

Engaging and motivating lessons!

English File 4th Edition

Paul Woodfall
Webinar Uzbekistan
June 10th 2020



Let's get talking!

2 things you can do

change a car wheel do yoga dance salsa
 knit or sew play a musical instrument play tennis
 ride a bike run 5 km sing well ski swim
 take good photos use an Excel spreadsheet
 type fast

➤ 2 things you can't do

Engaging and motivating lessons

In this session we will:

- discuss our learners
- focus on access to language
- explore building motivation
- reflect upon creating opportunity

Understanding our learners

Supporting their success

change a car wheel do yoga dance salsa
 knit or sew play a musical instrument play tennis
 ride a bike run 5 km sing well ski swim
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 type fast

- 2 things you would like to learn how to do
- What would you need to do to be able to achieve the task?

4B Yes, I can!

G ability and possibility: can, could, be able to **V** -ed / -ing adjectives **P** sentence stress

Can you play the piano?

No, but I'd love to be able to.

1 GRAMMAR ability and possibility

a Look at the list of skills. With a partner, find...

- two that you can do.
- two that you can't do.
- two that you *could* do when you were ten years old.
- two that you *couldn't* do when you were ten years old.

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b 4.12 Look at the photos. Listen and complete the conversations.



c Look at conversations 1 and 2 in b again. Complete the sentences.

- 1 You can't use in the infinitive or present perfect.
- 2 Be able to means the same as .

d p.139 Grammar Bank 4B

e Look at the topics. Choose two or three and think about what you could say about them.

- something that you would like to be able to do
- something you've tried to learn, but have never been able to do well
- something you learned to do after a lot of effort
- something you can do, but you'd like to be able to do better
- something you think all young people should be able to do before they leave school

f Work with a partner. Tell him or her about the things you chose in e. Give reasons or explanations for each one.

I'd like to be able to ski, but I don't think I'll ever learn, because I don't live near the mountains.

2 PRONUNCIATION sentence stress

a 4.15 Listen to four sentences. Write the stressed words in the pink boxes.

1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

b Look at the stressed words and try to remember the unstressed words. Then listen again to check and write them in.

c Listen again and repeat the sentences. Copy the rhythm.

d 4.16 Listen and make new sentences with the verbs or verb phrases you hear.

- 1) *I'd love to be able to ski.*
ride a horse (*I'd love to be able to ride a horse.*
- 2) *We won't be able to come.*
park (*We won't be able to park.*

3 LISTENING

a Read the text. Do you believe Malcolm Gladwell or Josh Kaufman?

Learn a new skill in 20 hours

It was Malcolm Gladwell, the popular writer on modern psychology, who popularized the idea that it takes 10,000 hours of practice to really master a new skill, such as playing the piano. But in this non-stop world, who has that kind of time? In his book *The First 20 Hours*, Josh Kaufman tells you how to learn any new skill really quickly. By completing just 20 hours of focused practice, you'll be able to go from knowing absolutely nothing to performing well. But is it really possible? Matt Rudd, a *Sunday Times* journalist, decided to give it a try.

b Read about Matt's past experience of learning the trumpet. Why do you think he gave up so fast?

Matt Rudd learns the trumpet

I haven't played a musical instrument for years. Five years ago, I got a trumpet for my birthday and I tried to learn it, but I gave up after seven minutes, and it ended up in the garage. So here I am, a beginner again.



c 4.17 Listen and match the sounds with the music words in bold.

- three different **musical instruments** playing together
- five **notes** from C to G
- a **high note** and a **low note**
- an **octave**
- a **tune**
- somebody **busking**

d 4.18 Now listen to Matt talking about his experience. Choose the best summary.

- 1 He didn't learn anything at all.
- 2 He learned something, but not enough.
- 3 He learned a lot.

e Listen again. For each stage, **circle** the correct word or phrase.

