 'd / would have been able to
4 didn't do
5 Have, visited
6 Had, been
7 's been working
8 had finished
9 will be completed
10 had, closed
11 have sold
12 are, eating
13 was showing
14 's, been
15 was made

VOCABULARY

ANSWERS
a 1 memorable **2** confidently **3** emotional **4** accuracy **5** personal
b 1 bride **2** honeymoon **3** best man **4** reception **5** guests
c 1 Am – cinema **2** Br – faucet **3** Am – trainers **4** Br – elevator **5** Am – rubbish **6** Br – restroom **7** Am – queue **8** Am – flat **9** Br – sidewalk **10** Br – gas
d 1 failed **2** multiple **3** essay **4** took **5** cheated

PRONUNCIATION

ANSWERS
c 1 autobiogra**ph**y /f/ **2** lux**u**rious /ʊə/ **3** t**oi**let /ɔɪ/ **4** r**a**ther /ɑ:/ **5** w**ei**rd /ɪə/
d 1 se<u>c</u>urity **2** im<u>p</u>ortant **3** pro<u>p</u>ose **4** <u>brides</u>maid **5** <u>prac</u>tical

CAN YOU understand this text?

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

CAN YOU understand these people?

ANSWERS
1 c **2** b **3** b **4** b **5** b

1 Victoria
I = interviewer, V = Victoria
I Do you have a good memory?
V I have a good memory for, for things that I can picture, like details in my head. So when I meet someone, I'm really good at remembering their name because I, I just kind of plant it in my head. Um, but I'm not as good at remembering, like, if you ask me what I had for dinner three days ago, I wouldn't remember that.

2 Jan
I = interviewer, J = Jan
I When was the last time you went to a wedding?
J It was approximately two and a half weeks ago. And it was my wedding.
I Did you have a lovely time?
J I did. I had a lovely wedding. And the wedding was a second time around for me. I was a widow for eight years, and I met my new husband online, which is quite avant-garde for someone my age.

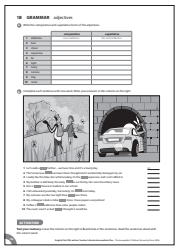
3 Keith
I = interviewer, K = Keith
I What's the best influence that the USA has had on the world?
K Um, I think the best influence that the US has had on the world is in TV and movies. I think a lot of countries, or most countries, um, that watch a lot of US TV, US drama, US movies. I watch a lot. I've been watching *Breaking Bad* and *Ozark* recently, which are two of my favourite shows, and I just think the, the influence that they've had on TV and drama is, is a really big influence.
I And the worst influence?
K The worst influence, I'd probably say, is the amount of commercialism. I think, you know, the American dream was always, you know, about making money, um, and being successful, and I think that's had quite a negative impact on the world, that, um, so much now is driven by the need to be, er, er, making profits and I think all in all society's, er, not really benefitted from that.

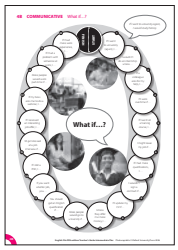
4 Royce
I = interviewer, R = Royce
I Are there any American fast food places near where you live?
R Er, yeah, there are several fast food places near where I live.
I Do you ever go to any of them?
R Um, I don't, I try not to. I don't particularly like it very much and it's quite bad for you.

5 Diana
I = interviewer, D = Diana
I How do you feel about taking exams?
D Um, I feel all right, I like studying so I am kind of all right at handling that situation. It's always a little bit nervous, but it's all right.
I Have you ever had an exam disaster?
D Um, well I remember in, um, in an oral exam I went, er, blank for, like, twenty very long seconds, but then I was all right. I was just like, blank for a while.
I Did you pass the exam?
D Yes, I did.

Photocopiable activities

Introduction





- There is a **Grammar activity** for each main (A and B) lesson of the Student Book.
- There is a **Communicative activity** for each main (A and B) lesson of the Student Book.
- There is a **Vocabulary activity** for each section of the Vocabulary Bank in the Student Book.

All the photocopiable materials are also available on **Oxford English Hub** (englishhub.oup.com) under the Resources tab and on the Student Book Classroom Presentation Tool.

Using extra activities in mixed-ability classes

Some teachers have classes with a very wide range of levels, and where some Sts finish Student Book activities much more quickly than others. You could give these fast finishers a photocopiable activity (Grammar, Vocabulary, or Communicative) while you help the slower Sts. Alternatively, some teachers might want to give faster Sts extra oral practice with a communicative activity while slower Sts consolidate their knowledge with an extra grammar activity.

Tips for using Grammar activities

- The grammar activities are designed to give Sts extra practice in the main grammar points from each lesson. How you use these activities depends on the needs of your Sts and the time available. They can be used in the lesson if you think all of your class would benefit from the extra practice or you could set them as homework for some or all of your Sts.
- Before using the worksheets in class, check for any vocabulary that may be either new or difficult for your Sts.
- All of the activities start with a writing stage. If you use the activities in class, get Sts to work individually or in pairs. Allow Sts to compare before checking answers.
- If Sts are having trouble with any of the activities, make sure they refer to the relevant Grammar Bank in the Student Book.
- All of the activities have an **Activation** section. Some of them have a task that gets Sts to cover the sentences and test their memory. If you are using the activities in class, Sts can work in pairs and test their partner. If you set them for homework, encourage Sts to use this stage to test themselves. Alternatively, you could set the main activity for homework and then get Sts to do the **Activation** at the start of the next class.
- Make sure that Sts keep their worksheets and that they review any difficult areas regularly. Encourage them to go back to activities and cover and test themselves.

Tips for using Communicative activities

- Before using the worksheets in class, check for any vocabulary that may be either new or difficult for your Sts.
- We have suggested the ideal number of copies for each activity. However, you can often manage with fewer, e.g. one worksheet per pair instead of one per student.
- When Sts are working in pairs, if possible get them to sit face to face. This will encourage them to really talk to each other and also means they can't see each other's worksheets.
- If your class doesn't divide into pairs or groups, take part yourself, get two Sts to share one role, or get one student to monitor, help, and correct.
- If some Sts finish early, they can swap roles and do the activity again, or you could get them to write some of the sentences from the activity.

Tips for using Vocabulary activities

- These worksheets are intended to recycle and consolidate Sts' understanding of the vocabulary in the Student Book Vocabulary Banks. As such, we suggest not using them directly after doing these exercises. Instead, get Sts to do them in a subsequent lesson.
- If Sts are having trouble with any of the activities, make sure they refer to the relevant Vocabulary Bank page.
- You could ask Sts to check their answers by referring to the relevant Student Book Vocabulary Bank.
- All the activities are suitable for use in class. However, you may wish to set some of the tasks for homework.
- Most of the Vocabulary worksheets have an **Activation** task and this can be treated in a similar way to the Grammar ones.
- Make sure that Sts keep their worksheets and that they review any difficult areas regularly. Encourage them to go back to activities and cover and test themselves.

Grammar activity answers

1A pronouns

a **1** ours **2** her, She **3** their, his **4** your, mine **5** her, his **6** your, my **7** their, him **8** yours, mine

b **2** it to me **3** them for me **4** it to me **5** it to me / us **6** it for me **7** them for him **8** it for me

1B adjectives

a **2** worse, the worst
3 cleverer, the cleverest
4 more expensive, the most expensive
5 further, the furthest
6 lighter, the lightest
7 luckier, the luckiest
8 narrower, the narrowest
9 tidier, the tidiest
10 more tired, the most tired

b **2** much **3** most **4** one **5** the **6** less **7** ones **8** than **9** more **10** as

2A present tenses

3 ✓ **4** ✗ I really want **5** ✓ **6** ✗ does the guidebook say **7** ✗ it depends **8** ✗ we're waiting **9** ✓ **10** ✗ I'm going **11** ✗ Are you coming **12** ✗ I don't see **13** ✓ **14** ✓ **15** ✓ **16** ✗ We're going **17** ✗ They prefer **18** ✗ we need **19** ✗ She's having **20** ✓ **21** ✓ **22** ✗ they're cleaning **23** ✗ I don't believe **24** ✓ **25** ✗ My neighbour is looking after

2B possessives

a **2** the children's
3 ✓
4 the centre of Glasgow
5 my brother's
6 florist's
7 the back of the book
8 the corner of the street
9 the men's
10 the butcher's
11 the name of the village
12 Luca and Ewa's
13 grandfather's
14 my grandparents'
15 people's names
16 the south of France

b **2** hers **3** our **4** theirs **5** his **6** yours **7** its **8** her **9** their **10** mine **11** his **12** your **13** ours / mine **14** yours **15** her **16** his

3A past simple, past continuous, or *used to*?

2 used to have **3** didn't use to wear **4** saw **5** was working **6** did she teach / did she use to teach **7** did you think **8** was / used to be **9** found **10** didn't have **11** was still writing **12** said **13** broke **14** did it happen **15** wasn't skiing **16** fell **17** were walking

3B prepositions

a **2** through, past **3** out of, towards **4** over, round **5** on, under **6** on, at

b **2** in, at **3** about, for **4** with, about **5** with, for **6** to, on **7** of, for **8** to, about **9** about, – **10** –, in

4A future forms: *will* / *shall* and *be going to*

2 Shall I turn on **3** It'll probably rain. **4** ✓ **5** I'll text **6** I'll change **7** it's coming **8** shall we go **9** I'm going to be **10** ✓ **11** I won't be **12** I was going to go

4B first and second conditionals

3 won't pass, attends
4 had, wouldn't need
5 'd enjoy, weren't
6 won't be able to pay / can't pay, don't get
7 were, 'd try
8 won't get, have
9 wouldn't be, didn't have
10 had, 'd help

5A present perfect simple

1 Well, I haven't seen the director yet!
2 Have you had breakfast?, What time did you get up?
3 How long have you known Alex?, Where did you meet?
4 I've already had three cups this morning., Have you ever thought about cutting down?
5 When did you start learning the piano?, Have you ever played in public?, No, I've never played for anyone except my teacher.
6 Have you ever been to the United States?, We've just come back from Florida.
7 Have you ever lived abroad?, Yes, I taught in Italy for a few years., How long have you been a teacher?
8 Have you tidied your room yet?, I've been out all afternoon., When did you get home?

5B present perfect continuous

2 'm trying
3 've been doing
4 Is, teaching, 's been working
5 's starting
6 's been playing
7 Have, been waiting, 've been standing
8 's having
9 haven't been watching
10 have, been living, 've been thinking
11 haven't been feeling
12 've been studying, 'm watching

6A obligation, necessity, prohibition, advice

2 have / need **3** mustn't **4** shouldn't **5** have / need **6** should **7** oughtn't **8** mustn't **9** have / need **10** needn't **11** shouldn't **12** must

6B *can*, *could*, and *be able to*

2 be able to **3** couldn't / wasn't able to **4** can't **5** couldn't / weren't able to **6** Can / Could **7** be able to **8** being able to **9** can't **10** be able to **11** 'd be able to / could **12** be able to **13** couldn't **14** has been able to **15** can't **16** Can / Could **17** were able to **18** couldn't / wasn't able to

7A phrasal verbs

a **2** try on these trousers / try these trousers on
3 look after the children
4 look round the museum
5 take away my old cooker / take my old cooker away
6 took her best friend out / took out her best friend
7 put up the new curtains / put the new curtains up
8 looking forward to his holiday
9 lives off our parents
10 turn off your phone / turn your phone off

b **2** try them on **3** look after them **4** look round it
5 take it away **6** took her out **7** put them up
8 looking forward to it **9** lives off them **10** turn it off

7B verb patterns

a **2** to have **3** to see **4** believe **5** to let **6** wait
7 going out **8** watching **9** playing **10** be **11** to get
12 not winning

b **2** seeing **3** go **4** to rain / raining **5** getting **6** to do
7 getting **8** to take **9** to watch **10** not to be **11** losing

8A *have something done*

3 're having their photograph taken
4 's drying his hair
5 's painting the front door
6 's putting up some shelves
7 's having his glasses repaired
8 're having the windows replaced
9 're washing their clothes
10 's having her fringe cut

8B the passive

2 took **3** opened **4** was called **5** was renamed
6 was, being built **7** gave **8** is, known **9** was designed
10 has been awarded **11** are allowed **12** are held
13 is considered **14** became **15** holds
16 was commissioned **17** was used **18** hasn't owned
19 had **20** be visited **21** are rented **22** be missed

9A reported speech

a **2** was a beautiful morning
3 me to wake up and come outside
4 (that) I couldn't just lie there on my chair all day
5 (that) I should be catching birds
6 how I could be so lazy
7 were supposed to be fun
8 if / whether he could have a dog

b **2** (that) he'd have to take it for walks
3 (him) where it was going to sleep
4 (that) they'd have to take it on holiday with them the following month
5 not to forget about the cat
6 to let them think about it

9B third conditional and other uses of the past perfect

a **3** would have been **4** hadn't turned **5** ✓ **6** ✓
7 would Agata have done **8** ✓

b **2** hadn't left **3** had gone **4** dropped **5** told
6 'd already had **7** lived **8** had, known **9** hadn't eaten
10 had stolen

10A *be*, *do*, and *have*: auxiliary and main verbs

2 have **3** haven't **4** had **5** do **6** 's **7** Are **8** don't
9 are **10** Does **11** having **12** hasn't **13** Have **14** don't
15 be **16** are **17** 're **18** has **19** did **20** was **21** do
22 doesn't **23** having **24** be

10B revision of verb forms

2 Do, forget **3** goes **4** 's having **5** Were, driving
6 didn't watch **7** didn't use to like **8** loved / used to love
9 'll stop **10** 'm leaving / going to leave **11** are, going to do
12 Shall, help **13** 'll be **14** didn't spend **15** wouldn't go
16 wins **17** Have, ever tried **18** went **19** Did, come
20 've been **21** 've been waiting **22** have, been doing
23 'm reading **24** 're trying **25** 's based **26** is being decorated
27 will be nominated **28** Has, been fixed **29** 'd told
30 had, shut **31** didn't eat **32** Had, started

1A GRAMMAR pronouns

a Complete the conversations with the correct subject pronoun, object pronoun, possessive adjective, or possessive pronoun, e.g. *I* / *me* / *my* / *mine*. Write your answers in the column on the right.

1	**A**	Hey! Those are [ ] coffees!	*our*
	B	I'm sorry, we thought they were [ ].	
2	**A**	Sara got a new phone for [ ] birthday.	
	B	Wow! [ ] always gets fantastic presents.	
3	**A**	I've met those people before, but I can't remember [ ] names.	
	B	His name is Hiroshi and I think [ ] wife's name is Aiko.	
4	**A**	Tom! Are these [ ] keys?	
	B	No, I've got [ ] here.	
5	**A**	Where's Sylvia? I think these are [ ] glasses.	
	B	No, they're not Sylvia's. Ask Ben, they might be [ ].	
6	**A**	Is this [ ] car, sir?	
	B	No, it isn't. That's [ ] car over there.	
7	**A**	Have Carlos and Alba chosen a name for [ ] baby yet?	
	B	Yes, he's called Javier. They named [ ] after his grandfather.	
8	**A**	I've left my book at home. Can I share [ ]?	
	B	Sorry! I forgot to bring [ ], too!	

b Complete the conversations with object pronouns and *for* or *to*. Write your answers in the column on the right.

1	**A**	What beautiful flowers!	
	B	Yes, my boyfriend sent [ ] [ ] [ ].	*them to me*
2	**A**	Is that Sean's old bike?	
	B	Yes, he sold [ ] [ ] [ ] for £50.	
3	**A**	Where did you get those headphones?	
	B	My friend got [ ] [ ] [ ] in New York.	
4	**A**	Is that your tennis racquet?	
	B	No, it's my brother's. He lent [ ] [ ] [ ].	
5	**A**	Have you seen our new logo?	
	B	Yes, the Marketing Director showed [ ] [ ] [ ] yesterday.	
6	**A**	Where did you buy that hat?	
	B	My wife found [ ] [ ] [ ] online.	
7	**A**	I didn't think Giorgos could afford designer sunglasses.	
	B	He can't. His parents bought [ ] [ ] [ ].	
8	**A**	I love your sweater.	
	B	Thanks. My grandmother made [ ] [ ] [ ].	

ACTIVATION

Test your memory. Cover the columns on the right. Practise the conversations in **a** and **b** with a partner.

1B GRAMMAR adjectives

a Write the comparative and superlative forms of the adjectives.

		comparative	superlative
1	addictive	*more addictive*	*the most addictive*
2	bad		
3	clever		
4	expensive		
5	far		
6	light		
7	lucky		
8	narrow		
9	tidy		
10	tired		

b Complete each sentence with one word. Write your answers in the column on the right.

1 Let's walk a ____ further – we have time and it's a lovely day. *bit*

2 The tunnel was ____ narrower than I thought and I accidentally damaged my car. _____

3 I really like this bike, but unfortunately, it's the ____ expensive and I can't afford it. _____

4 My brother is definitely the lucky ____ in our family. He's won the lottery twice. _____

5 Kim is ____ cleverest student in our school. _____

6 I felt exhausted yesterday, but luckily, I'm ____ tired today. _____

7 My suitcases are the two light blue ____ over there. _____

8 My colleague's desk is tidier ____ mine. I have papers everywhere! _____

9 Coffee is ____ addictive than some people realize. _____

10 The exam wasn't as bad ____ I thought it would be. _____

ACTIVATION

Test your memory. Cover the column on the right in **b** and look at the sentences. Read the sentences aloud with the correct word.

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2A GRAMMAR present tenses

Tick (✓) the sentences where the **bold** phrases are right and correct the wrong ones. Write your answers in the column on the right.

1 **They usually go hiking** in Scotland in the summer. ✓

2 **I'm not knowing** where to go on holiday. *✗ I don't know*

3 **Their flight arrives** at Terminal 4 at 16.45.

4 **I'm really wanting** to try waterskiing.

5 Hurry up! **We only have** half an hour to get to the airport!

6 What **is the guidebook saying** about this museum?

7 We'd love to go surfing, but **it's depending** on the weather.

8 Our flight's delayed, so **we wait** in the departure lounge at the moment.

9 **Do you think** we should get a taxi or a bus to the hotel?

10 **I go** to the cinema with some friends this evening.

11 **Do you come** for a swim or not?

12 I'm sorry, **I'm not seeing** what you mean.

13 You're very quiet – what **are you thinking** about?

14 **£500 seems** very expensive for a flight to Madrid.

15 What time **does your train leave** tomorrow?

16 **We go** camping in the Pyrenees next summer.

17 **They're preferring** sunbathing to climbing mountains.

18 I don't think **we're needing** to take a hairdryer.

19 **She has** a shower at the moment – can you call back later?

20 **Do you remember** the name of the hotel?

21 **It isn't raining** any more. Shall we go to the beach?

22 We can't go in the pool now because **they clean** it.

23 **I'm not believing** it! I've won a holiday to Hawaii!

24 Why **are you packing** so much? It's only a weekend trip!

25 **My neighbour looks after** my cat when I'm away next month.

ACTIVATION

Test your memory. Cover the column on the right and look at the sentences. Read the sentences aloud with the correct present tense.

2B GRAMMAR possessives

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

1 She's at **the front of the queue** / **the queue's front**.
2 What are **the childrens'** / **the children's** names?
3 I needed **James's** / **James'** help.
4 I live in **the centre of Glasgow** / **Glasgow's centre**.
5 I don't get on with **my brother's** / **my brothers'** wife.
6 What time does the **florists** / **florist's** open?
7 The answers are at **the book's back / the back of the book**.
8 I'll wait on **the street's corner / the corner of the street**.
9 Excuse me. Where's **the men's** / **the mens'** changing room?
10 I never buy meat at **the butcher's** / **the butchers'**. I get it at the supermarket.
11 What's **the name of the village / the village's name** where you were born?
12 We're going to **Luca's and Ewa's** / **Luca and Ewa's** wedding next weekend.
13 I went to my **grandfather's** / **grandfathers'** yesterday. It was his 90th birthday.
14 I drove to **my grandparent's / my grandparents'** house. They live just outside Southampton.
15 I'm not very good at remembering **people's names** / **peoples' names**.
16 They go to **France's south** / **the south of France** every year.

b Complete the sentences with the correct possessive adjective or pronoun. Write your answers in the column on the right.