- 1 hour**
He feels *optimistic* / *pessimistic*.
- 2 hours**
He feels *pleased* / *unhappy* with his progress.
- 5 hours**
He thinks the online trumpet teacher is *annoying* / *great*.
- 9 hours**
He's *frustrated* by how little he can play / He's *happy* because he can play simple tunes.
- 14 hours**
He's *really enjoying himself* / He's *depressed* and wants to give up.
- 15 hours**
Matilda Lloyd tells him he's doing *well* / *badly*.
- 17 hours**
He feels *optimistic again* / *disappointed*.
- 20 hours**
He thinks he'll probably give up / He thinks he'll be able to improve.
- f Do you think Matt will continue learning the trumpet. Why (not)?

4 SPEAKING

Work in small groups. Answer the question below for the different skills.

How well do you think you'd be able to do these things after learning for 20 hours?

- play a musical instrument
- draw a portrait
- design and build a website
- take professional-quality photos
- cook a three-course meal
- dance the tango
- ski or windsurf
- give first aid
- draw a portrait **drive**
- take professional-quality photos **take**
- cook a three-course meal **cook**
- dance the tango **dance**
- ski or windsurf **ski**
- give first aid **give**

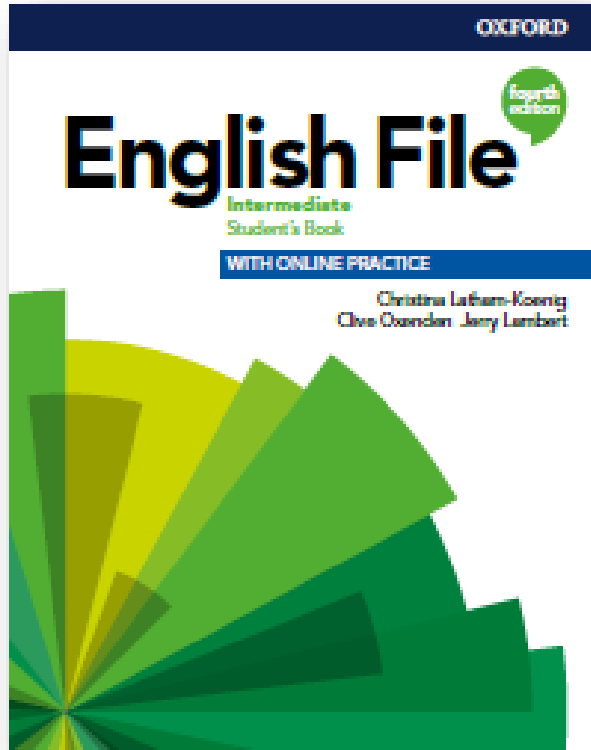
Understanding our learners

Supporting their success



Access to language

English File 4th Edition



- 90% of teachers believe that English File improves student speaking skills
- A world-renowned, communicative course
- Balance of grammar, vocabulary and pronunciation
- Motivating texts, topics and tasks

Access to language

Grammar

4B

ability and possibility: *can, could, be able to*
can / could



Our daughter **could** play the violin when she was three.

I **can** speak three languages fluently. 4.13
Jenny **can't** come tonight. She's ill.
Our daughter **could** play the violin when she was three.
They **couldn't** wait because they were in a hurry.

- *can* is a modal verb. It only has a present form (which can be used with future meaning) and a past or conditional form (*could*).

be able to + infinitive

- 1 Luke **has been able to** swim since he was three. 4.14
I'd like **to be able to** ski.
I love **being able to** stay in bed late on Sunday morning.
You'll **be able to** practise your English in London.
- 2 Fortunately, I **am able to** accept your invitation.
My colleagues **weren't able to** come to yesterday's meeting.
- 1 We use *be able to + infinitive* for ability and possibility, especially where there is no form of *can*, e.g. present perfect, infinitive, gerund, future, etc.
- 2 We sometimes use *be able to* in the present and past (instead of *can / could*), usually if we want to be more formal.

I **can** speak three languages fluently.

Jenny **can't** come tonight. She's ill.

Our daughter **could** play the violin when she was three.

They **couldn't** wait because they were in a hurry.



- *can* is a modal verb. It only has a present form (which can be used with future meaning) and a past or conditional form (*could*).
- For all other tenses and forms, we use *be able to + infinitive*.

- from the burning house.
- 8 I'm very sorry, but we come to your wedding next month. We'll be on holiday.
 - 9 You're looking worse. you contact the doctor yet?
 - 10 The manager see you right now because she's in a meeting.

Access to language

Vocabulary: Group Competition

The sentence game

Work in teams of three or four. Play the sentence game. You have five minutes to write the following sentences.

1 **fortune** (11 words)

4 **care** (6 words)

2 **comfort** (9 words)


5 **patience** (12 words)

3 **luck** (7 words)

luckily, unlucky, etc.).

Access to language

Sentence Stress

- My **sister's** **having** a **baby** in **April**.
- Is **anyone** in your **family** **moving** **house** **soon**? 
- Are you going to **see** your **parents** at the **weekend**?

Building motivation

Discussion

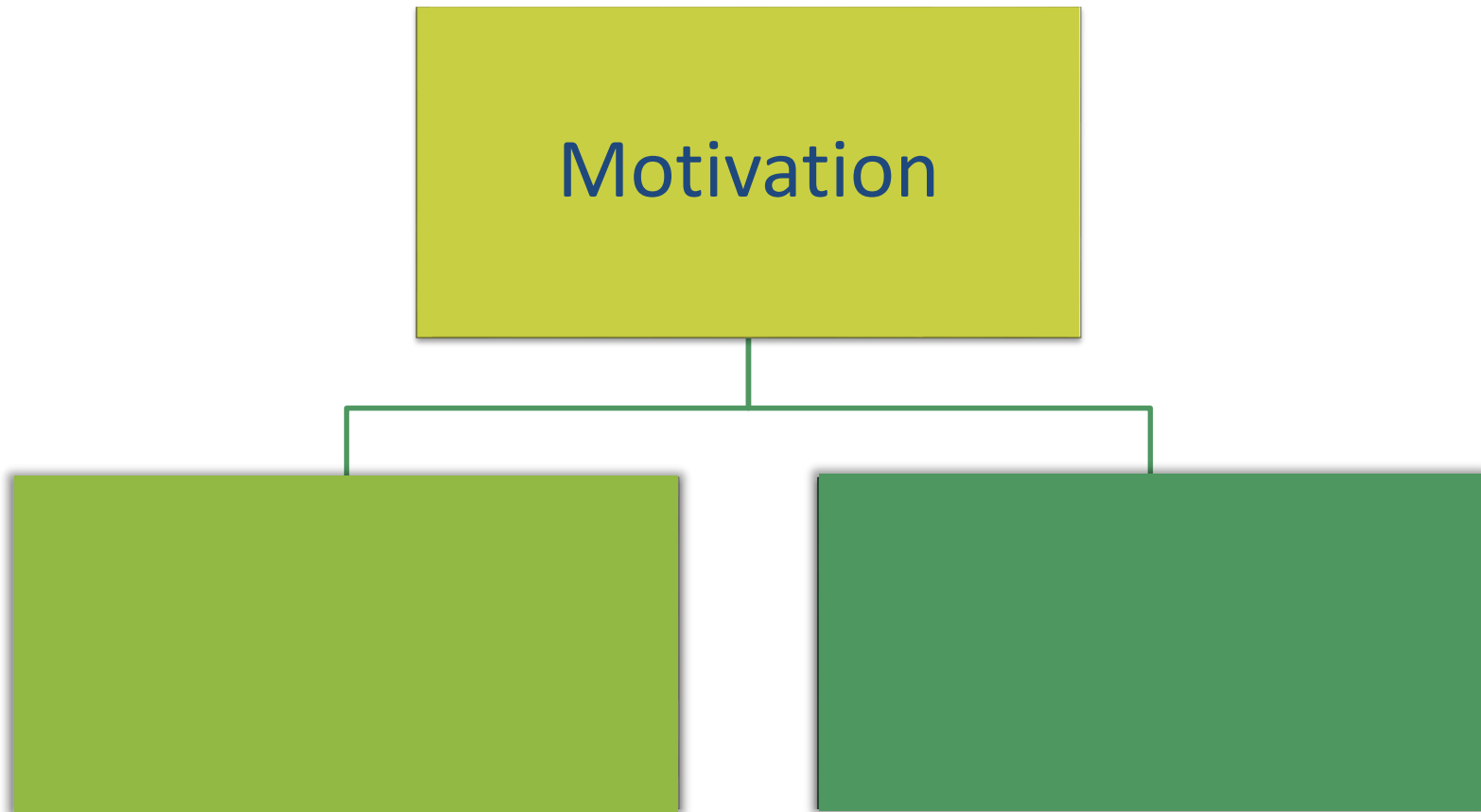
What motivates you to:

- a) get out of bed in the morning?
- b) clean your house?
- c) do the cooking?
- d) teach English?
- e) What motivates your learners to learn English?