1 I hate living with my parents. I'd love to have a house of ____ own. *my*
2 Amara's keeping very quiet about this new boyfriend of ____! _____
3 My brother and I had ____ own bedrooms when we were children. _____
4 Both my sons play video games all the time. It's a bad habit of ____. _____
5 My nephew never goes to the hairdresser's. He cuts ____ own hair. _____
6 Is that woman a friend of ____? She's smiling at you. _____
7 The supermarket has ____ own bakery, so we can buy some bread there. _____
8 My grandmother loves gardening. She grows all ____ own vegetables. _____
9 My cousins are thinking of opening ____ own restaurant. _____
10 A colleague of ____ has just told me she's leaving. _____
11 Omar must earn a lot of money. Have you seen that new car of ____? _____
12 I'm going out this evening, so you'll have to make ____ own dinner. _____
13 A friend of ____ is going away, so we're looking after his dog. _____
14 Are you still having problems with those noisy neighbours of ____? _____
15 My daughter loves singing and has started writing ____ own songs. _____
16 He's an amazing artist. I have a painting of ____ in the living room. _____

ACTIVATION

Test your memory. Cover the column on the right in **b** and look at the sentences. Read the sentences aloud with the correct possessive adjective or pronoun.

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3A GRAMMAR past simple, past continuous, or *used to*?

Complete the conversations with the correct form of the verbs in brackets: past simple, past continuous, or *used to*.

1

Adriano Helen, do you recognize that woman over there? I think we [1] *used to go* (go) to school with her.

Helen Oh, yes. That's Elena Morales! She looks so different. She [2] _____ (have) much longer hair.

Adriano Yes, and she [3] _____ (not wear) glasses.

Helen I wonder what she's doing these days. The last time I [4] _____ (see) her, she [5] _____ (work) as a teacher.

Adriano What subject [6] _____ (she / teach)?

Helen I'm not sure. Shall we go and say hello?

2

Evie What [7] _____ (you / think) of the exam, Oliver?

Oliver Well, I [8] _____ (be) good at maths when I was at primary school, but I [9] _____ (find) the exam today really difficult. How about you?

Evie Me too. And I [10] _____ (not have) enough time to answer all the questions.

Oliver Yeah, I [11] _____ (still / write) when the teacher [12] _____ (say) 'Stop'.

Evie Oh, well. Let's just hope we both pass.

3

Filip Welcome back, Justin. How was the skiing trip?

Justin Not so great. Unfortunately, my wife [13] _____ (break) her leg on the first day.

Filip Oh, that's terrible. How [14] _____ (it / happen)?

Justin Well, the funny thing is, she [15] _____ (not ski) at the time! She [16] _____ (fall) over in the hotel when we [17] _____ (walk) down the stairs to go to breakfast.

Filip Oh no! What a shame!

ACTIVATION

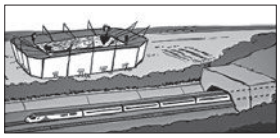
Test your memory. Cover the conversations and look at the pictures. In pairs, say what you can remember about the people in the pictures.

3B GRAMMAR prepositions

a Choose the correct preposition. Write your answers in the column on the right.

1 The man ran [ ] the road and [ ] the park. (through / across, in / into)

across *into*

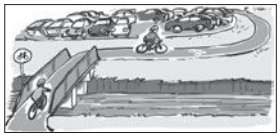


2 The train went [ ] the tunnel and [ ] the stadium. (under / through, past / along)

_____ _____

3 The woman came [ ] the bank and walked [ ] the supermarket. (out / out of, along / towards)

_____ _____



4 The cycle path goes [ ] the river and [ ] the car park. (over / off, round / between)

_____ _____

5 They sat [ ] a bench [ ] a tree. (in / on, under / down)

_____ _____

6 I'm still [ ] the bus, but we're nearly [ ] the bus stop. (on / into, in / at)

_____ _____

b Complete the sentences with prepositions from the list, or write – if no preposition is needed.

about (x4) at for (x4) in (x2) of on to (x2) with (x2)

1 The receptionist asked – me if I was waiting *for* a taxi.

2 I'm very interested _____ science, but I'm not very good _____ it.

3 Don't worry _____ the bill – I'll pay _____ everything.

4 My sons never agree _____ each other. They argue _____ everything.

5 Why are you still angry _____ Callum? He apologized _____ his mistake.

6 My sister is married _____ a French man and they're both very keen _____ cooking.

7 I'm tired _____ applying _____ jobs – I never get an interview.

8 The boss was very rude _____ me – I don't know what he was so angry _____.

9 The professor talked _____ his research and then we discussed _____ the new project.

10 Ahmet told _____ me that he'd arrived _____ London on Tuesday morning.

ACTIVATION

Test your memory. Cover the sentences in **a**. Look at the pictures and try to remember the sentences.

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4A GRAMMAR future forms: *will* / *shall* and *be going to*

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

1 **A** Dad! I've dropped my ice cream!
B It's OK, don't worry – **I'll get** / **I'm getting** you a new one!

2 **A** I'm freezing!
B **Shall I turn on** / **Will I turn on** the heating?

3 **A** We're going for a walk in the country tomorrow.
B **It'll probably rain.** / **It's probably raining.**

4 **A** Do you and David have any plans for tomorrow evening?
B Yes, **we're meeting** / **we're going to meet** some friends for dinner.

5 **A** Don't forget to send me a message when you get there.
B Don't worry, Mum. **I'm texting** / **I'll text** you as soon as I arrive.

6 **A** Excuse me. I ordered still water and this is sparkling.
B I'm sorry, sir. **I'll change** / **I'm going to change** it for you.

7 **A** Have you phoned for a taxi?
B Yes, **it comes** / **it's coming** in five minutes.

8 **A** How about going abroad for our holiday this year?
B That sounds good! Where **shall we go** / **do we go**?

9 **A** You don't look very well. Are you OK?
B No. I think **I'm going to be** / **I'm being** sick.

10 **A** Who do you think **will win** / **is going to win** the World Cup?
B Italy, of course!

11 **A** The play starts at 7.30, so we need to be at the theatre by 7.15.
B OK, **I won't be** / **I'm not being** late this time!

12 **A** Did you buy the pizza for tonight?
B Oh sorry! **I was going to go** / **I'm going to go** to the shop earlier, but my boss called and then I forgot.

ACTIVATION

Write three short conversations, one with *will*, one with *shall*, and one with *be going to*.

4B GRAMMAR first and second conditionals

Complete the second sentence so that it means the same as the first. Use contractions where possible.

1 You have to dress smartly to make a good impression at the interview.

You *won't make* a good impression at the interview if you *don't dress* smartly.

2 She can't work in France because she doesn't speak French.

If she *spoke* French, she *would be able to work / could work* in France.

3 She needs to attend all the lectures to pass the course.

She _____ the course unless she _____ all the lectures.

4 I need to get a part-time job because I don't have any money.

If I _____ more money, I _____ to get a part-time job.

5 He doesn't enjoy teaching very much because the pupils are so badly behaved.

He _____ teaching more if the pupils _____ so badly behaved.

6 I need to get a grant so I can pay the course fees.

I _____ the course fees if I _____ a grant.

7 I think you should try to get a new job.

If I _____ you, I _____ to get a new job.

8 You'll need to have a good CV to get an interview.

You _____ an interview unless you _____ a good CV.

9 You have good references, so it should be easy to get a job.

It _____ easy to get a job if you _____ good references.

10 I can't help you – I don't have time.

If I _____ time, I _____ you.

ACTIVATION

Complete the sentences so that they are true for you. Compare with a partner.

- If the weather's bad this weekend,…
- If I get better at English,…
- I'll be really happy if…
- If I had more time,…
- If I lost my phone,…
- I'd enjoy my job (or course) more if…

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5A GRAMMAR present perfect simple

Complete the conversations with the present perfect simple or past simple.

1 **A** When / you / start working here?
When did you start working here?
B Only a few weeks ago.
A you / meet everyone in the office?
Have you met everyone in the office?
B Well, I / not see the director yet!

2 **A** you / have breakfast?

B Not yet.
A What time / you / get up?

B Only ten minutes ago.

3 **A** How long / you / know Alex?

B For about ten years.
A Where / you / meet?

B At university.

4 **A** Do you want a coffee?
B No, thanks. I / already / have three cups this morning.

A you / ever / think about cutting down?

B I'm trying!

5 **A** When / you / start learning the piano?

B About three years ago.
A you / ever / play in public?

B No, I / never / play for anyone except my teacher.

6 **A** you / ever / be to the United States?

B Yes, three times. What about you?
A We / just / come back from Florida.

7 **A** you / ever / live abroad?

B Yes, I / teach in Italy for a few years. Now I teach in London.

A How long / be a teacher?

B Since 2016.

8 **A** you / tidy your room yet?

B Not yet. I / be out all afternoon.

A When / you / get home?

B Only about half an hour ago.

ACTIVATION

With a partner, write two short conversations using the present perfect simple and the past simple.

5B GRAMMAR present perfect continuous

Complete the conversations with the correct form of the verbs in brackets: present continuous or present perfect continuous. Use contractions where possible.

1 A Look, Mum. It *'s snowing*! (snow)
B I know. It *'s been snowing* since five o'clock this morning. (snow)

2 A Ssh! I _____ to read. (try)
B Sorry, Dad.

3 A Wow, Lisa! You're strong!
B Thanks! I _____ a lot of exercise recently. (do)

4 A _____ your daughter still _____ at the college, Cathy? (teach)
B Yes, she _____ there for over three years now. (work)

5 A Oh no! It _____ to rain. (start)
B I'll go and bring in the washing.

6 A Has Mark done his homework yet?
B Of course not. He _____ games on his phone all evening. (play)

7 A Sorry I'm late! _____ you _____ long? (wait)
B Yes, I _____ here for nearly 20 minutes! (stand)

8 A Can I speak to Mrs Khan, please?
B She _____ lunch at the moment. Can she call you back in half an hour? (have)

9 A Did you see that programme about sharks last night?
B No, I _____ much TV lately. (not watch)

10 A How long _____ you _____ in Manchester? (live)
B About two years, but recently we _____ about moving to the country. (think)

11 A You don't look very well, Pete. Are you OK?
B Not really, I _____ well all week. (not feel)

12 A Is that the TV I can hear?
B Yes, Dad. I _____ for my exams since lunchtime, and now I _____ the news. (study, watch)

ACTIVATION

Practise the conversations with a partner.

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6A GRAMMAR obligation, necessity, prohibition, advice

Complete the second sentence with **one** word so that it means the same as the first. Contractions (e.g. *can't*) count as one word.

1 She should buy a new house. She needs something bigger.
She *ought* to buy a new house. She needs something bigger.

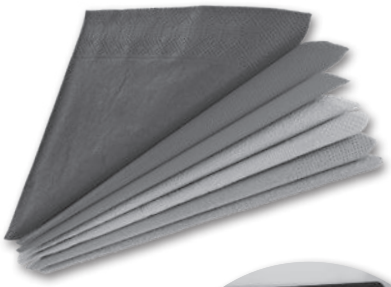
2 Is it necessary to use that teapot? Can't you just put a teabag in a mug?
Do you _____ to use that teapot? Can't you just put a teabag in a mug?

3 It's really dangerous to drive when you're taking these tablets.
You _____ drive when you're taking these tablets. It's really dangerous.

4 You ought to be more careful. You've made ten spelling mistakes.
You _____ be so careless. You've made ten spelling mistakes.

5 You can borrow the car whenever you want. You needn't ask for permission.
You can borrow the car whenever you want. You don't _____ to ask for permission.

6 It would be a good idea to book a table for Saturday night.
You _____ book a table for Saturday night.



7 You should eat less fast food. It's not good for you.
You _____ to eat so much fast food. It's not good for you.

8 I must remember to buy more paper napkins. We don't have any left.
I _____ forget to buy some more paper napkins. We don't have any left.

9 We got a takeaway last night so we didn't need to cook.
We got a takeaway last night so we didn't _____ to cook.

10 It's not necessary to send us your CV. Just fill in the form online.
You _____ send us your CV. Just fill in the form online.

11 It's not a good idea to take a photo here without a flash.
You _____ use flash to take a photo here.

12 You need a visa to visit India. You'll have to apply for one.
You _____ have a visa to visit India.
You'll have to apply for one.

ACTIVATION

Complete the sentences so that they are true for you. Compare with a partner.

- I have to…
- I mustn't…
- I ought to…
- I needn't…
- I don't have to…
- I shouldn't…

6B GRAMMAR *can*, *could*, and *be able to*

Complete the sentences with *can*, *could*, or the correct form of *be able to*. Sometimes more than one answer is possible.

1 My cousin *can* never find clothes that she likes.

2 Will I _____ change these batteries if they're the wrong type?

3 I _____ do my homework last night. It was too difficult.

4 Daniel _____ speak French very well – nobody understands a word he says!

5 They _____ come to the conference because there weren't any flights.

6 _____ you tell me where the nearest supermarket is, please?

7 Hans used to _____ play tennis quite well, but he's hopeless now.

8 I love _____ buy everything I need in the local shops.

9 You _____ be tired – it's only 9.00!

10 I might _____ leave work early on Friday.

11 If I got a pay rise, I _____ afford a new laptop.

12 You need to _____ swim well if you want to go surfing.

13 I spent hours looking for my wallet, but I _____ find it.

14 Laura _____ ride a horse since she was six years old.

15 The curtains _____ be too small! I measured the windows myself.

16 _____ I go to Joe's party on Saturday, please?

17 It was hard work, but we _____ assemble the furniture in the end.

18 Dad _____ fix the washing machine, so my parents bought a new one.

ACTIVATION

Complete the sentences so that they are true for you. Compare with a partner.

- I can…really well.
- When I was a child, I could…
- The last time I went clothes shopping, I couldn't…
- I'd really like to be able to…
- In the next five years, I might be able to…
- I hope I'll be able to…next year.

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7A GRAMMAR phrasal verbs

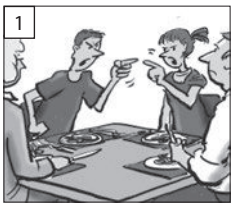
a Look at the pictures. Complete the sentences with the correct form of a phrasal verb from list A and a noun phrase from list B. Sometimes more than one answer is possible.

A

~~get on with~~ live off look after
look forward to look round put up
take away take out try on turn off

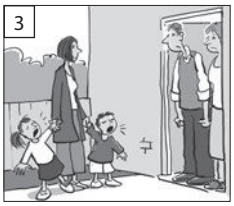
B

her best friend ~~her brother~~ his holiday my old cooker
our parents the children the museum
the new curtains these trousers your phone



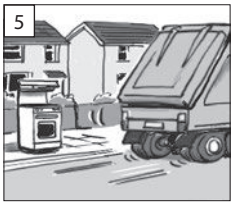
1 She doesn't *get on with her brother* very well.

2 Can I _____, please?



3 Her parents _____ every Saturday.

4 The schoolchildren had an hour to _____ _____.



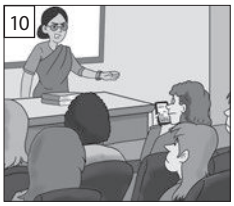
5 The refuse collectors didn't _____ _____.

6 She _____ for dinner last night to celebrate her promotion.

7 We _____ last weekend.

8 He's really _____.

9 My sister still _____, even though she's nearly 40.



10 I'm not starting the class until you _____ _____!

b Replace the nouns in **a** with pronouns. Change the word order if necessary.

1 *get on with him*

2 _____ _____ _____

3 _____ _____ _____

4 _____ _____ _____

5 _____ _____ _____

6 _____ _____ _____

7 _____ _____ _____

8 _____ _____ _____ _____

9 _____ _____ _____

10 _____ _____ _____

ACTIVATION

Use the phrasal verbs below to write sentences that are true for you. Compare with a partner.

- get on with (somebody)
- grow up
- look after (somebody / something)
- look forward to
- throw (something) away

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7B GRAMMAR verb patterns

a Complete the texts with the correct form of the verbs in brackets.

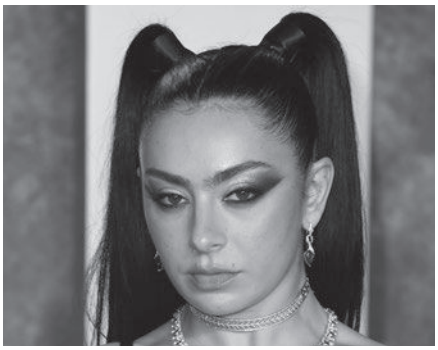
My wife and I both love [1] *going* (go) to the theatre. Last month, for our anniversary, our son booked tickets for us to see the musical *Wicked*. It was a matinee, so we decided [2] _____ (have) lunch in a restaurant before the show. When we arrived at the theatre after lunch, we were surprised [3] _____ (see) how quiet it was, so we checked our tickets and suddenly realized why. The start time was 2.00 p.m. and it was already 2.15 p.m. We were sure it started at 2.30 p.m. We couldn't [4] _____ (believe) we'd been so stupid! The attendant refused [5] _____ (let) us in, so we had to [6] _____ (wait) until the interval and missed the whole of the first half.

My boyfriend Sam and I usually look forward to [7] _____ (go out) with friends on Saturday evenings. Last Saturday, however, we were both really tired, so we stayed in. We didn't feel like [8] _____ (watch) TV, so Sam suggested a game of Scrabble. Generally, I'm not very keen on [9] _____ (play) board games, but I enjoy Scrabble. That might [10] _____ (be) because I usually win. With this game, however, Sam managed [11] _____ (get) high scores for most of his words, while my scores were really low. In the end, I lost the game by over 100 points! I really hate [12] _____ (not win), so I spent the rest of the evening in a bad mood!

b Complete the texts with the correct form of the verbs in the lists.

get go ~~miss~~ rain see

I'm a huge fan of Charlie XCX, so when she came to Auckland last year, I really didn't want to [1] *miss* [2] _____ her perform. I was still at school at the time and it finished quite late, but luckily my dad let me [3] _____ with a friend. The concert was at Western Springs Stadium, which is open-air, and on the night of the performance, the weather was awful. It started [4] _____ really heavily, but I didn't mind [5] _____ wet as it was just such an amazing experience.



do get lose not be take watch

I'll always remember the 2024 Euros. People didn't expect England [6] _____ very well, but the team amazed everyone by [7] _____ through to the final. The match was against Spain and kick-off was at 8.00 p.m. My friends persuaded me [8] _____ the evening off work and we went to the local pub together [9] _____ the game. We told ourselves [10] _____ too disappointed if England didn't win, but when they ended up [11] _____ 2–1, we were still absolutely heartbroken.

ACTIVATION

Write a paragraph about a memorable night out (or in) with friends.

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8A GRAMMAR *have something done*

Look at the pictures. Are the people *doing something* or *having something done*? Write sentences.

1 clean / the windows — She*'s cleaning the windows*.

2 service / his car — He*'s having his car serviced*.

3 take / their photograph — They _____.

4 dry / his hair — He _____.

5 paint / the front door — He _____.

6 put up / some shelves — She _____.

7 repair / his glasses — He _____.

8 replace / the windows — They _____.

9 wash / their clothes — They _____.

10 cut / her fringe — She _____.

ACTIVATION

Test your memory. Cover the sentences. Look at the pictures and try to remember the sentences.

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8B GRAMMAR the passive

Complete the texts with the correct form of the verb in brackets, active or passive.

The Gherkin [1] *is situated* (situate) in the City of London's financial district. It [2] _____ (take) two years to construct and first [3] _____ (open) its doors in April 2004. Originally, it [4] _____ (call) the Swiss Re Building, but it [5] _____ (rename) later to its street address – 30 St Mary Axe. While it [6] _____ still _____ (build), however, Londoners [7] _____ (give) the tower the nickname 'The Gherkin', because of its distinctive cucumber-like shape. It [8] _____ still commonly _____ (know) by that name today. The building [9] _____ (design) by the famous British architect Sir Norman Foster and since its completion, it [10] _____ (award) a number of prizes for architecture. The Gherkin contains private offices and a few restaurants and cafés, which are the only areas that members of the public [11] _____ (allow) to visit. However, each year, several special events [12] _____ (hold), giving more lucky visitors the chance to step inside this iconic landmark.

The Chrysler Building [13] _____ (consider) by many contemporary architects to be one of New York City's finest structures. When it first opened in 1930, it [14] _____ (become) the world's tallest building. Today, it still [15] _____ (hold) the title of the tallest brick building in the world. The skyscraper [16] _____ (commission) by Walter Chrysler, founder of the Chrysler Corporation, and [17] _____ (use) as the car company's headquarters until the 1950s. Although the building still has the Chrysler name, the family in fact [18] _____ (not own) it since 1953. Originally, the tower [19] _____ (have) a public observation deck on the 71st floor. Nowadays, however, only the lobby can [20] _____ (visit), as the other floors [21] _____ (rent) to private businesses. For visitors to New York, the Chrysler Building is one attraction that really shouldn't [22] _____ (miss).