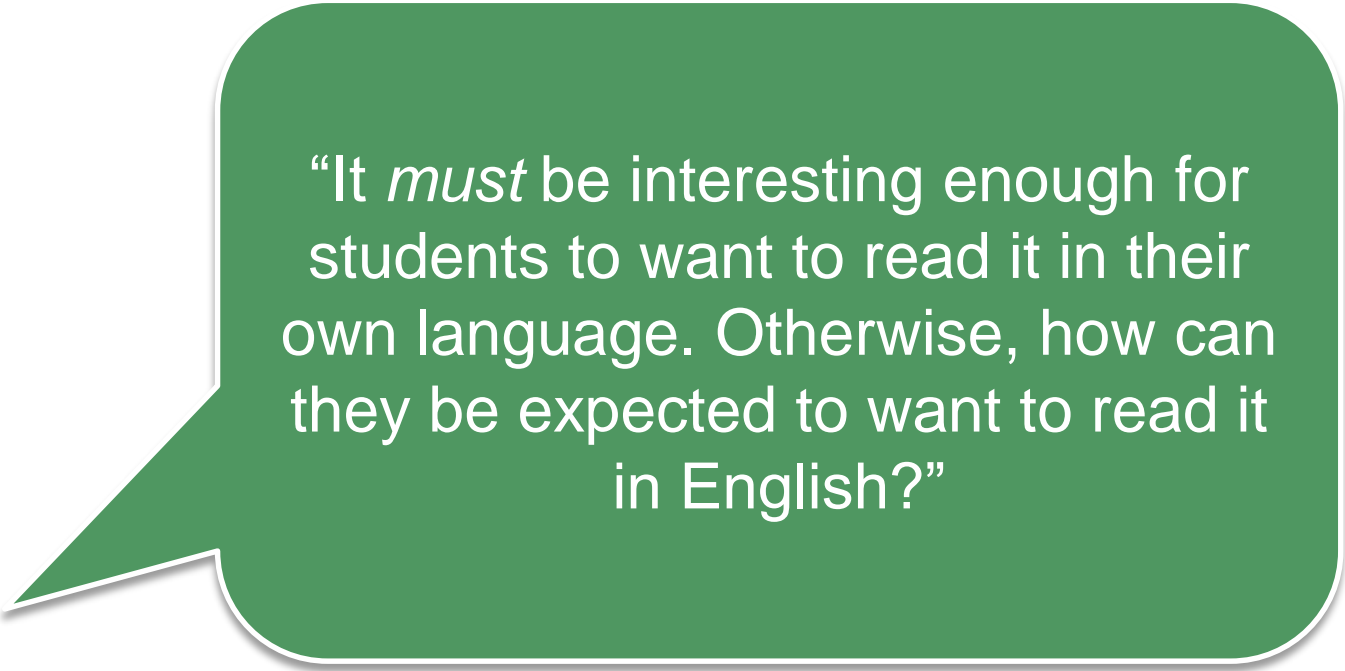
Building motivation

Types of motivation



Building motivation

Real lives, real content



“It *must* be interesting enough for students to want to read it in their own language. Otherwise, how can they be expected to want to read it in English?”

Christina Latham-Koenig and Clive Oxenden

Building motivation

Real lives, real content

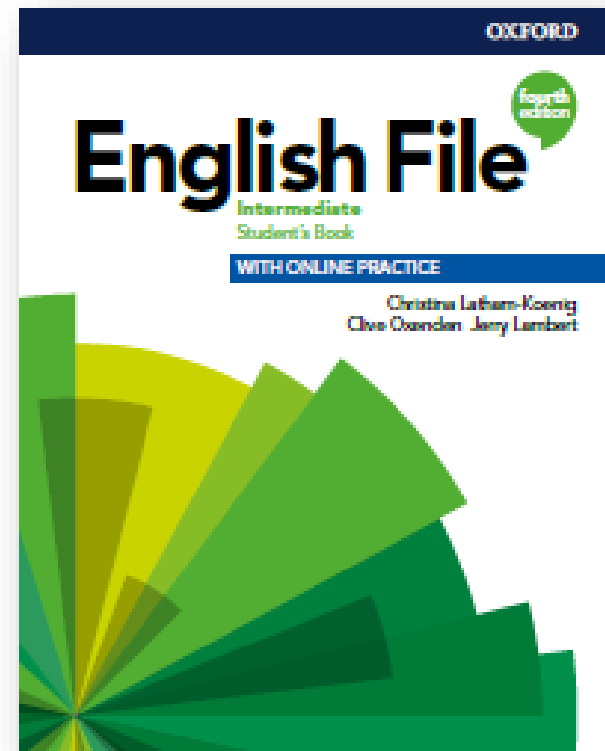
The polar challenge

TV presenter **Helen Skelton** has never been afraid of a charity challenge. She has run the 78-mile Ultra Marathon in Namibia, and she has kayaked 3,200 kilometres down the Amazon, from Nauta, in Peru, to Almeirim, in Brazil, for the charity Sport Relief, which helps poor and disadvantaged people. Now she has decided to leave the heat of Africa and South America to take part in a polar challenge, a 500-mile ski, kite-ski, and bike journey to the South Pole, the bottom of the world. During the challenge, Helen is writing a blog.

Building motivation

Real lives, real content

- Topics are up-to-date
- Texts are relevant to our students
- Content is fully 'googleable'



Advice for learning English

Has anyone ever given you a useful tip?

5 VOCABULARY

-ed / -ing adjectives

- a Complete the sentences with **amused** or **amusing**.

- Matt thought the online trumpet teacher was .
- Matt was because he could only play simple tunes.



ed and ing adjectives

Many adjectives for feelings have two possible forms, ending in -ed or -ing, e.g. **amused** and **amusing**.

We use the adjective ending in -ed for the person who has the feeling, e.g. **Matt**. We use the adjective ending in -ing for the person or situation that produces the feeling, e.g. the trumpet teacher.

- b Read the information box. Then complete the adjectives with -ed or -ing.

- What music do you listen to if you feel **depress** .
- What do you think is the most **excite** sport to watch?
- What's the most **amaz** scenery you've ever seen?
- Have you ever been **disappoint** by a birthday present?
- Which do you find more **thrill** clothes shopping or food shopping?
- What's the most **embarrass** thing that's ever happened to you?
- Are you **frighten** of heights?
- Do you usually feel very **tire** in the morning?
- What's the most **bore** film you've ever seen?
- Do you ever get **frustrat** by technology?

- c **4.19** Listen and check. Underline the stressed syllable in the adjectives.

- d Ask and answer the questions in b with a partner. Ask for more information.

6 READING & SPEAKING

- a How long have you been learning English? Has anyone ever given you a useful tip which has helped you learn?
- b Read some tips on a forum for learning English outside class. Do you do any of these things?

Does anyone have any good tips for practising English outside class? I'm a B1 level (I think - I hope!) and I'm studying in Colombia...
Nelson, Medellin