ACTIVATION

Test your memory. Cover the texts. In pairs, say what you can remember about each building.

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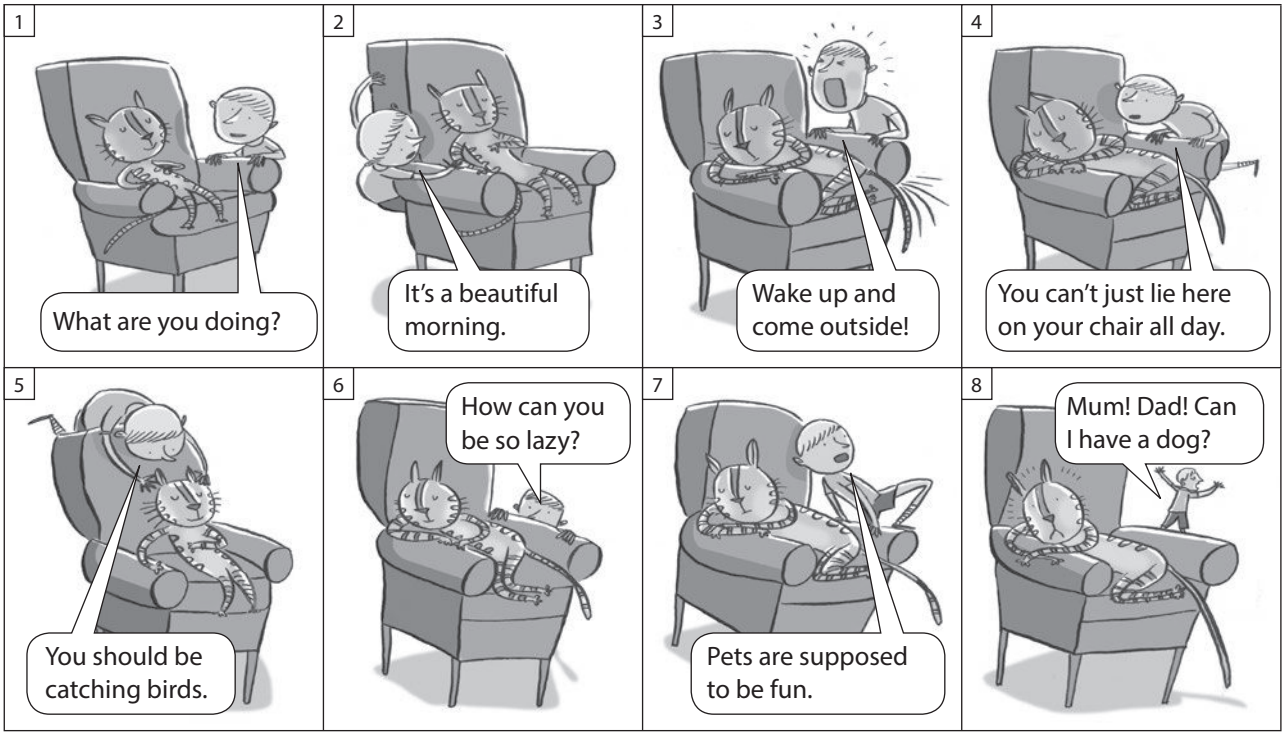
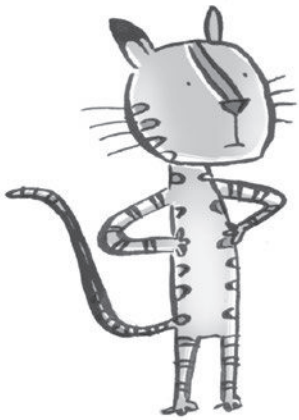
9A GRAMMAR reported speech

a Read the cartoon. Complete the paragraph below.





Tim asked me [1] *what I was doing*.

He said it [2] _____,

and told [3] _____.

He said [4] _____.

He told me [5] _____,

and asked [6] _____.

Then he said that pets [7] _____,

and asked his parents [8] _____!

b Write the things Tim's parents said in reported speech.

1 'Do you really want a dog?' They asked him *if he really wanted a dog*.

2 'You'll have to take it for walks.' They said _____.

3 'Where's it going to sleep?' They asked _____.

4 'We'll have to take it on holiday with us next month.' They said _____.

5 'Don't forget about the cat!' They told him _____.

6 'Let us think about it.' They told him _____.

ACTIVATION

Think of a short conversation you've had with a friend or a member of your family. Write it in reported speech. Compare with a partner.

9B GRAMMAR third conditional and other uses of the past perfect

Third conditional

a Tick (✓) the sentences which are right and correct the wrong ones. Write your answers in the column on the right.

1	We would have been late for the wedding if we didn't take a taxi.	✗ *hadn't taken*
2	Would you have taken me on holiday if you'd won the competition?	✓
3	If we'd bought our tickets online, they would be cheaper.	
4	I would have gone home if you didn't turn up.	
5	If Ali had met his wife earlier, they would have had more children.	
6	If you'd asked me, I would have helped you.	
7	What did Agata do if Jacek had taken the job in Dubai?	
8	If I hadn't studied languages, I wouldn't have moved to Italy.	

Other uses of the past perfect

b Complete the sentences with the correct form of the verbs in brackets: past simple or past perfect. Write your answers in the column on the right.

1	Marianne told me her parents [ ] married for forty years. (be)	*had been*
2	I thought we were going to miss the train, but luckily it [ ] yet. (not leave)	
3	Nobody answered the phone because everyone in the office [ ] home. (go)	
4	I [ ] my phone yesterday, but I think it's OK. (drop)	
5	Where's Chen? He [ ] me he'd be here at 9.00. (tell)	
6	Fabio said he wasn't hungry because he [ ] lunch. (already have)	
7	We saw our friends every weekend when we [ ] in Bristol. (live)	
8	How long [ ] you [ ] Femi when he proposed to you? (know)	
9	Lucy said she [ ] meat since she was ten years old. (not eat)	
10	When I came out of the café, I realized that someone [ ] my bike. (steal)	

ACTIVATION

Test your memory. Cover the columns on the right and look at the sentences. Read the sentences aloud with the correct verb forms.

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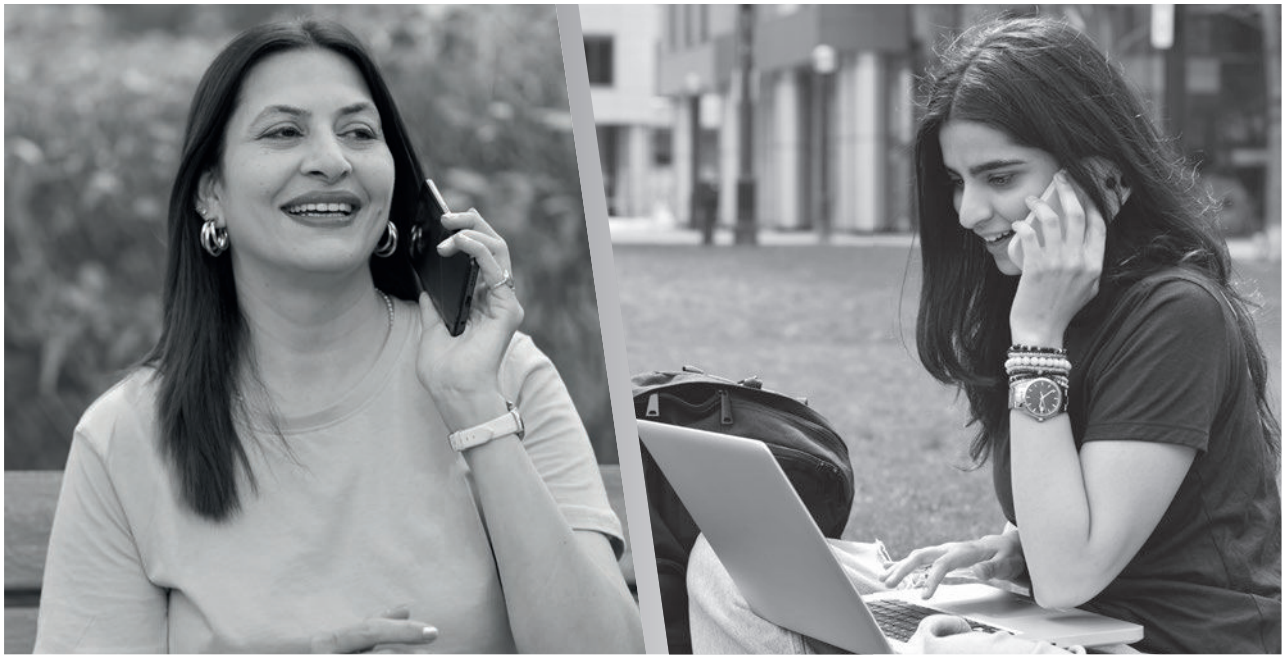
10A GRAMMAR *be*, *do*, and *have*: auxiliary and main verbs

Complete the conversation with the correct form of *be*, *do*, or *have*. Use contractions where possible.



Mum Priya, darling! It [1] 's great to hear from you. How [2] _____ you been?

Priya Good, thanks, Mum. Sorry I [3] _____ phoned for ages. I've [4] _____ to [5] _____ a lot of work on my dissertation this term.

Mum Sounds like hard work. How [6] _____ the course going? [7] _____ you still enjoying it?

Priya Yes, mostly. I [8] _____ like going to some of the lectures, but the seminars and tutorials [9] _____ really interesting.

Mum That's good, then. And what about that flatmate of yours? [10] _____ she still leave her dirty dishes all over the place?

Priya No, I told her I hated [11] _____ to live in an untidy flat, so she [12] _____ been as messy recently.

Mum Great. And what about romance, darling? [13] _____ you met anyone special?

Priya Not yet, Mum. But [14] _____ worry, you'll [15] _____ the first to know when I do. Anyway, how [16] _____ you and Dad?

Mum Oh, we [17] _____ OK, thanks, although your father [18] _____ hurt his back again.

Priya Not again! How [19] _____ it happen this time?

Mum He [20] _____ on the treadmill at the gym and he fell off.

Priya Oh, poor Dad!

Mum Well, I keep telling him not to [21] _____ too much at the gym, but of course he [22] _____ listen to me! Anyway, Priya, I'm [23] _____ my hair cut at half past three, so I'd better go.

Priya OK, Mum. I'll [24] _____ in touch again soon. Bye!

ACTIVATION

Practise the conversation with a partner.

10B GRAMMAR revision of verb forms

Complete the sentences with the correct form of the verb in brackets. Sometimes more than one answer is possible.

present simple / present continuous (2A)

1 We*'re thinking* about buying a new car. (think)
2 _____ you often _____ your keys? (forget)
3 Sarah _____ for a run every evening. (go)
4 He can't come to the phone – he _____ a shower. (have)

present perfect simple / past simple (5A)

17 _____ you _____ windsurfing? (ever try)
18 She _____ to Türkiye three times last year. (go)
19 _____ you _____ to work by bike yesterday? (come)
20 I _____ here all day and I want to go home. (be)

past simple / past continuous / *used to* (3A)

5 _____ you _____ when I called you? (drive)
6 We _____ any TV last night. (not watch)
7 Alessia _____ swimming, but now she goes every day. (not like)
8 I _____ watching baseball when I lived in New York. (love)

present perfect continuous / present continuous (5B)

21 We _____ for you since 7.00! (wait)
22 Hi Noah! What _____ you _____ lately? (do)
23 I _____ a really good book at the moment. (read)
24 Ssh! We _____ to listen to the news. (try)

***will* / *shall* / *be going to* / present continuous (4A)**

9 Look, we're nearly out of petrol. I _____ at the next petrol station. (stop)
10 I _____ at 7.30 tomorrow morning. (leave)
11 What _____ you _____ when you finish university? (do)
12 _____ I _____ you take the rubbish out? (help)

the passive (8B)

25 It's a very interesting film – it _____ on a true story. (base)
26 Our house _____ at the moment. (decorate)
27 Do you think the film _____ for an Oscar? (nominate)
28 _____ the air conditioning _____ yet? (fix)

first and second conditionals (4B)

13 I _____ late for work if I don't leave now. (be)
14 If you _____ so much on clothes, you wouldn't have to borrow from your parents. (not spend)
15 Young people _____ abroad if there were enough jobs at home. (not go)
16 If she _____ the next game, she'll be Wimbledon champion. (win)

third conditional / past perfect / past simple (9B)

29 If he _____ me the truth, I'd have forgiven him. (tell)
30 I didn't hear you because I _____ already _____ the door (shut).
31 We were in a hurry, so we _____ breakfast. (not eat)
32 _____ the meeting already _____ when you got there? (start)

25–32 Excellent. You can use different verb forms very well.
16–24 Quite good, but check the Grammar Banks for any forms that you got wrong.
0–15 This is still a bit difficult for you. Read the rules in the Grammar Banks again. Then ask your teacher for another photocopy and do the exercise again at home.

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Communicative activity instructions

1A Talk for a minute

A group board game

Sts move around the board and revise pronouns. Copy one worksheet per group of three or four Sts. You also need one dice per group and one counter per student.

LANGUAGE

Pronouns and possessive adjectives (*I / my / mine, he / his / him*, etc.)

My favourite TV series is 'The Walking Dead'. I usually watch it with my sister.

One of my best friends is Linda. I met her at school.

- Put Sts in groups of three or four. Give each group the worksheet, a dice, and enough counters.

! If you don't have a dice, give each group a coin. Sts toss the coin for their go and move 1 for heads and 2 for tails.

- Each player puts a counter on **START**.
- Explain the rules of the game. Sts take turns to throw the dice and move their counter. When they land on a circle, they must talk for one minute about the topic. They must try to use correct pronouns wherever possible. Focus on the example on the worksheet (*The best cook **I** know is **my** mum…*) to show how Sts should use the correct pronouns as they speak. If the other Sts hear the speaker use a pronoun incorrectly, they should try to correct it. Be the final judge in case of a dispute.
- If a pronoun is wrong, Sts move back a circle. If it is correct, they stay on the circle.
- Sts play the game in their groups. Monitor and correct any mistakes. The first student to reach **FINISH** wins.
- Get feedback on some of the more interesting answers.

1B Good, better, the best

A pairwork questionnaire

Sts revise comparative and superlative adjectives by completing a questionnaire and then asking and answering the questions. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Comparative and superlative adjectives

When you feel stressed, what do you do to feel calmer?

The most delicious meal I've had recently was beef with vegetables in the new Chinese restaurant in the town centre.

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Focus on **a**. Tell Sts to complete each question with the comparative or superlative form of the adjective in brackets. Tell them that they may also need to add *than* or *the* if necessary.
- Check answers by eliciting only the comparative or superlative, not the whole question.

ANSWERS

A **2** the most delicious **3** busier **4** the oldest **5** more creative **6** the best **7** the laziest **8** calmer **9** the furthest **10** fitter than

B **2** better **3** cheaper than **4** (the) closest **5** the latest **6** more active **7** the greatest **8** the most useful **9** the safest **10** healthier than

- Now focus on **b**. Put Sts face to face if possible to ask and answer their questions. They can either ask alternate questions, or Sts **A** can interview Sts **B** and they then swap roles. Encourage Sts to ask for more information. If there's time, they could also return the questions, asking *What about you?*
- Get some feedback from various pairs.

2A Ask me a question

A pairwork activity

Sts revise the present simple and present continuous. Copy one worksheet per student.

LANGUAGE

Present simple for habits / states / timetables

Present continuous for present / future

What does your best friend look like?

Why exactly are you learning English?

- Give out the worksheets.
- Focus on **a**. Tell Sts they have ten minutes to complete the questions individually, using either the present simple or the present continuous form of the verbs in brackets.
- Check answers.

ANSWERS

2 do, think **3** are, learning **4** Does, speak **5** Are, going **6** Is, looking **7** Are, thinking **8** Do, prefer **9** does, look **10** are, reading **11** are, doing **12** do, belong **13** do, start **14** do, use **15** Do, know, is getting

- Focus on **b**. Tell Sts to choose eight questions each from the worksheet to ask their partner.
- Put Sts in pairs, **A** and **B**. Put them face to face if possible and tell them to take turns to ask each other their questions. If they don't understand a question, they should ask their partner to repeat it slowly. Encourage Sts to give and ask for as much information as possible. The student who answers should try to reply with *What about you?* Monitor and help where necessary.

EXTRA IDEA Fast finishers could ask more questions from the sheet.

- Get feedback from various pairs.

2B Describe and draw

A pairwork describing activity

Sts describe their pictures to each other and draw them. Copy one pair of worksheets (**A** and **B**) per pair.

LANGUAGE

Possessives / present continuous revision

The man is holding an umbrella in his left hand.

His dog is next to him. The dog's ears are big and long.

- Put Sts in pairs, **A** and **B**, ideally face to face, and give out the worksheets. Make sure Sts can't see each other's worksheets. Get Sts to fold their worksheet along the fold line.
- Explain that they both have different pictures, and that one of them will describe their picture and the other must draw it in the empty space under **Draw**. Describe some Sts in the class as an example, emphasizing the use of the present continuous and possessives, e.g. *Steve is sitting on a chair. His hair is short and black and his T-shirt is blue. Steve's pen is in his left hand.*
- Focus on **a**. Give Sts a minute to look at their pictures.
- Sts **A** begin by describing their picture, and Sts **B** listen and draw. **B** should ask their partner questions if necessary. **B** then compares their drawing to **A**'s picture. Ask them to find any differences. Then Sts swap roles. Monitor and help where necessary.

3A When you were younger

A pairwork activity

Sts choose some topics and then talk about their past using the past simple / past continuous / *used to*. Copy one worksheet per student.

LANGUAGE

Past simple, past continuous, *used to*

The first trip I went on without my family was a school trip to Wales.

One day, my friend and I were cheating in a maths exam and the teacher saw us.

I used to love eating crisps.

- Give out the worksheets.
- Focus on **a**. Go through the phrases in the circles and make sure Sts understand what they have to do. Demonstrate by choosing a couple of circles and write your notes on the board, e.g. a kind of food you used to love eating – *crisps*, and a group or singer you used to like but don't any more – *Coldplay*.
- Give Sts time to work individually and think of something for at least three circles in each group. Monitor and help.
- Now focus on **b** and the example. Put Sts in pairs. Tell them to use their notes in the circles and take turns to tell their partner about their past. Again, demonstrate the activity and give more information.
- Remind Sts to use *used to* to express habits, and the past simple / past continuous to talk about events.
- Give Sts time to talk about their past. Remind them to always ask for more information.
- When Sts have finished, get some feedback.

3B What's the preposition?

A pairwork activity

Sts revise prepositions by asking and answering questions. Copy one worksheet per student.

LANGUAGE

Dependent prepositions (*afraid of*, *rely on*, etc.), prepositions of place (*in*, *on*, etc.)

- Put Sts in pairs and give out the worksheets.
- Focus on **a**. Sts look at the boxes and the questions. Tell them that the preposition is missing from each question. The missing preposition is the same for all the questions in that box. In their pairs, Sts write the missing preposition in the space provided at the top of each box. Tell Sts not to complete each individual question with the preposition.
- Check answers.

ANSWERS

2 on **3** at **4** to **5** in **6** about **7** with **8** for

- Now focus on **b**. Tell Sts to take turns to choose a box and ask their partner all the questions in it. Remind them to ask for more information. The student answering the questions could ask *What about you?* Then they swap roles, and the other student chooses a different box and repeats the process. Alternatively, this part of the activity could be done in small groups, allowing Sts to ask more follow-up questions.
- Monitor and correct any mistakes with prepositions.
- Get feedback on some of the more interesting answers.

4A The Green Quiz

A pairwork quiz

Sts read some questions related to green issues and choose an answer. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Environmental issues, rubbish and recycling, future forms

Which of these things can't be recycled?

How long will it take most plastics to decompose?

- Tell Sts that they are going to answer some questions about the environment.
- Put Sts in pairs, **A** and **B**, ideally face to face, and give out the worksheets. Give Sts time to read the questions. Before Sts start, check whether you need to pre-teach any vocabulary, e.g. *decompose*, *fuel*, etc. Tell Sts that the correct answers are in **bold**.
- Sts **A** read their questions to Sts **B** with the three options. Sts **B** choose an option and Sts **A** circle their answer. Then Sts swap roles.
- When Sts have finished, get them to add up their partner's score. Each correct answer is worth one point.
- Sts swap worksheets so that they can see their score and what questions they got wrong. The student with more points wins.
- Get some quick feedback from pairs to find out which facts were surprising / new to them. Find out if any Sts got all the answers correct.

4B What if…?

A group board game

Sts move around the board and complete sentences about study and work. Copy one worksheet per group of three or four Sts. You also need one dice per group and one counter per student.

LANGUAGE

Study and work, first and second conditionals

I wouldn't do an internship unless I wanted to change careers.

- Put Sts in groups of three or four. Give each group the worksheet, a dice, and enough counters.

! If you don't have a dice, give each group a coin. Sts toss the coin for their go and move 1 for heads and 2 for tails.

- Each player puts a counter on **START**.
- Explain the rules of the game. Sts take turns to throw the dice and move their counter. When they land on a circle, they must complete the sentence using the first or second conditional. Focus on the example on the worksheet (*If I went to university again, I would study history.*) to show how Sts should use the conditionals correctly. Tell Sts not to worry about making the sentences true for themselves – they simply have to make grammatically correct sentences.
- The rest of the group has to decide if the sentence is correct and makes sense. Be the final judge in case of a dispute. If the sentence is wrong, Sts move back a circle. If it is correct, they stay on the circle.
- If a student lands on a circle that another player is on, they must make a different sentence.
- Sts play the game in their groups. Monitor and correct any mistakes. The first student to reach **FINISH** wins.
- Get feedback on some of the more interesting answers.

5A Soap opera

A group activity

Sts work in groups to plan the plot for a pilot episode of a soap opera. Copy one worksheet per student.

LANGUAGE

Television; dramatic present for describing a plot; suggesting, agreeing, and disagreeing; expressing enthusiasm

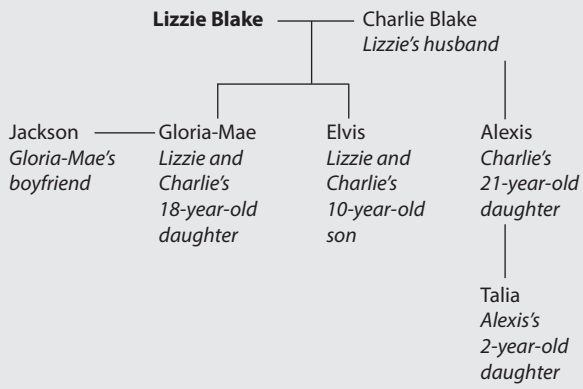
Why don't we…?

I agree / don't agree.

That's a good idea!

- Put Sts in small groups of four and give out one worksheet to each student.
- Tell Sts they are going to plan the plot for a pilot episode of a soap opera. Make sure Sts know what a *pilot* is here (= a single TV programme made to find out if people will like it and want to watch further episodes).
- Focus on **a** and the characters. Give Sts a few minutes to look at the photos and read the information. Put Sts in each group in two pairs and tell them that they are going to check they understand the relationships between the characters by drawing a family tree. Point out that Dinesh isn't related to anyone, so he isn't on the family tree.
- When Sts have finished, they can compare their tree with the other pair in their group. Check answers by eliciting the family tree onto the board to ensure that Sts have the correct model.

ANSWERS



- Focus on **b**. Make sure Sts understand that they have to develop a plot outline for a one-hour pilot episode. Their ideas should be general – they don't have to write any dialogue or give too much detailed information. Tell Sts to use the present simple to describe the plot. Give some examples, e.g. *Lizzie is very happy about the party, but everyone else is angry about it. Five minutes after the party starts, the doorbell rings and…*
- Sts work in their groups and discuss their ideas. Get each group to appoint a secretary to make notes of the plot outline. Monitor and help.
- Now focus on **c**. Sts plan their presentation and make notes on what each student is going to say.
- Finally, focus on **d**. Each group presents their proposed pilot episode to the class.
- Get feedback on some of the more interesting plots and decide as a class which is the best plot.

EXTRA IDEA If you see that your Sts are enjoying the task, you could let them continue developing plots for some more episodes.

5B Why did you write…?

A pairwork activity

Sts write information about themselves. They then swap with a partner and try to guess what their partner's information is about. Copy and cut up one pair of worksheets (**A** and **B**) per pair.

LANGUAGE

Present perfect continuous

A *I think you wrote 'tired' because it's how you've been feeling today.*

B *Almost! It's because it's how I've been feeling this week.*

- Put Sts in pairs, **A** and **B**, and give each student their instructions and a 'shapes' chart.
- Give Sts five minutes to write answers in the appropriate places in the chart. When they have finished, take back the instructions sheet or tell Sts to turn it over.
- Now get Sts to swap 'shapes' charts. Demonstrate the activity by taking a chart from a student and saying *OK, Circle 1. I think you wrote 'tennis' because…* Get the student to tell you if you guessed correctly or not. Ask follow-up questions to continue the conversation.
- Make it clear to Sts that they were given different instructions, and stress that they can guess the information in any order. Sts now do the activity in their pairs. Monitor and help where necessary. Stop the activity when most Sts have guessed all their partner's information.

EXTRA IDEA While Sts are doing the activity, monitor and make notes on any errors they are making with the use of the present perfect continuous. Use these for a whole-class error correction activity by writing some of the errors on the board and asking Sts to correct them in pairs.

6A What's the problem?

A pairwork role-play activity

Sts revise the topic of the lesson by taking the parts of waiter / customer and cashier / customer. Copy one pair of worksheets (**A** and **B**) per pair.

LANGUAGE

At a restaurant

Do you have a reservation?

I'd like to eat in, please.

- Put Sts in pairs, **A** and **B**, ideally face to face, and give out the worksheets. Make sure Sts can't see each other's worksheets. If you have odd numbers of Sts, make one pair a three and have two **A**s (or take part in the role-play yourself).
- Tell Sts they are going to role-play two situations. Tell them to read Role-play 1 and prepare the information they will need. Encourage the waiters and customers to be as imaginative and inventive as possible in their questions and answers.

EXTRA SUPPORT Give Sts time to make a few notes about what they want to say.

- When Sts are ready, tell Sts **A** to begin the conversation. Give Sts time to act out the role-play. Monitor and note down anything you might want to draw their attention to afterwards.
- Repeat the process for Role-play 2. Tell Sts **B** to begin the conversation.
- Get feedback from some pairs on what the outcomes of the conversations were and if the customers think they got good service.

6B What can I do?

A group activity

Sts ask questions and answer using *can*, *could*, and *be able to*. Copy and cut up one worksheet per group of three to five Sts.

LANGUAGE

can, *could*, and *be able to*, DIY and repairs

You could ask a friend to help you with the instructions to put the furniture together.

- Put Sts in groups of three to five and give each group a set of cards face down. Demonstrate the activity by getting a student to pick a card and read the problem. Offer solutions using *can* or *could*, e.g. *You could try cleaning it with bicarbonate of soda…*, etc. Get other Sts to offer solutions and get the student who read the card to choose their favourite solution.
- Sts take turns to pick up the top card and read the problem. The person who offers the best solution keeps the card. The person with the most cards at the end of the game is the winner. Monitor and help if necessary.
- Get feedback about the most inventive solutions to the problems.

EXTRA IDEA Sts can do this as a mingle activity instead. Copy and cut up one worksheet per 20 Sts and give each one a card. Sts mingle and ask their question and answer others. At the end, ask them about their favourite answers.

7A Talking of money…

A pairwork activity

Sts complete questions with particles and then ask each other some of the questions. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Phrasal verbs

I don't think children over 18 should live off their parents.

I wouldn't give away any money because…

- Put Sts in pairs, **A** and **B**, and give out the worksheets. Explain that they have different questions and tell Sts they have five minutes to complete the questions individually with the correct particle (a preposition or an adverb).
- Check answers by eliciting only the particles, not the whole question.

ANSWERS

A **2** down **3** off / back **4** back **5** away **6** out **7** for **8** off

B **2** out **3** for **4** back **5** up **6** away **7** after **8** back

- Now tell Sts to choose five questions each from their worksheet that they would like to ask their partner.
- Put Sts face to face if possible and tell them to take turns to ask each other their questions. If they don't understand a question, they should ask their partner to repeat it slowly. Encourage Sts to react to what their partner says and to ask for more information when they can. Monitor and correct any mistakes with particles.

EXTRA IDEA Fast finishers could ask more questions from the worksheet.

- Get feedback on some of the more interesting answers.

7B Talk for 30 seconds

A group board game

Sts move around the board and talk about a topic using different verb patterns. Copy one worksheet per group of three or four Sts. You also need one dice per group and one counter per student.

LANGUAGE

Verb patterns

A person I know who's very good at telling jokes is my brother. He's really funny.

Something I do to relax is watch a drama series on Netflix.

- Put Sts in groups of three or four. Give each group the worksheet, a dice, and enough counters.

! If you don't have a dice, give each group a coin. Sts toss the coin for their go and move 1 for heads and 2 for tails.

- Each player puts a counter on **START**.
- Explain the rules of the game. Sts take turns to throw the dice and move their counter. When they land on a circle, they must talk about that topic, completing it with a gerund, infinitive with *to*, or infinitive without *to*. Focus on the example on the worksheet (*A time I did something that someone told me not to do was when my friend Sarah told me not to tell another friend…*) to show how Sts should use the correct verb pattern as they speak. If the other Sts hear the speaker use an incorrect verb pattern, they should try to correct it. Be the final judge in case of a dispute.
- If the sentence is wrong, Sts move back a circle. If it is correct, they stay on the circle.
- Sts play the game in their groups. Monitor and correct any mistakes. The first student to reach **FINISH** wins.
- Get feedback on some of the more interesting answers.

8A *Do it yourself* or *have it done?*

A pairwork activity

Sts talk about things they do or have done for them. Copy one worksheet per pair.

LANGUAGE

have something done

I prefer having things repaired. I hate repairing things in my house.

- Put Sts in pairs and give out the worksheets.
- Explain to Sts that they are going to discuss some topics in pairs, saying whether they do the things themselves, or have them done for them.
- Allow a minute for Sts to read through the list of topics with the two options. Then focus on the example. Role-play this conversation with a student as a demonstration of the activity.
- Remind Sts that they will need to give reasons for their answers and that their partners should ask for more information. People answering a question can use *What about you?*
- In their pairs, Sts take turns to choose a topic from the list and ask questions about which option their partner prefers or normally does and why. Monitor and correct any mistakes.
- Get feedback on some of the more interesting answers.

8B The History Quiz

A pairwork quiz

Sts revise active / passive verb forms by completing questions in a quiz. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Active and passive in question forms

Why did the British royal family change its name in 1917?

The sale of what was banned in the USA in January 1920?

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Focus on **a**. Tell Sts to complete the questions using the verb in brackets in the correct form (past simple active or passive). Tell them not to discuss the answers at this stage.
- Check answers by eliciting only the missing verbs, NOT the whole question.

ANSWERS

A **1** did, take **2** were, killed **3** was given
4 was assassinated **5** were, used **6** did, change
7 was destroyed **8** wrote

B **1** was banned **2** were, allowed **3** attacked
4 was, made **5** invented **6** was, built
7 was, introduced **8** appeared

- Now focus on **b** and tell Sts that the correct answers are in **bold**. Sts **A** read their questions to Sts **B** with the three options. Sts **B** choose an option and Sts **A** circle their answer. Then Sts swap roles.
- When Sts have finished, get them to add up their partner's score. Each correct answer is worth one point.
- Sts swap worksheets so that they can see their score and which questions they got wrong. The student with more points wins.
- Get some quick feedback from pairs to find out which facts were surprising / new to them. Find out if any Sts got all the answers correct.

9A Find the pair

A group card game

Sts revise reported speech by playing a card game in small groups. Copy one worksheet per group of four Sts and cut up into cards.

LANGUAGE

Direct speech / reported speech

'Do you like your present?' she asked.

She asked me if I liked my present.

- Put Sts in groups of four and give each group one set of cards divided into the 12 large and 12 small rectangles.

! This game can also be played in pairs.

- Show Sts how to play the game by pointing out that there are two types of card (two different sizes). Shuffle the cards and arrange them one by one, face down on your table in the two groups: the sentences in direct speech (small rectangles) on the left and the sentences in reported speech (large rectangles) on the right. Ask a student to turn over a direct speech card and read out what it says (e.g. *'Do you like your present?' she asked.*). Then elicit from the student the sentence in reported speech (e.g. *She asked me if I liked my present.*). Now ask the student to try to find this sentence in the reported speech group by turning over one card. If they find the corresponding sentence, they keep both cards and have another turn. If not, they must put the cards back in the place where they were, and another student has a turn.
- Highlight that:
  - Sts have to say what they think the reported speech card will say before they try to find it.
  - Sts must always put the cards back in the same place, unless they get a pair, in which case they keep both cards.
  - this is a memory game, so Sts must watch the cards other Sts turn over and try to remember where the cards are so they can try to find the matching pair.
- Monitor and ensure that Sts are doing the activity correctly. Stop after a group has no cards remaining, or after time is up, e.g. after ten minutes.
- Get feedback from each group (or pair) to find out who has won / got the most pairs.

NON-CUT ALTERNATIVE Copy one worksheet per pair and fold into two sections down the centre line. Put Sts in pairs. Sts take turns to read the direct speech and to try to say / write the reported speech. When Sts have finished, ask them to check answers on the reported speech side of the sheet. Get feedback from each pair to find out who got most answers correct.

9B What had happened?

A group writing activity

Sts revise the third conditional and the past perfect by writing group stories. Copy one worksheet per group of eight Sts and cut up into cards.

LANGUAGE

Third conditional, other uses of the past perfect

Jamie would never have married Dora if he had known her terrible secret.

When Elena opened the door, she saw that someone had cleaned her house.

- Put Sts in pairs. Then put four pairs together in a group. Give each group a set of cards, face down.
- Explain that Sts are going to write some short stories in their groups, each pair of Sts contributing a sentence to each story. Tell each pair to take a card. Set a time limit, e.g. two minutes, for Sts to complete the first sentence on their card. When the time is up, say *Stop*, and tell Sts to pass their card to the pair on their left. Now tell Sts, in their pairs, to read the first sentence of the new story passed to them and add a second sentence. Monitor and check Sts are using tenses correctly.
- Repeat the process for the third sentence. When time is up and Sts have passed on their story, tell Sts that now they have to finish the story with their fourth sentence.
- Get Sts to read out their stories in their groups and decide which one they like best.
- If there's time, get Sts to repeat the process with the remaining cards.
- Finally get each group to read out their best story to the class. You could have a class vote on the best stories.

10A What's the question?

A group card game

Sts revise asking questions with forms of *be*, *do*, and *have* as auxiliary and main verbs by playing a card game in small groups. Copy one worksheet per group of four Sts and cut up into cards.

LANGUAGE

be, *do*, and *have*: auxiliary and main verbs

Where are you going on your next holiday?

What have you bought online recently?

- Put Sts in groups of four and give each group a set of cards.
- Explain the rules of the game. Sts take turns to pick up a card, complete the questions with a form of *be*, *do*, or *have*, and then answer the questions. Demonstrate the activity by picking up a card. Write the prompts on the board and elicit the complete questions from students. Answer the questions yourself and provide as much information as you can.
- Sts must try to ask the questions correctly. If the other students hear the speaker use an incorrect verb or verb form, they should try to correct it.
- Encourage Sts to ask for more information. Sts who are answering can ask *What about you?*
- Sts play the game in their groups. Monitor and correct any mistakes.

ANSWERS

- What is your favourite name? What do you like about it?
- What colour do you almost never wear, or use in your house? Why do you think you dislike it?
- Where are you going on your next holiday? Why have you chosen that place?
- What have you bought online recently? Why did you buy it?
- What were you like ten years ago? How have you changed since then?
- What is your favourite photo of yourself? What do you like about it?
- What are some things that people could do to help reduce waste? How do you think they would help?
- What would your ideal job be? Why?
- Do you prefer watching films at home or at the cinema? Why?
- Have you ever thought of living in the countryside? Why (not)?
- Do you like eating out? What is the best restaurant you have ever been to?
- What things in your house have you mended? Do you think you are good at DIY? Why (not)?
- What would you do if you had one million pounds? Would you leave your job or stop your studies? Why (not)?
- Did you go out or stay in last New Year's Eve? What did you do?
- When did you last have your hair cut? Did you like it? Why (not)?
- How many different historical sites in your local area have you been to? Which is your favourite? Why?

- Do you usually forget to take things with you when you leave home (keys, phone)? What do you do to help you remember?
- What is the best wedding you have ever been to? What was special about it?
- What do you think is the best thing about the USA? And the worst?
- Have you ever taken any official English exams? Was it a good experience? Why (not)?

- The activity ends when the group runs out of cards.
- Get feedback on some of the more interesting answers.

EXTRA CHALLENGE Encourage the student who is answering the questions to give extra information and the other Sts in the group to ask follow-up questions as appropriate.

10B Speaking exam

A pairwork activity

Sts practise common speaking exam tasks. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Answering personal questions, describing photos, a discussion, general revision, and exam practice

My full name is Maria Gonzalez.

In my photo there's a…

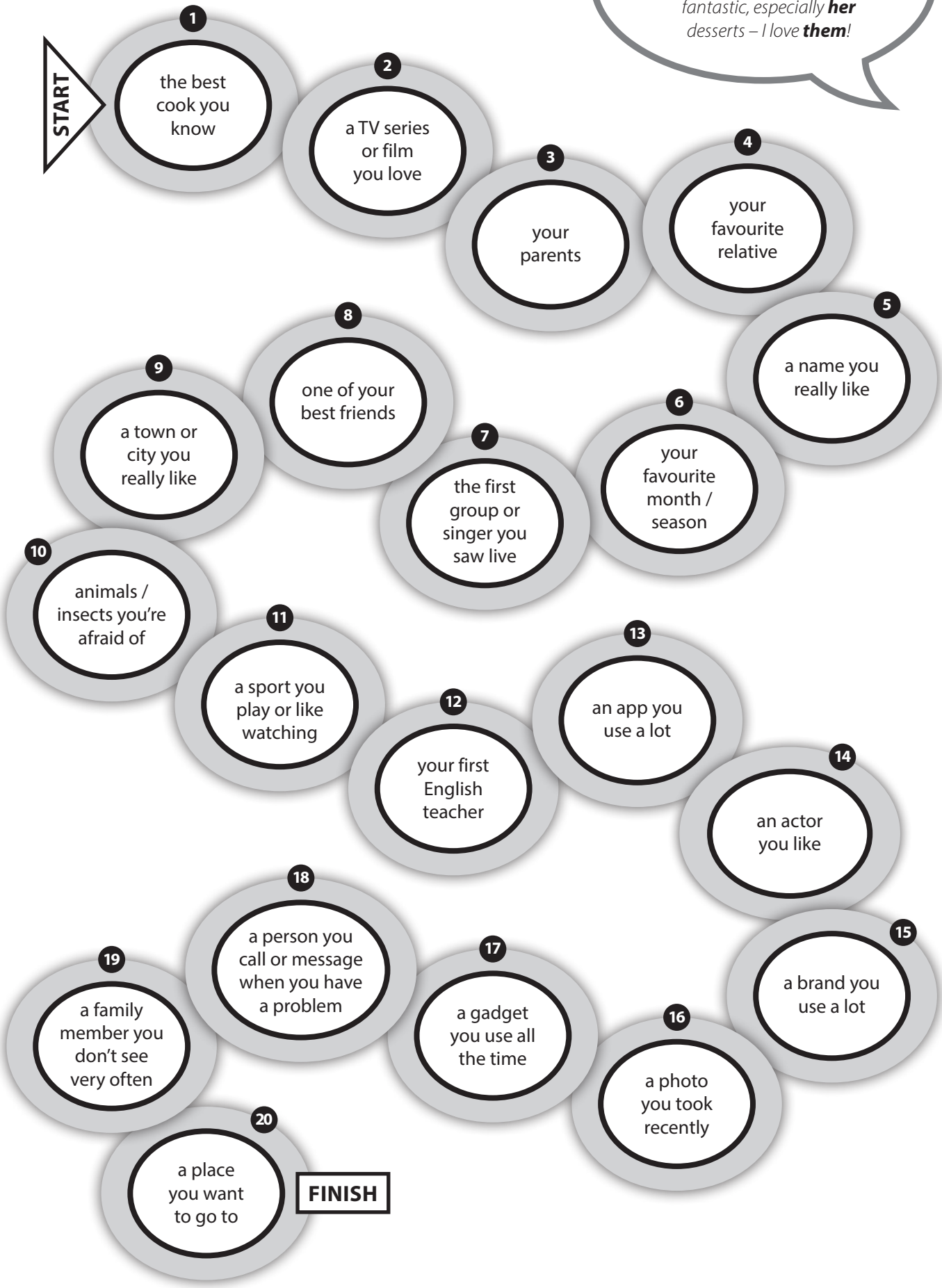
I like visiting museums. How about you?