Comments

- Sara, Brazil**
One very easy thing you can do is to change the language to English on your phone, laptop, or tablet. That way, you're reading English every day and you learn a lot of vocabulary without really noticing - for example, the things you see on your screen. I've found it really helpful.
- Marc, Switzerland**
My tip is to do things that you already like doing, but in English. So, for example, if you're interested in a sport or in photography, read about it in English. If you like the cinema, watch films in English with subtitles. I'm interested in jazz, so I read magazines and articles online in English. For me, it's better than reading books.
- Agnes, Hungary**
The thing that really helped me to improve my English was having an Australian boyfriend. He didn't speak any Hungarian, so we spoke English all the time, and I improved really quickly. So my tip is: try to find an English-speaking boyfriend or girlfriend!
- Nastya, Russia**
I think that learning vocabulary is very important, so I got a vocabulary app for my phone. It has a lot of useful words, all in categories, but it also lets me add my own words and phrases, too. The best thing is that I can test myself whenever I get a quiet moment, like on the bus, and it just takes a couple of minutes.
- Sandra, Italy**
My tip is to learn to sing songs in English. First, I find the words online and try to understand them. Then I go to YouTube and sing along with the singer and try to copy the way he or she sings - fantastic for your pronunciation! Then, when I can do it well, I get a karaoke version of the song and I sing it. It's fun, and my English has improved.
- Marta, Mexico**
Practise saying things in your head. It could be anything - you could describe your job or your holiday plans, or talk about yourself or your family or what's happening in the news. Then, when you really need to speak English, it's easier, because you've done it in your head. (I do this on the way to my English class every week.)

- c Read the tips again and match them to something that you think the person has learned to say in English.

All you need is love. Love is all you need.

Are you sure you want to shut down your computer now?

Why don't we stay in and watch a movie tonight, honey?

I work for Samsung. I'm a computer programmer. I've been working there for three years.

outgoing - shy
generous - mean
friendly - unfriendly

Saxophonist Tim Garland will reunite with his former partner in Celtic jazz group Lammus.

- d Look at two sentences with **reflexive pronouns** from the tips in b. How do you say them in your language? Then read the information box.

- I can test myself whenever I get a quiet moment.
- ...talk about yourself or your family...

Reflexive pronouns

We use reflexive pronouns (myself, yourself, etc.) when the object of a verb is the same as the subject. We can also use reflexive pronouns to emphasize the subject of an action, e.g. I painted the kitchen myself.

- e Which subject pronouns do these words go with?

themselves herself ourselves yourselves
himself itself

- f **4.20** Listen and say the sentences with different pronouns.

- She's cut herself. You... (You've cut yourself.)

- g Talk to a partner.

- Which of the tips in b do you think are the best for learning English? Are there any you don't think would work for you?
- Are there any tips that you could easily put into practice?
- What other things do you do to improve your English outside class (e.g. visit chat websites, listen to audiobooks)?

7 VIDEO LISTENING

- a Do you know anybody who speaks two or more languages well? Which languages do they speak? How did they learn them?

Shalom (Jewish)
Buongiorno
Bonjour
Gutenmorgen
Yassas (Greek)
Bon dia
Hi
Guten Tag
Hola
Privet (Russian)

- b You're going to watch an interview with Alex Rawlings, who speaks 11 languages. Match greetings 1-11 to the languages. Then watch Part 1 and check.

- | | | |
|------------------------------------|---------------------------------|----------------------------------|
| <input type="checkbox"/> Afrikaans | <input type="checkbox"/> French | <input type="checkbox"/> Italian |
| <input type="checkbox"/> Catalan | <input type="checkbox"/> German | <input type="checkbox"/> Russian |
| <input type="checkbox"/> Dutch | <input type="checkbox"/> Greek | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> English | <input type="checkbox"/> Hebrew | |

- c Now watch Part 2. Why does Alex mention...?

- a completely new adventure
- Greek and German
- Chinese and Slovene
- British and Irish languages, a recent trip to Wales
- Russian
- YouTube, vocabulary and grammar

- d Watch Part 3 and answer the questions.

- Why do people sometimes fail to learn a language?
- Why did Alex find Afrikaans easy to learn?
- Why do the British and Americans find it difficult to learn foreign languages?
- Complete Alex's tips:
You never _____ learning a language.
Try to spend _____ a day on the language you are learning.

Reading and Speaking

Blog Posts

6 READING & SPEAKING

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Choose a number 1 – 6!

Group timed reading exercise

Groups of 6 - then regroup [abcdef]



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Creating opportunity

Remember the name and as many details as you can!



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Sara, Brazil

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2 My tip is to do things that you already like doing, but in English. So, for example, if you're interested in a sport or in photography, read about it in English. If you like the cinema, watch films in English with subtitles. I'm interested in jazz, so I read magazines and articles online in English. For me, it's better than reading books.