- Put Sts in pairs, **A** and **B**, face to face if possible, and give out the worksheets. You could explain that the activity they are going to do is similar to the Cambridge Preliminary exam.
- Focus on **1**. Sts **A** ask Sts **B** their five questions. Remind Sts **B** to give as much information as they can. Set a time limit, e.g. three minutes. Then Sts swap roles.
- Focus on **2**. Sts **A** describe their photo. Sts **B** listen. Set a time limit, e.g. two minutes. Then Sts swap roles. At the end, they compare the two photos.
- Finally, focus on **3**. Sts interact by discussing the topics. Set a time limit, e.g. five minutes. Remind them to ask questions for more information.

EXTRA IDEA Monitor for any grammar or vocabulary errors during the activity. Use them at the end of the lesson to do a whole-class error correction activity.

1A COMMUNICATIVE Talk for a minute

*The best cook **I** know is **my** mum. **She** cooks dinner every day, and most of **her** dishes are fantastic, especially **her** desserts – I love **them**!*



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1B COMMUNICATIVE Good, better, the best

Student A

a Complete the questions with the correct comparative form (+ *than* if necessary) or *the* + superlative form. Use the adjective in brackets.

1 Do you think that a holiday with your friends is *more enjoyable than* one with your family? (enjoyable)
2 What's _____ meal you've had recently? (delicious)
3 Are you _____ during the week or at weekends? (busy)
4 Who's _____ person you know? (old)
5 Are you _____ in the mornings or at night? (creative)
6 What's _____ brand and model of phone you've ever had? (good)
7 Who's _____ person in your family? (lazy)
8 When you feel stressed, what do you do to feel _____? (calm)
9 What's _____ you've ever travelled? (far)
10 If you wanted to get _____ you are now, what should you do? (fit)

b Ask **B** your questions. Ask for more information. Then answer **B**'s questions.

Student B

a Complete the questions with the correct comparative form (+ *than* if necessary) or *the* + superlative form. Use the adjective in brackets.

1 What's *the most beautiful* country you've ever visited? (beautiful)
2 Which do you think is _____ – a yellow bedroom or a black bedroom? (good)
3 Do you think buying something online is always _____ buying it from a shop? (cheap)
4 Which person are you _____ to in your family? (close)
5 How important is it to you to have _____ gadgets? (late)
6 Are you _____ in the mornings or in the evenings? (active)
7 Who's _____ sportsperson in your country? (great)
8 Apart from English, what would be _____ language for you to learn? (useful)
9 What do you think is _____ form of transport? (safe)
10 Do you think vegetarians are _____ people who eat meat? (healthy)

b Answer **A**'s questions. Then ask **A** your questions. Ask for more information.

2A COMMUNICATIVE Ask me a question

a Complete the questions with the present simple or continuous form of the verbs in brackets.

1 How often *do* you *go* to the hairdresser's? And to the dentist's? (go)

2 Are you happy with your lifestyle or _____ you _____ it could be healthier? (think)

3 Why exactly _____ you _____ English? (learn)

4 _____ anybody in your family _____ a foreign language really well? (speak)

5 _____ you _____ away this weekend? (go)

6 _____ anyone you know _____ for a job at the moment? (look)

7 _____ you _____ of doing any official English exams in the near future? (think)

8 _____ you usually _____ seeing films which are dubbed, or films which are subtitled? (prefer)

9 What _____ your best friend _____ like? (look)

10 What book _____ you _____ at the moment? (read)

11 What _____ you _____ tomorrow night? (do)

12 Which clubs, organizations, or charities _____ you _____ to? (belong)

13 What time _____ you usually _____ work or school in the morning? (start)

14 What kind of things _____ you _____ your phone for? (use)

15 _____ you _____ anybody who _____ _____ married soon? (know, get)

b Choose eight questions to ask your partner.

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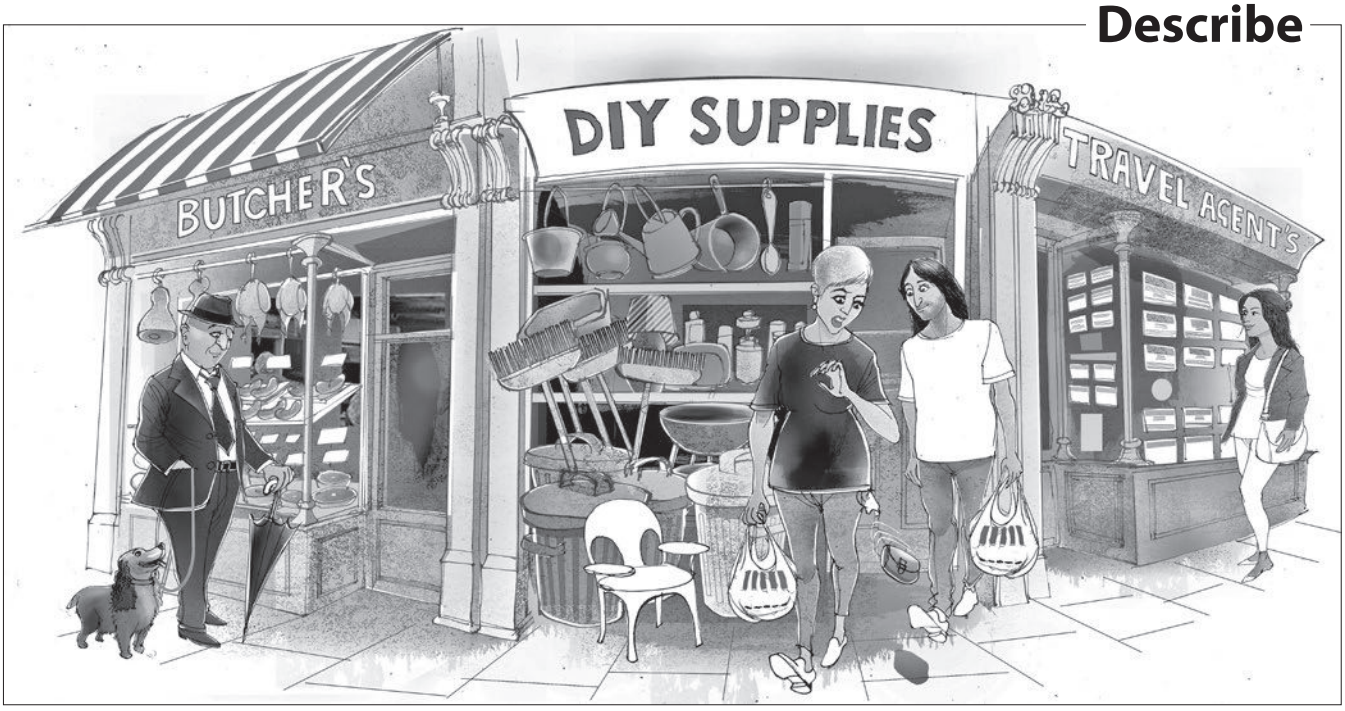
2B COMMUNICATIVE Describe and draw

Student A

a Look at your picture.

b Describe it to **B**. Answer **B**'s questions.

Describe



c Listen to **B**'s description of their picture and draw it. Ask questions if you need to.

Draw

d Now compare your drawing to **B**'s picture. Are there any differences?

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2B COMMUNICATIVE Describe and draw

Student B

a Look at your picture.

b Listen to **A**'s description of a picture and draw it. Ask questions if you need to.

Draw

c Now compare your drawing to **A**'s picture. Are there any differences?

---

d Describe your picture to **A**. Answer **A**'s questions.

Describe

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3A COMMUNICATIVE When you were younger

a Tick three topics in each group that you can talk about. Write notes for each topic you've ticked.

b Compare with a partner. Look at the topics you've ticked. Take turns to tell each other about them.

I'm going to tell you about some food I used to love eating…

Past habits

- a kind of food you used to love eating
- a place you used to love going to
- a group or singer you used to like, but don't any more
- a TV programme you used to love watching
- something naughty you used to do
- what you used to want to be when you were little
- a game you used to play a lot

Past events

- the first trip you went on without your family
- a memorable celebration you once had
- an embarrassing situation you once had
- a childhood holiday you will always remember
- the first film you saw in a cinema
- a time when you lost something important
- a really nice present you once received

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3B COMMUNICATIVE What's the preposition?

a Look at the questions. Write the missing preposition for each box.

b Take turns to choose one of the boxes and ask your partner all the questions in it.

1 *of*

- If you had to speak in front ____ a large audience, how would you feel?
- Do you know anyone who has a phobia, or is really afraid ____ something?
- When was the last time you felt proud ____ something you had done?
- Are there any things in your home that you're really tired ____?

2 ____

- Who can you rely ____ when you have a problem? Can they rely ____ you, too?
- What do you always have ____ your desk at home?
- Would you prefer to live ____ the ground floor or ____ the top floor of a block of flats?
- What kind of entertainment do you spend most money ____?

3 ____

- What sport or activity would you like to be really good ____?
- Why do you think some people are bad ____ learning languages?
- What's the first thing you do when you arrive ____ a nice hotel?
- Do you like telling jokes? Do people laugh ____ the jokes you tell?

4 ____

- What sports clubs or organizations do / did you belong ____?
- Is there anyone who you talk ____ every day, in person or on the phone? Who is it?
- What are you most looking forward ____ this year?
- What are the advantages of being married ____ someone from another country?

5 ____

- What period of history are you most interested ____?
- Do you believe ____ love at first sight? Why (not)?
- When you arrive ____ a new city or country, what's the first thing you usually try to find out?
- What things do you normally carry ____ your bag or wallet?

6 ____

- What are some of the typical things couples argue ____?
- What would you tell visitors ____ before they visit your city or country?
- Is there anything you always worry ____ before or during a trip? What?
- When you were little, did you get excited ____ your birthday? How did you use to celebrate it?

7 ____

- Can people still be friends if they don't agree ____ each other about politics?
- Do you feel pleased ____ your progress in English this term?
- What kind of photos do you share ____ friends on social media?
- Have you ever been given a present that you were really disappointed ____?

8 ____

- How do you feel about waiting ____ people when they're late?
- Should a man pay ____ a woman's meal on a first date?
- Are you (or is anyone you know) applying ____ a job or course at the moment?
- Who's usually responsible ____ cooking dinner in your house?

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4A COMMUNICATIVE The Green Quiz

Student A

1 The average person in the UK throws away their body weight in rubbish every…
- **a** 5–6 weeks.
- **b** **7–8 weeks.**
- **c** 9–10 weeks.

2 Scientists predict that by the year 2100, temperatures will be…
- **a** the same as today.
- **b** between 1.5 and 3.2°C higher.
- **c** **between 3.6 and 7.2°C higher.**

3 How many tonnes of plastic end up in the ocean every year?
- **a** 4 million
- **b** **12 million**
- **c** 20 million

4 It's predicted that between 2030 and 2050, 250,000 people will die each year because of…
- **a** air pollution.
- **b** **climate change.**
- **c** landfill sites.

5 If you're going out for the night, it's less wasteful to…
- **a** **turn the lights off.**
- **b** leave the lights on.
- **c** do nothing. It makes no difference.

6 How long will it take most plastics to decompose?
- **a** 200 years
- **b** 300 years
- **c** **More than 400 years**

7 On the motorway, you'll use less fuel if you…
- **a** drive at the speed limit.
- **b** **drive at an average speed of 90–95 kilometres per hour.**
- **c** drive really slowly.

8 Which of these things can't be recycled?
- **a** computers
- **b** paint
- **c** **used pizza boxes**

9 What percentage of all plastics ever produced have been recycled?
- **a** **9%**
- **b** 17%
- **c** 22%

10 Which country recycles the most?
- **a** the USA
- **b** **Germany**
- **c** Sweden

Student B

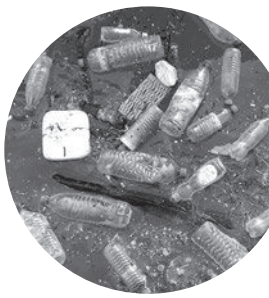
1 In which of these products can you find plastic?
- **a** **a teabag**
- **b** a wine bottle
- **c** a bar of soap

2 If you throw a pair of shoes away, how long will it take for them to decompose?
- **a** 30 years
- **b** 40 years
- **c** **50 years**

3 Scientists think that by the year 2100, sea levels will rise by…
- **a** 25 cm.
- **b** 45 cm.
- **c** **65 cm.**

4 By what year do experts think there will be more kilos of plastic than fish in the ocean?
- **a** 2030
- **b** **2050**
- **c** 2070

5 Scientists predict that by the year 2070, winter rainfall in parts of the UK will increase by…
- **a** up to 20%.
- **b** **up to 35%.**
- **c** up to 50%.



6 What percentage of plastic bottles in the UK gets recycled?
- **a** around 50%
- **b** **around 60%**
- **c** around 70%

7 The UK government hopes that all new cars will be electric by the year…
- **a** **2035.**
- **b** 2045.
- **c** 2050.

8 How many single-use plastic bottles are used in the UK every day?
- **a** 21.5 million
- **b** **35.8 million**
- **c** 50.5 million

9 How many tonnes of food waste does the UK send to landfill sites every year?
- **a** about 5.3 million tonnes
- **b** about 6.3 million tonnes
- **c** **about 7.3 million tonnes**

10 How much domestic waste in the UK is recycled?
- **a** about 35%
- **b** **about 45%**
- **c** about 55%

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If I went to university again, I would study history.

START

1 If I went to university (again), I…

2 I wouldn't do an internship unless…

3 If a colleague asks for my help, I…

4 I'll work overtime if…

5 If I went on a training course, I…

6 I might leave my job if…

7 If I had more qualifications, I…

8 I wouldn't sign a contract if…

9 I'll update my CV if…

10 Unless they offer me more money, I…

11 More people would go to university if…

12 You should get an English qualification if…

13 If you want a better job, you…

14 If I did a PhD, I…

15 I'd get stressed at a job interview if…

16 If I received an interesting job offer, I…

17 If my boss asks me to do a webinar, I…

18 More people would work part-time if…

19 If I had a problem with someone at work, I…

20 If I had more work experience, I…

FINISH

What if…?

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5A COMMUNICATIVE Soap opera

Lizzie

Lizzie Blake is the 44-year-old 'head' of the family. She has several properties she rents out and so she doesn't have to work. She will protect her family at all costs.

Charlie

Charlie Blake is Lizzie's 45-year-old husband. He's being investigated for fraud at the moment. He's only interested in himself and making 'fast' money. He has never worked and was married before.

Alexis

Alexis is Charlie's 21-year-old daughter from a previous marriage. She had a baby at the age of 19 and has always refused to say who her daughter's father is. She has always had a bad relationship with Lizzie. She and Talia live with Lizzie and Charlie. She works as a PA to a fashion designer.

Talia

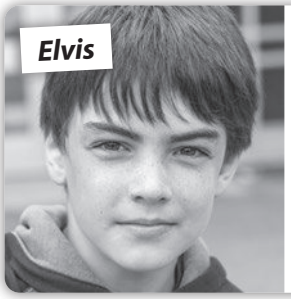
Talia is Alexis's two-year-old daughter.

Gloria-Mae

Gloria-Mae is Lizzie and Charlie's 18-year-old daughter. She doesn't get on with Alexis. She's studying computing at college. She's engaged to Jackson and is desperate to get married and leave home as soon as possible.

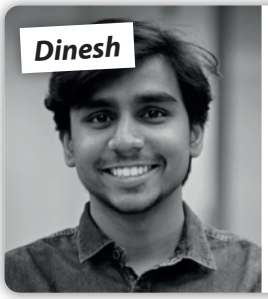
Jackson

Jackson is Gloria-Mae's boyfriend. He lives with her and the rest of her family. He's unemployed, so he volunteered to look after Talia while Alexis is at work. He's engaged to Gloria-Mae, but he's not in love with her. He's attracted to Alexis!



Elvis

Elvis is Lizzie and Charlie's ten-year-old son. He's jealous of Talia because he thinks she gets all the attention. He hates Jackson and would like him to leave the house forever.



Dinesh

Dinesh works for Lizzie. He repairs anything that is broken in her properties. He went to the same school as Alexis and Gloria-Mae. He's very good friends with Gloria-Mae, but he never speaks to Alexis.

a Read the information about the characters. In groups, draw a family tree showing the relationship between the people.

b An independent television company is planning to make a one-hour pilot for a soap opera. If it's successful, a series will be made. The television company wants your group to present a plot outline for the pilot, based on the descriptions of the people you've just read about.

The soap opera will begin on Lizzie's 45th birthday. She has organized a big dinner and she wants everyone to be there. In your group, discuss:

- the relationships between the people.
- incidents that might happen before, during, and after the dinner.

c Now plan your presentation. Make notes about what each person in your group is going to say.

d Now, with your group, explain your plot for the pilot to the class, and listen to other groups' plans. Which pilot do you think is the best?

5B COMMUNICATIVE Why did you write…?

Student A instructions

a Read your instructions and write your answers in shapes 1–10 in the chart.

In circle 1, write the name of a sport / activity you've been doing a lot recently.
In triangle 2, write an adjective which describes how you've been feeling this week.
In square 3, write the name of a person who you've been talking to a lot recently.
In circle 4, write how long you've been living in your present house or flat.
In triangle 5, write the name of a TV series you've been watching since it started.
In square 6, write the name of a social media website or app you've been using for a long time, e.g. Facebook.
In circle 7, write the name of some food you've been eating a lot recently.
In triangle 8, write the time you've been going to bed this week.
In square 9, write something you've been doing to improve your English recently.
In circle 10, write the name of a book you've been reading, but haven't finished yet.

b Swap charts with **B**. Try to guess what **B**'s answers are about. Ask for more information.

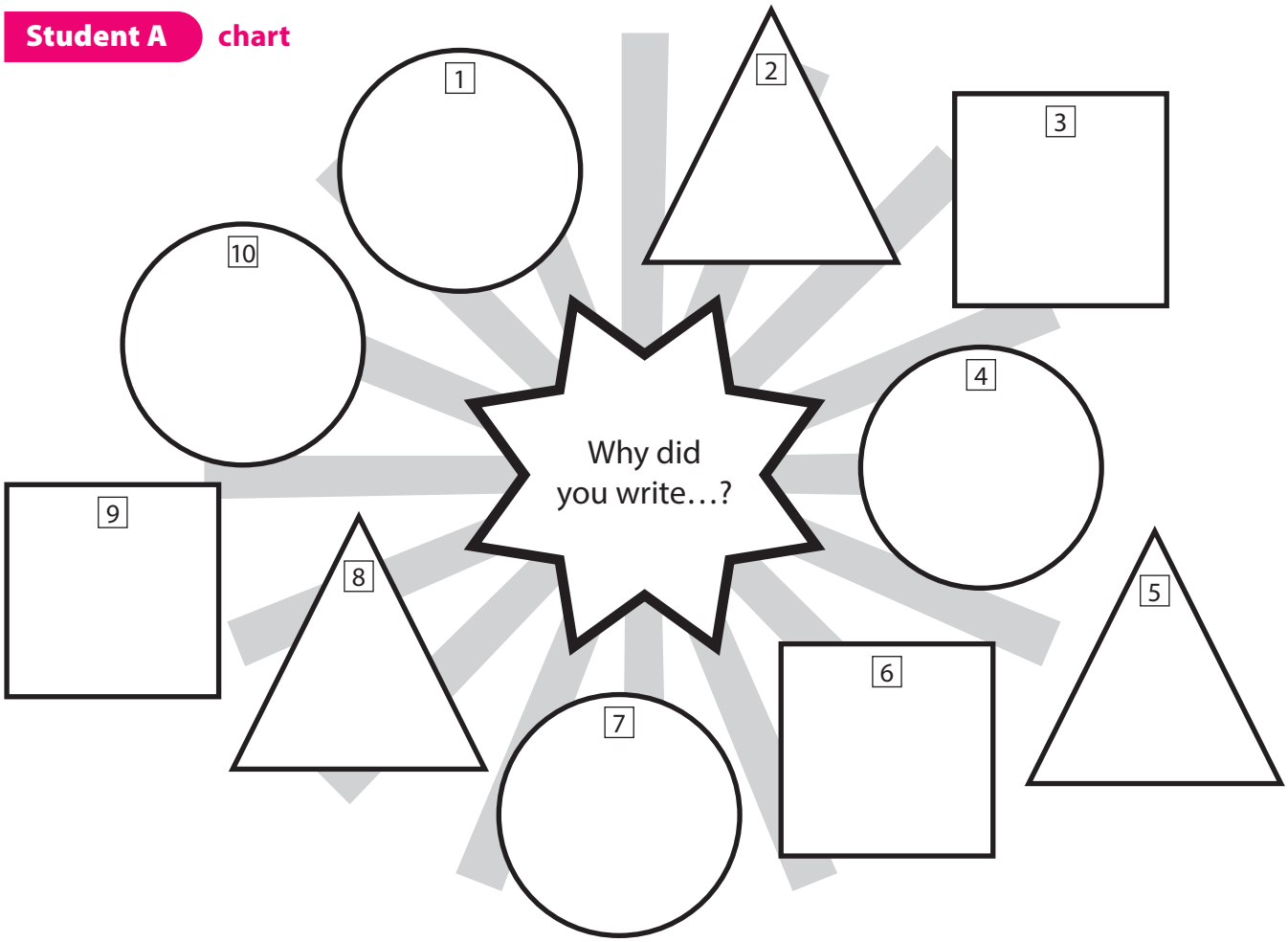
OK, circle 1. I think you wrote 'Coke' because it's something you drink a lot.

No. It's a drink I've been trying to cut down on.

How long have you been trying to cut down?

c Now listen to **B**'s guesses about your answers. Tell **B** if they're right or wrong and answer their questions.

Student A chart



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5B COMMUNICATIVE Why did you write…?

Student B instructions

a Read your instructions and write your answers in shapes 1–10 in the chart.

In circle 1, write the name of a food / drink you've been trying to cut down on.
In triangle 2, write the name of someone who's been helping you a lot this year.
In square 3, write an activity you've been thinking of trying for a long time.
In circle 4, write the name of a song that you've been listening to a lot recently.
In triangle 5, write the name of a sports team you've been following since you were young.
In square 6, write the number of years you've been studying English.
In circle 7, write the name of something you've been thinking of buying.
In triangle 8, write the name of a TV programme you've been watching a lot recently.
In square 9, write a holiday you've been hoping / planning to go on for a long time.
In circle 10, write the name of a restaurant or bar you've been going to for a long time.

b Swap charts with **A**. Listen to **A**'s guesses about your answers. Tell **A** if they're right or wrong and answer their questions.

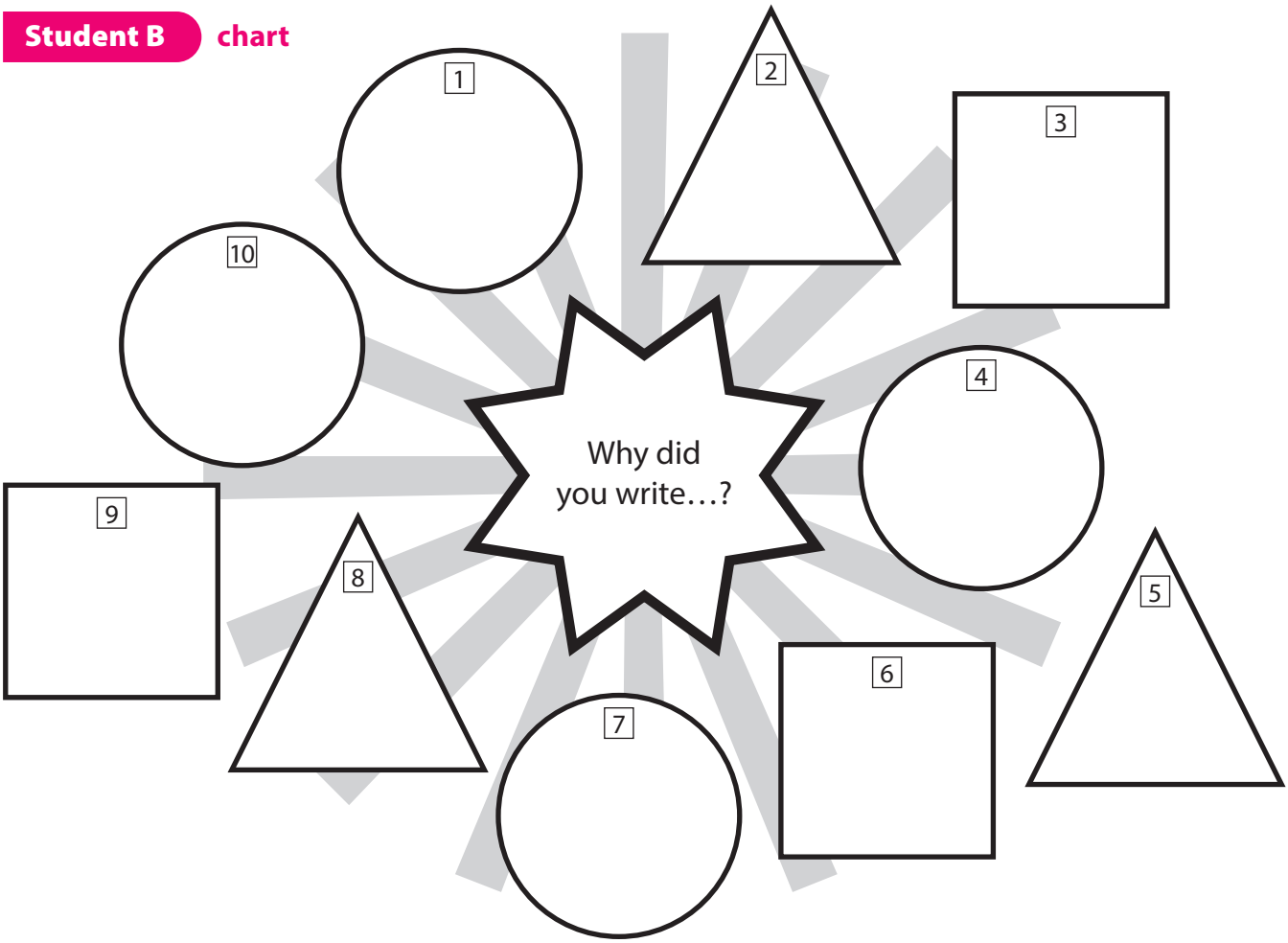
c Now try to guess what **A**'s answers are about. Ask for more information.

OK, circle 1. I think you wrote 'tennis' because it's a sport you've been doing for a long time.

Close! It's a sport I've been doing a lot recently.

How long have you been playing?

Student B chart



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6A COMMUNICATIVE What's the problem?

Student A

Role-play 1 You're a waiter in a restaurant. **B** is a customer.

It's Saturday night and you think that you're going to be very busy. This is good because the restaurant hasn't been very full recently. If the restaurant closes, you'll lose your job and so you always do everything you can to keep your customers happy and get good tips. You smile a lot, listen, and remember that the customer is always right! It's 8.20 in the evening and **B** walks into the restaurant with their partner.

- Greet **B**. Ask for their name, if they have a reservation, and at what time.
- The only table that you have left is one at the back of the restaurant in a corner next to the kitchen. Offer it to **B**. Try to make it sound nice (it's intimate, dark, quiet, perfect for a romantic evening).
- A short time later **B** calls you back to the table. They have several problems. Try to deal with them politely. You don't want **B** to leave. However, bear in mind the following:
  - There are no other free tables, though there should be one in 30 minutes.
  - The kitchen is very busy because one of the chefs is ill, and **B** arrived at the same time as a lot of other customers.

Begin the role-play. You start the conversation: *Good evening. How can I help you?*

Role-play 2 You're a customer. **B** works in a fast-food restaurant.

You're having a terrible day. Your boss shouted at you at work, you have a really important project that you need to finish today, and you left your lunch at home. You only have 20 minutes for lunch, so you rush to the fast-food restaurant right next to your office. When you get there, there's a long queue. By the time you are served, you only have ten minutes for lunch!

- You're a vegetarian, so you order the vegetarian burger. Make sure it isn't cooked with the meat burgers. You want to eat in because you want a break from the office.
- When **B** asks you if you want anything else, ask for a Diet Coke (you don't like any other soft drinks) and some chips. Tell **B** to make sure they are charging you for a meal deal and not the separate items.
- Tell **B** you'll never come to the restaurant again if you don't get what you ordered quickly. You really need to be back at work in ten minutes, so you'll take the food away if you have to.

Begin the role-play. **B** will start the conversation.

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6A COMMUNICATIVE What's the problem?

Student B

Role-play 1 You're a customer in a restaurant. **A** is a waiter.

You're excited because you're on a first date and you've organized the perfect evening, so nothing could go wrong…or could it? You arrive at the restaurant at 8.20.

- Ask for your table. Your booking was for 8 p.m. for a table near the window and you know that you're only 20 minutes late.
- You are given another table. After a few minutes, you decide you're not happy because:
  - the table you've got is next to the kitchen, which means it's noisy and hot.
  - you need to get your food quickly, because you're going to a nearby cinema after dinner. The film starts at 9.30. The waiter hasn't even taken your order yet!
- Call **A** and ask them to deal with your problems. You don't really want to leave, because it's Saturday night and you probably wouldn't find anywhere else, but you want a good explanation and solution.

Begin the role-play. **A** will start the conversation.

Role-play 2 You work in a fast-food restaurant. **A** is a customer.

It's your first day in this job. You've been training with the manager all morning and he's just left you on your own for the first time. You don't really know all the burger options yet. You really want to do well in this job because you need the money. **A** comes to your till.

- Greet **A**. Ask them what they want to eat and if it is to eat in or take away.
- You don't think the vegetarian burger is cooked with the meat, but you're not sure.
- Ask politely if they want anything else. The till automatically charges customers ordering a burger, chips, and a soft drink for a meal deal.
- You don't have any Diet Coke at the moment. Try to convince **A** to have a different soft drink (make suggestions). If they don't have a drink, you will have to charge for the burger and chips separately and it will be more expensive.
- The kitchen is very busy and **A** is getting impatient. Try to find a solution. You don't want to lose a customer!

Begin the role-play. You start the conversation: *Hello. How can I help you today?*

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6B COMMUNICATIVE What can I do?

I've spilled some coffee on my friend's new carpet and I can't get it out. I know she's going to be really angry with me. What can I do?	I bought a new table. It comes already assembled, but now I can't get it up the stairs to my flat! What can I do?	I bought some flat-pack furniture, but I don't understand the instructions and can't put it together. What can I do?	I have a red spot on my nose and I have a really important meeting today. What can I do?
There's a hole in my favourite work trousers. They're grey and they're very delicate. What can I do?	I need to change a light bulb in my bathroom, but it's quite high up and I don't have a ladder. What can I do?	When I was opening the door to my flat, the key broke inside the lock. I can't get it out. What can I do?	It's really cold and my car won't start. What can I do?
I dropped my earring into the sink and it's gone down the plughole. What can I do?	My brother kicked the door and now there's a hole in it. Our parents aren't home. What can we do?	My watch has stopped working. What can I do?	I borrowed a very old, valuable book from a friend and then I pulled one of the pages out. What can I do?
My neighbours can see into my garden. I really want to be able to spend time outside, but I don't want my neighbours to see everything I do. What can I do?	My room always looks untidy because I have a lot of clothes and books and I only have one shelf and a small wardrobe. What can I do?	I put up a painting on my wall, but it keeps falling down. I'm afraid it will break. What can I do?	I have a lot of charging cables in my drawer and they're always in a mess – I can never find the one I want. What can I do?
I hit my partner's car when I parked next to it. They will be upset when they see it! What can I do?	One of the legs on my bed broke. I tried to fix it, but it broke again. It's late and all the shops are closed. What can I do?	I took apart my bookshelf and I painted it. Now I'm putting it together again, but I've lost one of the screws! What can I do?	I want to make something for my sister for her birthday. I have some wood, screws, a drill, nails, and a hammer. What can I do?

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7A COMMUNICATIVE Talking of money…

Student A

a Complete the questions with the correct particle.

1. When you go shopping, do you just buy the things on your list, or do you like to look *round* for other things you might want to buy?
2. Are any kinds of businesses closing _____ in the area where you live?
3. Would you prefer to get a loan that you have to pay _____ quickly, or one that you'll have for many years? Why?
4. If you were given too much change in a shop or restaurant, would you give it _____ or keep it?
5. If you won a lot of money, would you give any _____? Who to?
6. Do you ever take money _____ of a cash machine? What do you spend cash on?
7. If you asked _____ the bill in a bar or restaurant and found you didn't have enough money, what would you do?
8. Do you think it's OK for children over 18 to live _____ their parents, or do you think they should get a job and move out? Why?

b Choose five questions to ask your partner.

Student B

a Complete the questions with the correct particle.

1. Do you think that the minimum wage in your country is enough to live *on*?
2. When you take someone _____ for dinner, do you usually pay for them or do you pay separately?
3. When you go shopping, do you look _____ special offers in shops and supermarkets?
4. Has anyone ever stolen your purse or wallet? Did you get it _____?
5. Are there any activities you'd like to take _____ but can't afford?
6. If you saw someone being robbed, would you try to help, or run _____?
7. When it comes to managing your money, do you take _____ someone in your family?
8. What do you do if you lend money to someone and they don't pay you _____?

b Choose five questions to ask your partner.

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7B COMMUNICATIVE Talk for 30 seconds

A time I did something that someone told me not to do was when my friend Sana told me not to tell another friend, Lucy, that we were going to a party. I felt really bad, so I told Lucy and they both got really angry!

START

1. a time you did something that someone told you not _____ (do)
2. a café you love _____ to (go)
3. something you shouldn't _____ about with your colleagues (talk)
4. a place your parents made you _____ (visit)
5. a kind of food you really enjoy _____ (eat)
6. something you do _____ (relax)
7. a job around the house you've finished _____ recently (do)
8. a person you know who's very good at _____ jokes (tell)
9. a film everybody needs _____ (watch)
10. something a family member has persuaded you _____ (do)
11. something you can't imagine _____ without (live)
12. a person you're looking forward to _____ soon (see)
13. a TV programme you refuse _____ (watch)
14. an activity you really miss _____ (do)
15. something you've always wanted _____ (have)
16. a sport you hate _____ (watch)
17. an activity you started _____ years ago (do)
18. a drink you agreed _____ and hated (try)
19. a person you can always _____ to (talk)
20. something you promised _____ but never did (do)

FINISH

Talk for 30 seconds about…

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8A COMMUNICATIVE *Do it yourself or have it done?*

Which do you prefer, taking photos or having your photo taken?

I prefer taking photos. I hate having my photo taken! Which do you normally do?

I normally take photos of my friends and me on my phone. But I never take selfies.

taking photos	OR	having your photo taken
cutting your hair yourself	OR	having your hair cut
repairing things in your house or flat	OR	having things repaired
cooking a meal for someone else	OR	having a meal cooked for you
washing and ironing your own clothes	OR	having your clothes washed and ironed
taking your shopping home yourself	OR	having your shopping delivered
cleaning your house or flat	OR	having your house or flat cleaned
doing your nails yourself	OR	having your nails done
decorating your house or flat	OR	having your house or flat decorated
washing your car	OR	having your car washed
going out to a restaurant	OR	having a takeaway delivered
organizing a holiday	OR	having a holiday organized for you

8B COMMUNICATIVE The History Quiz

Student A

a Complete the questions with the correct form of the verbs in brackets: active or passive.

1 In which city _____ the second Olympic Games of the modern era _____ place in 1900? (take)
a Athens **b** **Paris** **c** Rome

2 In what year _____ Tsar Nicholas II and his family _____ by the Bolsheviks? (kill)
a 1916 **b** 1917 **c** **1918**

3 In 1922, a 14-year-old boy _____ the first human experimental dose of what? (give)
a penicillin **b** **insulin** **c** paracetamol

4 Which famous American _____ on 4 April 1968? (assassinate)
a **Martin Luther King** **b** Bobby Kennedy **c** Malcolm X

5 When _____ bar codes first _____? (use)
a the 1960s **b** **the 1970s** **c** the 1980s

6 Why _____ the British royal family _____ its name from 'Saxe-Coburg and Gotha' to 'Windsor' in 1917? (change)
a **because it sounded too German** **b** because it was too long
c because it was too difficult to pronounce

7 Which Italian city _____ when a volcano erupted in 79 AD? (destroy)
a Rome **b** Naples **c** **Pompeii**

8 Who _____ his thoughts in a 'Little Red Book'? (write)
a Lenin **b** **Mao Zedong** **c** Gandhi

b Ask your partner the questions.

Student B

a Complete the questions with the correct form of the verbs in brackets: active or passive.

1 The sale of what _____ in the USA in January 1920? (ban)
a cigarettes **b** tobacco **c** **alcohol**

2 What _____ Swiss women finally _____ to do in 1971? (allow)
a get a divorce **b** **vote in national elections** **c** open a bank account

3 Who _____ the ancient city of Troy, according to Homer? (attack)
a **the Greeks** **b** the Egyptians **c** the Persians

4 When _____ the first Hollywood film _____? (make)
a **1910** **b** 1920 **c** 1930

5 Who _____ champagne in 1697? (invent)
a Monsieur Moët **b** Señor Freixenet **c** **Dom Perignon**

6 Who was the American president when the Berlin Wall _____ first _____ in 1961? (build)
a Bill Clinton **b** Richard Nixon **c** **John F Kennedy**

7 When _____ the electric washing machine _____? (introduce)
a **1908** **b** 1918 **c** 1928

8 Which first _____ in 2006? (appear)
a tablets **b** **Blu-ray discs** **c** smartphones

b Ask your partner the questions.

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9A COMMUNICATIVE Find the pair

'Do you like your present?' she asked.	She asked me if I liked my present.
'Don't start!' the teacher told them.	The teacher told them not to start.
'Please help me!' the old man said.	The old man asked me to help him.
'What time are we meeting?' I asked her.	I asked her what time we were meeting.
'We're leaving tomorrow,' they said.	They said they were leaving the next day.
'I won't tell anybody,' he told me.	He told me he wouldn't tell anybody.
'I can't remember your name,' she said.	She said she couldn't remember my name.
'I bought my trousers in the sales,' she told me.	She told me she'd bought her trousers in the sales.
'Who invited you to the party?' Mike asked.	Mike asked who had invited me to the party.
'What were you doing in New York?' she asked.	She asked me what I'd been doing in New York.
'I haven't spoken to Amara since Christmas,' Zara said.	Zara said she hadn't spoken to Amara since Christmas.
'You must turn off the alarm first!' he told me.	He told me I had to turn the alarm off first.

9B COMMUNICATIVE What had happened?

Story 1

1 Jamie would never have married Dora if he had… _____

2 _____

3 _____

4 _____

Story 5

1 I didn't recognize Ahmed when I saw him because he had… _____

2 _____

3 _____

4 _____

Story 2

1 I would never have found out about Mario's new job if I hadn't… _____

2 _____

3 _____

4 _____

Story 6

1 When I picked up the phone, a voice told me that I had… _____

2 _____

3 _____

4 _____

Story 3

1 Camila wouldn't have met Ben if she hadn't… _____

2 _____

3 _____

4 _____

Story 7

1 When Elena opened the door, she saw that someone had… _____

2 _____

3 _____

4 _____

Story 4

1 The moment I bought the painting I knew I had… _____

2 _____

3 _____

4 _____

Story 8

1 Rina was absolutely furious with her sister because she had… _____

2 _____

3 _____

4 _____

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10A COMMUNICATIVE What's the question?

What / your favourite name? What / you like about it?	What colour / you almost never wear, or use in your house? Why / you think you dislike it?	Where / you going on your next holiday? Why / you chosen that place?	What / you bought online recently? Why / you buy it?
What / you like ten years ago? How / you changed since then?	What / your favourite photo of yourself? What / you like about it?	What / some things that people could / to help reduce waste? How / you think they would help?	What would your ideal job / ? Why?
/ you prefer watching films at home or at the cinema? Why?	/ you ever thought of living in the countryside? Why (not)?	/ you like eating out? What / the best restaurant you / ever / to?	What things in your house / you mended? / you think you / good at DIY? Why (not)?
What would you / if you / one million pounds? Would you leave your job or stop your studies? Why (not)?	/ you go out or stay in last New Year's Eve? What / you / ?	When / you last / your hair cut? / you like it? Why (not)?	How many different historical sites in your local area / you / to? Which / your favourite? Why?
/ you usually forget to take things with you when you leave home (keys, phone)? What / you / to help you remember?	What / the best wedding you / ever / to? What / special about it?	What / you think / the best thing about the USA? And the worst?	/ you ever taken any official English exams? / it a good experience? Why (not)?

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10B COMMUNICATIVE Speaking exam

Student A

1

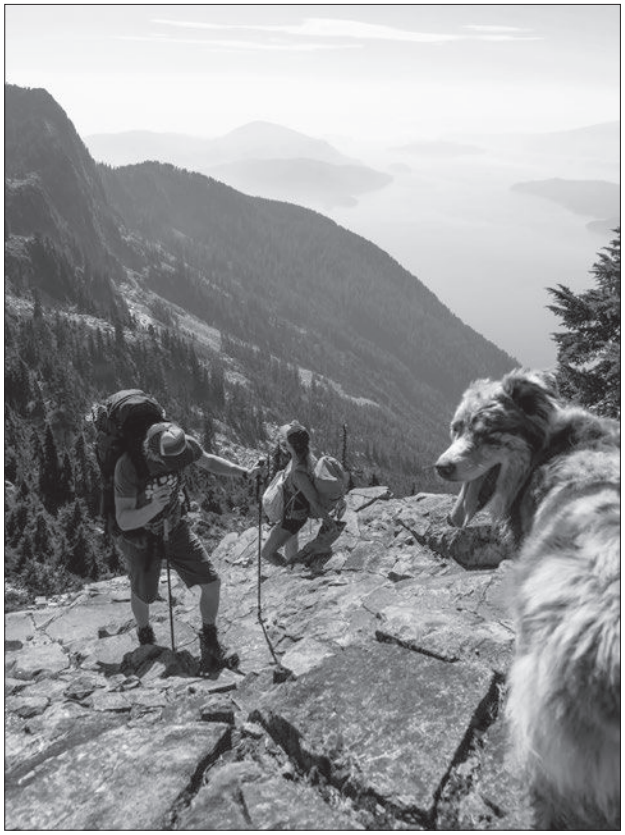
a Ask **B** your questions.

1 What's your full name?
2 How do you spell your surname?
3 Where do you live?
4 Can you tell me what you enjoy doing in your free time?
5 Why are you learning English?

b Answer **B**'s questions. Give as much information as you can.

2

a Describe your photo to **B**.



b Listen to **B** describing their photo. What do the two photos have in common? How are they different?

3 Now talk to each other about:

- the kind of places you like visiting when you're on holiday.
- places you wouldn't go to on holiday.
- your favourite holiday.
- one of your favourite cities.

Student B

1

a Answer **A**'s questions. Give as much information as you can.

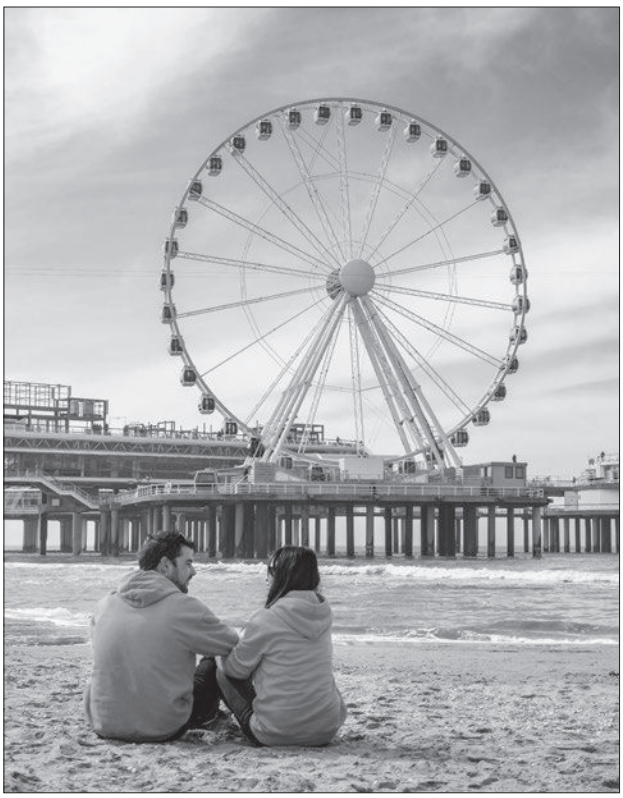
b Ask **A** your questions.

1 What's your full name?
2 How do you spell your surname?
3 What do you do?
4 Can you tell me about a typical day in your life?
5 How do you think you'll use English in the future?

2

a Listen to **A** describing their photo.

b Describe your photo to **A**. What do the two photos have in common? How are they different?



3 Now talk to each other about:

- the kind of places you like visiting when you're on holiday.
- places you wouldn't go to on holiday.
- your favourite holiday.
- one of your favourite cities.

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Vocabulary activity instructions

1B Adjective suffixes

A pairwork activity

Sts read definitions and write the adjectives. Then they complete sentences with the correct adjective form. Copy one worksheet per student.

LANGUAGE
Adjectives describing people, places, and things; adjective suffixes *-ful* and *-less*

- Put Sts in pairs and give out the worksheets.
- Tell Sts that they have to read the definitions in **a** and write the correct adjectives, using the words in the list with a suffix. After that, they have to complete the sentences in **b** with the correct adjective form of the words in **bold**. Remind Sts to write their answers in the columns on the right.
- Check answers.

ANSWERS
a **2** creative **3** reliable **4** assertive **5** envious **6** affectionate **7** helpful **8** powerful **9** impulsive **10** glamorous **11** sociable **12** rebellious
b **2** restful **3** noisy **4** profitable **5** careless **6** risky **7** spacious **8** hopeful **9** impressive **10** suitable **11** useful **12** stressful

- Now focus on **Activation**. Get Sts to cover the columns on the right and read the definitions in **a** and say the adjectives. Then have Sts read the sentences in **b** with the missing words. They can test each other or themselves.

2A Packing

A card game

Sts define words for other Sts to guess. Copy and cut up one set of cards per pair or small group.

LANGUAGE
Things to take on holiday, documents, and packing verbs

- Put Sts in pairs or small groups. Give each pair / group a set of cards face down or in an envelope.
- Demonstrate the activity. Choose another word (not one of the ones on the cards) from **Vocabulary Bank** Packing *p.161*. Describe it, e.g. *It's a noun. It's a liquid or cream which you put on your body when it's very hot*, until a student guesses the word (*sunscreen*). Highlight that Sts are not allowed to use the word(s) on the card in their definition.
- Sts play the game, taking turns to pick up a card and describe the word. Sts describing mustn't let their partners see what's on the card. Tell Sts to wait until their partner has finished their description before trying to guess the word.

EXTRA IDEA If Sts are playing in groups, they could play this as a competitive game. Sts who correctly guess the word first keep the card. The student with the most cards at the end of the game wins.

NON-CUT ALTERNATIVE Copy one sheet per pair and fold it down the middle. Put Sts in pairs. Sts **A** take the sheet and look at the words on the first half of the sheet. They describe the words to their partners until they guess the correct answer. Then they swap so that Sts **B** describe the words on the second half of the sheet.

2B Shops and services

A pairwork vocabulary race

Sts read a series of clues and write the words. Copy one worksheet per pair.

LANGUAGE
Places, phrasal verbs related to shops and shopping

- Put Sts in pairs and give out the worksheets. Set a time limit. Tell Sts that they have to write as many words as they can within the time limit. Each word begins with a different letter of the alphabet, but letters K, X, and Y don't have clues.
- Check answers. The first pair to complete all the words correctly wins, or the pair with the most correct answers at the end of the time limit wins.

EXTRA SUPPORT Give Sts a few minutes to revise the vocabulary in **Vocabulary Bank** Shops and services *p.162* before they start.

ANSWERS
butcher's **c**hain **d**ry-cleaner's **e**state agent's **f**lorist's **g**reengrocer's **h**airdresser's **i**n stock **j**eweller's **l**aunderette **m**arket stall **n**ewsagent's **o**n **p**ound shop **q**ueue **r**ound **s**tationer's **t**ravel agent's **u**pstairs **v**itamins **w**ood **Z**ara

EXTRA CHALLENGE Ask Sts to turn over or cover their worksheets. Sts go through the alphabet in pairs and try to remember the words they wrote (remind them of the letters K, X, and Y, which don't have words). If they can, they should think of more examples for some of the letters.

3B Photography

A pairwork photo description

Sts describe photos to each other and ask questions. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE
Describing a photo, taking photos

- Put Sts in pairs, **A** and **B**, ideally face to face, and give out the worksheets.
- Focus on **a** and get Sts **A** to describe their photo to Sts **B**. You could set a time limit if you wish.

- Focus on **b**. Sts swap roles and Sts **B** describe their photo to Sts **A**. Again, set a time limit if you wish.
- Focus on **c**. Give Sts time to discuss the questions. Remind them to ask for more information if possible.

EXTRA IDEA Monitor for any errors during the activity. At the end of the lesson do a whole-class error correction activity.

4A Rubbish and recycling

A pairwork vocabulary race

Sts identify the missing words and complete sentences. Copy one worksheet per pair.

LANGUAGE
Rubbish nouns and phrasal verbs, packaging, the prefix *re-*

- Put Sts in pairs and give out the worksheets. Set a time limit. Tell Sts that they have to complete as many words as they can within the time limit.
- Check answers. The first pair to complete all the sentences correctly wins, or the pair with the most correct answers at the end of the time limit wins.

ANSWERS
2 lid **3** can **4** packet **5** plastic bags **6** carton
7 tin **8** sell-by date **9** bin bag **10** refuse collectors
11 waste-paper basket **12** tub **13** wrapper
14 give away **15** pot **16** take out **17** throw away
18 Recycle **19** rethink **20** reuse

4B Study and work

An information gap activity

Sts define words to help their partner complete a crossword. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE
Higher education, applying for a job or course

- Put Sts in pairs, **A** and **B**, ideally face to face, and give out the crosswords. Make sure that Sts can't see each other's worksheets. Explain that **A** and **B** have the same crossword but with different words missing. They have to define words to each other to complete their crosswords.
- Give Sts a minute to read their instructions. If Sts don't know what a word means, they can look it up in **Vocabulary Bank** Study and work *p.165*. Remind them that they can't use any part of the word in their definition.
- Sts take turns to ask each other for the definitions of their missing words (e.g. *What's 3 across?*). Their partner must define / describe the word until the other student is able to write it in their crossword. Sts should help each other using clues if necessary.
- When Sts have finished, they should compare their crosswords to make sure they have the same words and have spelled them correctly.

5A Television

A pairwork vocabulary race

Sts read a series of clues and write the words. Copy one worksheet per pair.

LANGUAGE
Types of programme, TV phrasal verbs

- Put Sts in pairs and give out the worksheets. Set a time limit. Tell Sts that they have to write as many words in **a** and **b** as they can in the time limit.
- Check answers. The first pair to write all the words correctly wins, or the pair with the most correct answers at the end of the time limit wins.

ANSWERS
a **2** advert **3** chat show **4** cookery programme
5 documentary **6** current affairs programme
7 quiz show **8** reality show **9** weather forecast
10 soap **11** live sport **12** period drama
b **2** season **3** streaming services **4** series **5** turn over
6 turn, down **7** Turn, up **8** Turn, off **9** Turn, on
10 is on

5B The country

A pairwork labelling activity

Sts look at a picture and write the words for the items in it. Copy one worksheet per pair.

LANGUAGE
Nature, on a farm

- Put Sts in pairs and give out the worksheets. Focus on **a**. Set a time limit. Tell Sts that they have to write as many words as they can in the time limit. The first pair to write all the words correctly wins, or the pair with the most correct answers at the end of the time limit wins.

ANSWERS
2 tractor **3** hens **4** sheep **5** leaves **6** stream **7** bush
8 farmhouse **9** donkey **10** field **11** hedge **12** path
13 rocks **14** cow **15** hill

- Focus on **b**. Tell Sts to write the words from **a** in the correct category in the mind map.
- Check answers.

ANSWERS
Buildings: farmhouse
Animals: sheep, cow, donkey
Nature: stream, bush, field, hedge, path, rocks, hill

EXTRA IDEA Give Sts time to add other words to the different categories to complete the mind map. Remind Sts that they can refer to **Vocabulary Bank** The country *p.167* for ideas.

6A At a restaurant

An error correction activity

Sts correct vocabulary mistakes. Copy one worksheet per pair.

LANGUAGE
Things on the table, things people do in restaurants

- Put Sts in pairs. Give out the worksheets, and focus on the instructions. Focus on sentence 1 and elicit that it is correct. Then focus on sentence 2 and elicit that it is wrong, as the **bold** word should be *spoon*.
- Sts continue in pairs.
- Check answers.

EXTRA SUPPORT Give Sts a few minutes to revise the restaurant vocabulary in **Vocabulary Bank** At a restaurant *p.168* before they start.

ANSWERS
3 courses **4** ✓ **5** knife **6** ✓ **7** ✓ **8** ✓ **9** glass
10 meal **11** clear **12** ✓ **13** cups / mugs **14** ✓
15 ✓ **16** send it back **17** ✓ **18** leave a tip **19** ✓
20 ask for the bill **21** ✓ **22** lay the table

6B DIY and repairs

A card game

Sts define words / phrases for other Sts to guess. Copy and cut up one set of cards per pair or small group.

LANGUAGE
Things in a shed, things in a drawer, verb phrases

- Put Sts in pairs or small groups. Give each pair / group a set of cards face down or in an envelope.
- Demonstrate the activity. Choose another word (not one of the ones on the cards) from **Vocabulary Bank** DIY and repairs *p.169*. Describe it, e.g. *It's a noun. It's the thing you use to stick together something that's broken*, until a student guesses the word (*glue*). Highlight that Sts are not allowed to use the word(s) on the card in their definition.
- Sts play the game, taking turns to pick up a card and describe the word / phrase. Sts describing mustn't let their partners see what's on the card. Tell Sts to wait until their partner has finished their description before trying to guess the word / phrase.

EXTRA IDEA If Sts are playing in groups, they could play this as a competitive game. Sts who correctly guess the word first keep the card. The student with the most cards at the end of the game wins.

NON-CUT ALTERNATIVE Copy one worksheet per pair and fold it down the middle. Put Sts in pairs. Sts **A** take the sheet and look at the words / phrases on the first half of the sheet. They describe the words / phrases to their partners until they guess the correct answers. Then they swap so that Sts **B** describe the words / phrases on the second half of the sheet.

7A Phrasal verbs

A gapfill revision race

Sts read the sentences and complete the phrasal verbs. Copy one worksheet per student.

LANGUAGE
Revision of phrasal verbs, phrasal verbs to do with money, phrasal verbs with *away*, *back*, and *take*

- Give out the worksheets. Tell Sts that they have to read the sentences and write as many of the particles (prepositions or adverbs) as they can in five minutes. Remind Sts to write their answers in the column on the right.
- Check answers. The first student to write all the particles correctly wins, or the student with the most correct answers at the end of the time limit wins.

ANSWERS
2 over **3** on **4** out **5** away **6** apart **7** back
8 round / in **9** away **10** on **11** back **12** after
13 away **14** on **15** away **16** back **17** away **18** back
19 out **20** back

- Focus on **Activation**. Get Sts to cover the column on the right and read the sentences with the missing words. They can test each other or themselves.

8A Looking after yourself

A team game

Sts explain the difference between two words / phrases. Copy and cut up one set of cards.

LANGUAGE
At the hairdresser's / barber's, keeping fit, beauty treatments

- Put Sts in two teams (or more if you have a lot of Sts) and explain the activity.
- Give a card to each team and give Sts a minute to decide what the difference is between the two words / phrases.
- Write the two words / phrases on each team's card on the board.
- A spokesperson from the team takes turns to explain the difference to the rest of the class. If the explanation is correct, the team gets a point. If it isn't correct, the other team can try to win an extra point by explaining the difference correctly, before having their own turn.
- Then give each team another card.
- Write up the teams' points on the board. The team with the most points wins.

NON-CUT ALTERNATIVE Put Sts in pairs. Copy one sheet per pair. Set a time limit, e.g. ten minutes, and Sts take turns to ask each other *What's the difference between…?*, choosing words at random. Sts decide if their partner's explanation is correct. Finally, check answers with the whole class.

POSSIBLE ANSWERS

A facial is a beauty treatment for the face.

A massage is a treatment for the body involving rubbing and pressing muscles and joints.

Yoga is a type of exercise, originally from India, that helps flexibility and mindfulness through stretching, breathing, and balancing.

Pilates is a type of exercise which uses controlled movements and stretching to make your muscles stronger and improve stability.

Lift weights is to exercise by lifting heavy objects.

Do cardio exercises is to do exercises which raise your heart rate.

Stretch your muscles is doing exercises which deliberately flex or stretch specific muscles in your body, releasing pain and tension.

Tone your muscles is doing exercises which aim to change the shape and definition of your muscles.

A manicure is a beauty treatment for your hands and fingernails.

A pedicure is a beauty treatment for your feet and toenails.

A fringe is short hair that hangs down over your forehead.

A parting is the line of head showing when sections of hair are brushed or combed in opposite directions.

Have your hair dyed is to have the colour of your hair changed.

Have highlights is to have parts of your hair made lighter than the rest.

Have a shave is to cut the hair off the face.

Have a buzz cut is to have a very short haircut where the hair is shaved close to the head.

A cross-trainer is an exercise machine with parts that you stand on and parts that you hold. You can then move your arms and legs backwards and forwards.

A rowing machine is an exercise machine with a moving handle and a sliding seat. You pull the handle towards you, as if you are rowing a boat.

A running machine is an exercise machine with a flat moving surface that you walk or run on.

An exercise bike is a bicycle that stays in one place and is used for exercise.

Do sit-ups is to do a physical exercise where you sit up from lying down without using your arms or lifting your feet.

Do press-ups is to do a physical exercise where you lie down facing the floor and lift your body up on your hands whilst keeping your back straight.

Do aerobics is to do very active physical exercises while listening to music.

Do spinning is to do aerobic exercises on an exercise bike while listening to music.

A ponytail is a hairstyle where hair is tied at the back of the head and hangs down.

Plaits are a hairstyle where each plait is formed by twisting three separate lengths of hair over each other.

Have your hair curled is to have your hair styled in curls, usually using curlers or curling tongs.

Have your hair straightened is to have your hair styled straight, usually using a hairdryer and / or straighteners.

Have a treatment is to have hair and beauty products used on your hair, skin, etc. to improve quality and look.

Have a trim is to have your hair cut so that it looks tidy.

Have a blow dry is to have your wet hair dried by the warm air from a hairdryer.

Have your hair put up is to have your hair styled and pinned up off your neck, shoulders, and back.

1B VOCABULARY Adjective suffixes

a Read the definitions. Choose the correct word from the list and make an adjective using a suffix. Write your answers in the column on the right.

affection assert create envy glamour help impulse power rebel rely ~~sense~~ social

1 He's easily hurt, especially if you criticize him. *sensitive*

2 She has an amazing imagination and she's very original. _____

3 He can be trusted to do something well. _____

4 She can express her opinions clearly and confidently. _____

5 He always wants what other people have. _____

6 He shows caring feelings towards everyone he knows. _____

7 She likes to offer solutions if you have a problem. _____

8 She has lots of control and influence over people and events. _____

9 He does things suddenly, without thinking about what might happen. _____

10 She's beautiful, exciting, and different from ordinary people. _____

11 He really enjoys going out with his friends and meeting new people. _____

12 She doesn't like rules, or doing what other people tell her to do. _____

b Complete the sentences with the correct form of the words in **bold**. Write your answers in the column on the right.

1 My living room was white, but now it's really _____. **colour** *colourful*

2 My idea of a _____ holiday is to stay at a nice hotel and do absolutely nothing. **rest** _____

3 Marie's class is very _____. I can hear them from the next floor! **noise** _____

4 The café is a successful business and it's very _____. **profit** _____

5 Ruth's very _____ – she never checks what she's written. **care** _____

6 Travelling alone can be _____, so I prefer doing it with other people. **risk** _____

7 The flat is really _____ – the living room is enormous! **space** _____

8 The government is _____ that unemployment will go down this year. **hope** _____

9 The architect's buildings are really _____ – they've won lots of awards. **impress** _____

10 It's a violent film, so it isn't _____ for children under 15. **suit** _____

11 This app is really _____ for learning new vocabulary. **use** _____

12 I don't like crowded places, like shops during the sales. I find them really _____! **stress** _____

ACTIVATION

Test your memory. Cover the columns on the right. Read the definitions in **a** and say the adjectives. Then read the sentences in **b** aloud with the correct form of the words in **bold**.

2A VOCABULARY Packing

a driving licence

flip-flops

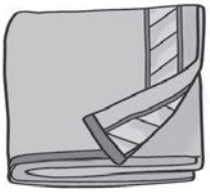
a first-aid kit

a hairdryer

(to) pack

a phone charger

headphones



a towel

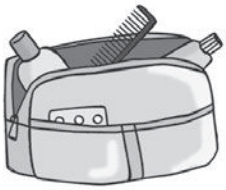
a guidebook

insect repellent

slippers

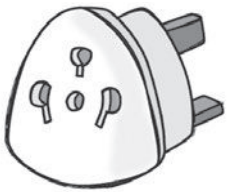
swimming trunks

(to) wrap



a washbag

a comb



an adaptor

a bathrobe

a razor

(to) fold

nail scissors

make-up

a rain jacket

a passport

a toothbrush

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2B VOCABULARY Shops and services

A

Off-licences sell *alcohol*, but only to people over 18.

B

Vegetarians don't usually buy anything in this shop!

_____

C

Decathlon and H&M are examples of _____ stores.

D

The place you take some types of clothes to be cleaned.

_____-_____

E

You can buy or rent a house here.

_____ _____

F

This shop is very popular on Valentine's Day!

_____

G

It's the name of the shop where they sell fruit and vegetables.

_____

H

You go here to get your hair cut.

_____

I

If a shop is out of something, it means they don't have it

_____ _____.

J

People might get their wedding rings here.

_____

L

You can wash and dry your own clothes in this place.

_____

M

A table or a small shop with an open front. It often sells fruit and vegetables.

_____ _____

N

Newspapers, magazines, and sweets are sold here.

_____

O

If you want to make sure that clothes fit, you should try them _____ before buying them.

P

This shop sells a variety of goods, all at one cheap price!

_____ _____

Q

Sometimes you have to wait in one when you want to pay for something.

_____

R

We had a look _____ the shop, but we didn't buy anything.

S

Students might buy pens and exercise books from this shop.

_____

T

An exciting city break, or a restful stay at a beach resort? Book your next holiday here!

_____ _____

U

We're on the first floor. Women's clothing is _____, on the second floor.

V

You can buy multi-_____ from a health food store. Take one a day to keep you healthy.

W

If you want to make a shelf, you can buy a tool to cut the _____ in a DIY store.

Z

_____ is a very popular chain store that sells clothes.

3B VOCABULARY Photography

Student A

a Describe your photo to **B**. Say what you can see in the foreground, in the background, and in the distance. Add any more details about where things are.

b Listen to **B** describing their photo.

c Now discuss the questions together.

1 What do you think are the advantages and disadvantages of being:

a a celebrity photographer?

b a wildlife photographer?

c a war photographer?

d a portrait photographer?

2 If you were a professional photographer, what kind of photos would you like to take? Why?

Student B

a Listen to **A** describing their photo.

b Describe your photo to **A**. Say what you can see in the foreground, in the background, and in the distance. Add any more details about where things are.

c Now discuss the questions together.

1 What do you think are the advantages and disadvantages of being:

a a celebrity photographer?

b a wildlife photographer?

c a war photographer?

d a portrait photographer?

2 If you were a professional photographer, what kind of photos would you like to take? Why?

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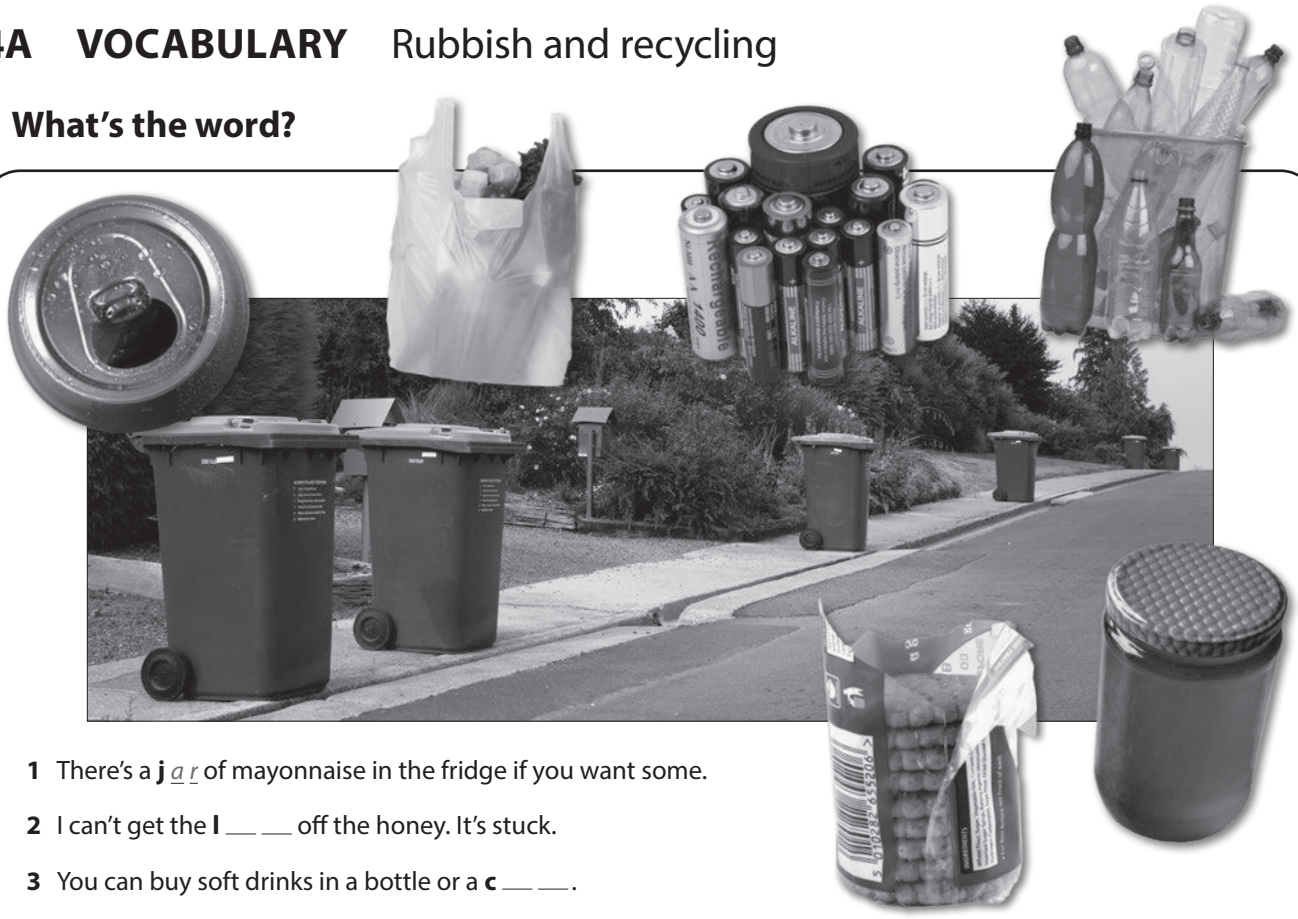
4A VOCABULARY Rubbish and recycling

What's the word?



1 There's a **j** *a r* of mayonnaise in the fridge if you want some.

2 I can't get the **l** ___ ___ off the honey. It's stuck.

3 You can buy soft drinks in a bottle or a **c** ___ ___.

4 Shall we get a **p** ___ ___ ___ ___ ___ of biscuits?

5 Most supermarkets don't give away **pl** ___ ___ ___ ___ ___ **b** ___ ___ ___ any more – they charge for them.

6 Please don't drink milk out of the **c** ___ ___ ___ ___ ___. Use a glass!

7 Paolo cut himself when he was opening a **t** ___ ___ of tuna.

8 Is this chicken safe to eat? The **s** ___ ___ ___-**b** ___ **d** ___ ___ ___ was yesterday!

9 We put rubbish that can't be recycled in a black **b** ___ ___ **b** ___ ___, and recycling in a clear one.

10 What day of the week do the **r** ___ ___ ___ ___ ___ **c** ___ ___ ___ ___ ___ ___ ___ ___ ___ come to take away your rubbish?

11 The **w** ___ ___ ___ ___-**p** ___ ___ ___ ___ **b** ___ ___ ___ ___ ___ in my office is always full. I never remember to empty it!

12 **A** Is there any ice cream left?

B There's a whole new **t** ___ ___ in the freezer.

13 Don't drop that sweet **wr** ___ ___ ___ ___ ___ on the floor, Kirstie. I've just finished tidying!

14 I usually **g** ___ ___ ___ **a** ___ ___ ___ my old clothes to a charity shop in the town centre.

15 I want to throw away this yogurt **p** ___ ___, but I don't know if it's recyclable or not.

16 I'll **t** ___ ___ ___ **o** ___ ___ the rubbish tonight. You did it last week.

17 You can't just **th** ___ ___ ___ **a** ___ ___ ___ batteries with your normal rubbish. You need to take them to a recycling centre.

18 Don't throw away that bottle! **R** ___ ___ ___ ___ ___ ___ it!

19 We have to **r** ___ ___ ___ ___ ___ ___ the way we produce and use plastic if we want to stop pollution.

20 Some people say you shouldn't **r** ___ ___ ___ ___ plastic water bottles because they contain dangerous chemicals.

4B VOCABULARY Study and work

Student A

a Look at your crossword and make sure you know the meaning of all the words you have.

b Ask **B** to define one of your missing words for you. Ask, for example, *What's 8 down?* Listen to **B**'s definition and write the word in your grid.

c Now **B** will ask you to define a word.

Student B

a Look at your crossword and make sure you know the meaning of all the words you have.

b Ask **A** to define one of your missing words for you. Ask, for example, *What's 8 across?* Listen to **A**'s definition and write the word in your grid.

c Now **A** will ask you to define a word.

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5A VOCABULARY Television

a Read the speech bubbles. Write the type of programme.

1 Hey Marge, what time does Bart get home tonight? C A R T O O N

2 Buy two, get one free. ☐☐☐☐☐☐

3 With me in the studio is Drake, who'll be talking about his new album. ☐☐☐☐ ☐☐☐☐

4 For this recipe, you'll need 250 g flour, two eggs, and some sugar. ☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐☐

5 Elephants live in groups and are very sociable animals. ☐☐☐☐☐☐☐☐☐☐☐

6 In tonight's show, we're investigating education in UK schools. ☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐

7 And now, for €500, what's the capital of Australia? ☐☐☐☐ ☐☐☐☐

8 What a surprise! Kylie's nominated Barry to leave the house. ☐☐☐☐☐☐☐ ☐☐☐☐

9 Tomorrow, it'll be sunny and dry. ☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐

10 But if Leo's not the father, who is? ☐☐☐☐

11 And it's a penalty for Chelsea! ☐☐☐☐ ☐☐☐☐☐

12 My Lady, the carriage is at the door and His Majesty awaits us at noon. ☐☐☐☐☐☐ ☐☐☐☐☐

b Complete the second sentence so that it means the same as the first.

1 I can't wait to see what happens next week!
I can't wait to see next week's **e***pisode*.

2 I'm sad this series is finished for now, but there will be more.
There will be another **s**_____.

3 I don't watch TV any more, I just use Netflix and Amazon Prime.
I just use **s**_____ **s**_____.

4 Which one is my favourite? *Game of Thrones*, I think.
Game of Thrones is my favourite **s**_____.

5 Oh, I hate this programme! Please change the channel!
Please **t**_____ **o**_____.

6 Please make the TV quieter!
Please **t**_____ the TV **d**_____.

7 I can't hear the TV. Make it louder, please!
T_____ the TV **u**_____, please.

8 Don't leave the TV on when you go to bed.
T_____ the TV **o**_____ when you go to bed.

9 Why is the TV off? It's time for the news.
T_____ the TV **o**_____. It's time for the news.

10 Channel 4 is showing my favourite film right now!
My favourite film **i**_____ **o**_____ Channel 4 right now.

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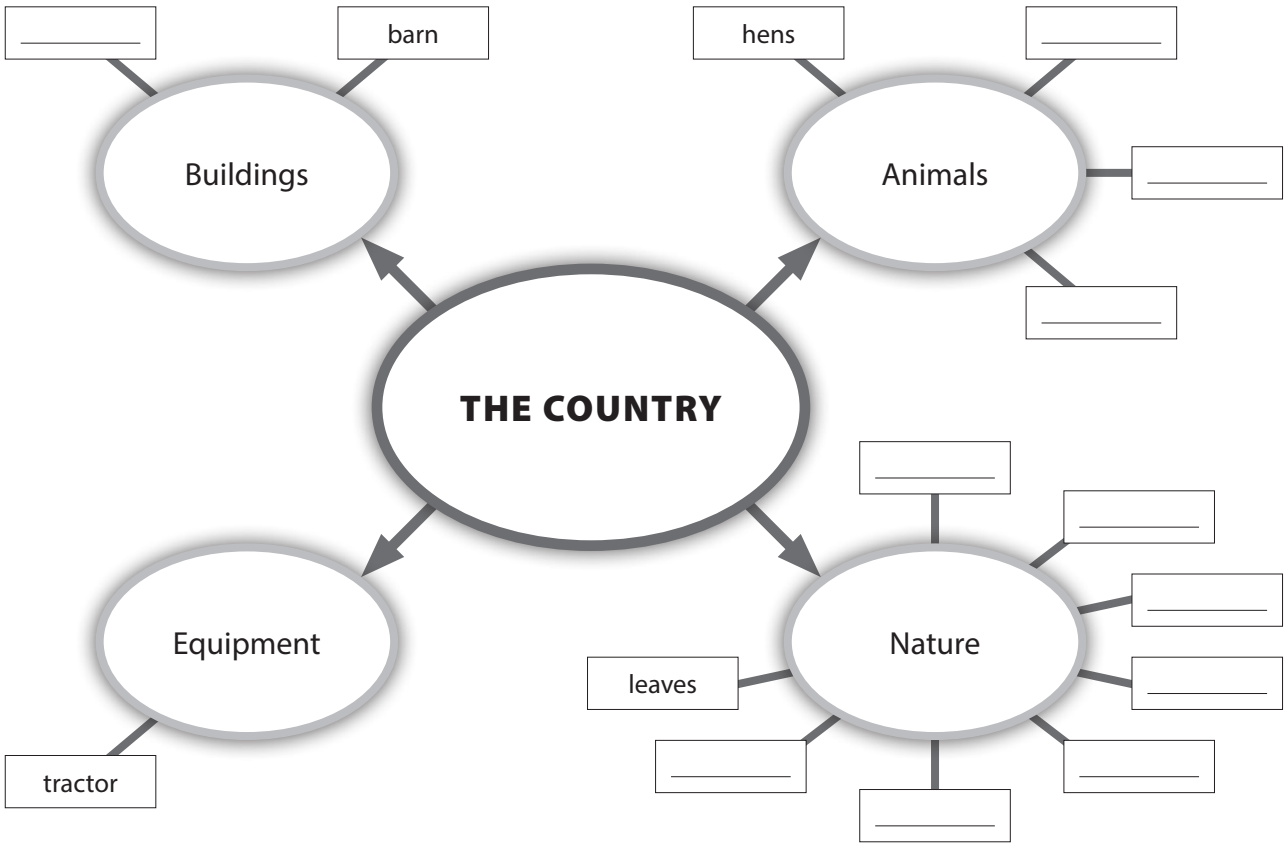
5B VOCABULARY The country

a Write the words.

1 *barn* **4** _____ **7** _____ **10** _____ **13** _____
2 _____ **5** _____ **8** _____ **11** _____ **14** _____
3 _____ **6** _____ **9** _____ **12** _____ **15** _____

b Now put the words from **a** in the correct category in the mind map.



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6A VOCABULARY At a restaurant

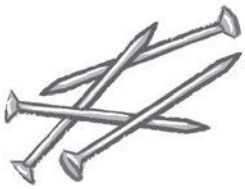
Look at the word / phrase in **bold**. Is it right (✓) or wrong (✗)?
If you think it's wrong, write the correct word / phrase in the column on the right.

1	We use paper **napkins** at home. It saves on the washing!	✓	
2	You usually eat soup with a **teaspoon**.	✗	*spoon*
3	We had three **plates** every night on holiday – a starter, a main course, and a dessert.	☐	
4	Screw-top wine bottles aren't opened with a **corkscrew**.	☐	
5	This **fork** doesn't cut very well. Could you change it, please?	☐	
6	That new waiter is really nervous. There's more coffee in the **saucer** than in the cup.	☐	
7	Would you like me to bring you some **oil and vinegar** for your salad?	☐	
8	Most people make tea in a mug, but my grandmother always uses a **teapot**.	☐	
9	Would you like a **cup** of champagne before dinner?	☐	
10	What's your favourite **dish**: breakfast, lunch, or dinner?	☐	
11	Excuse me, could you **clean** the table? These glasses are from the previous customers.	☐	
12	Can you get one more soup **bowl** from the cupboard, please?	☐	
13	My husband has cereal and two **jugs** of coffee for breakfast.	☐	
14	Would you like a **tray** to carry those drinks?	☐	
15	I don't like it when people serve hot food on cold **plates**.	☐	
16	This fish isn't cooked. Call the waiter, I'm going to **take it back**.	☐	
17	The waiter asked me to **try the wine**.	☐	
18	In New York, if you don't **put a tip**, the waiters aren't very happy.	☐	
19	For my birthday, I've **booked a table** at my favourite restaurant.	☐	
20	Look at the time! It's really late. Shall we **ask the bill**?	☐	
21	I'm starving. Are we all ready to **order our food**?	☐	
22	Dinner's nearly ready. Can you **put the table**?	☐	

6B VOCABULARY DIY and repairs

a bucket

(to) put up curtains



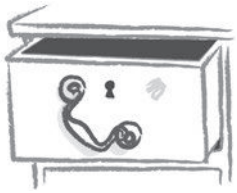
nails

(to) change a wheel

a screwdriver

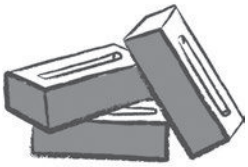
(to) stick something together

a penknife



a handle

(to) tie (your) shoelaces



bricks

a tap

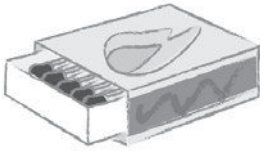
Sellotape

a hammer

a padlock

(to) assemble flat-pack furniture

string



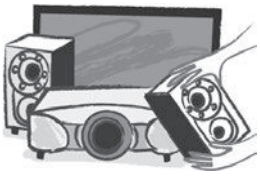
a box of matches

(to) drill a hole

a torch

a ladder

a light bulb



(to) set up a home cinema

a paintbrush

a needle

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7A VOCABULARY Phrasal verbs

Read the sentences. Write the missing particle(s) in the column on the right.

PARTICLE

1 I got a loan from the bank to redecorate my house. It's going to take me six months to pay it [ ]. *off*

2 Mr Franklin's going to retire, so his daughter will take [ ] the family business.

3 When I was younger, my mum stayed at home, so we lived [ ] my dad's salary.

4 My wife's taking me [ ] to dinner tonight. It's my birthday!

5 Your room's a mess! You're not going out until you've put all your things [ ].

6 My husband took our toaster [ ] to try to fix it, but now he can't put it back together!

7 I'm going to the cinema, but I'll be [ ] in time for dinner.

8 Let's look [ ] this shop. I need a new bag.

9 If you don't switch the sound off on your phone, I'll take it [ ].

10 I really like this skirt, but I think I need to try it [ ].

11 I hope we get our tests [ ] today. I want to know how I did.

12 Everyone says I take [ ] my dad because we both love sport.

13 Bill and Melinda Gates are very rich, but they give [ ] a lot of their money.

14 Shall we have a look at what films are [ ] at the cinema this week?

15 Someone knocked on our door last night, but then ran [ ].

16 Give me [ ] my shoes right now! Don't borrow my things without asking me first.

17 We're going to be [ ] for a week. We're going to Paris!

18 When do you think you'll be able to pay [ ] the money I lent you?

19 I need to find a cash machine and take [ ] some money.

20 I have a missed call from Monica. I'd better call her [ ].

ACTIVATION

Test your memory. Cover the column on the right. Read the sentences aloud with the correct particles.

8A VOCABULARY Looking after yourself

a facial	a massage
a cross-trainer	a rowing machine
yoga	Pilates
a running machine	an exercise bike
lift weights	do cardio exercises
do sit-ups	do press-ups
stretch your muscles	tone your muscles
do aerobics	do spinning
a manicure	a pedicure
a ponytail	plaits
a fringe	a parting
have your hair curled	have your hair straightened
have your hair dyed	have highlights
have a treatment	have a trim
have a shave	have a buzz cut
have a blow dry	have your hair put up

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