Marc, Switzerland

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3 The thing that really helped me to improve my English was having an Australian boyfriend. He didn't speak any Hungarian, so we spoke English all the time, and I improved really quickly. So my tip is: try to find an English-speaking boyfriend or girlfriend!

Agnes, Hungary

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4 I think that learning vocabulary is very important, so I got a vocabulary app for my phone. It has a lot of useful words, all in categories, but it also lets me add my own words and phrases, too. The best thing is that I can test myself whenever I get a quiet moment, like on the bus, and it just takes a couple of minutes.

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5 My tip is to learn to sing songs in English. First, I find the words online and try to understand them. Then I go to YouTube and sing along with the singer and try to copy the way he or she sings – fantastic for your pronunciation. Then, when I can do it well, I get a karaoke version of the song and I sing it. It's fun, and my English has improved.

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6 Practise saying things in your head. It could be anything – you could describe your job or your holiday plans, or talk about yourself or your family, or what’s happening in the news. Then, when you really need to speak English, it’s easier, because you’ve done it in your head. (I do this on the way to my English class every week.)

Marta. Mexico

c Read the tips again and match them to something that you think the person has learned to say in English.

5 *All you need is love, love. Love is all you need.*

1 *Are you sure you want to shut down your computer now?*

3 *Why don't we stay in and watch a movie tonight, honey?*

6 *I work for Samsung. I'm a computer programmer. I've been working there for three years.*

4 *outgoing – shy
generous – mean
friendly – unfriendly*

2 *Saxophonist Tim Garland will reunite with his former partner in Celtic jazz group Lammas.*

1. Sara
2. Marc
3. Agnes
4. Vasily
5. Sandra
6. Marta

Creating opportunity

Advice from a polyglot

1. Why do British and Americans find it difficult to learn foreign languages?
2. You never _____ learning a language.
3. Try to spend _____ a day on the language you are learning.

7 VIDEO LISTENING

- a Do you know anybody who speaks two or more languages well? Which languages do they speak? How did they learn them?



Creating opportunity

Advice from a polyglot

- Because they don't have much confidence and they never get a chance to practise other languages.
- You never **finish** learning a language.
- Try to spend **10-15 minutes** a day on the language you are learning.

Revise and Check

GVP + Reading and Listening

CAN YOU understand this text?

a Read the article once. Choose the correct heading for each paragraph A–F.

- 1 Don't be a selfish DJ
- 2 Don't tolerate dangerous driving
- 3 Be a good co-pilot
- 4 Don't distract the driver
- 5 Wear your seatbelt
- 6 Don't be rude

b Read the article again with the headings. Are you a good passenger? How many of the things do you sometimes do or not do?

How to be the perfect car passenger

With the holidays just about to start and millions of cars hitting the roads at once, now's the time to consider how car passengers can help drivers. Think about how you would like your passengers to behave if you were the driver – this will make you more conscious of your actions while being a passenger yourself.



A

Don't wait for the driver to tell you to put it on, or refuse to put it on when asked to.

B

Advise the driver on the best route to take. However, don't shout or advise them too close to a turning, as this can make the driver panic or turn suddenly, leading to a possible accident.

C

You can always comment on someone's driving, as long as it's a friendly suggestion. But don't attack the driver about their driving, especially if they're inexperienced. Let them take their time and drive the way that is most comfortable for them, not you.

D

Talking to the driver helps to pass the time and stops them from falling asleep. However, talking too loudly or singing along to the radio can distract the driver and possibly cause an accident.

E

Listening to the radio while driving makes the journey more enjoyable. However, don't assume that the driver wants to listen to everything that you want to listen to. It's better to allow the driver to choose the style of music. If the driver needs to concentrate, help them by turning the volume down, and don't have the radio on too loud in general.


F

You deserve to feel safe and be treated with consideration. If you notice that the driver is going above the speed limit, don't immediately shout at them, as they might not be aware of it themselves. However, if you can see that the driver is speeding and not driving safely, you should tell them to slow down and drive more carefully.

Revise and Check

More listening / viewing opportunities


 **CAN YOU** understand these people?

 **4.21** Watch or listen and choose a, b, or c.



1 Nick 2 Butterfly 3 Coleen 4 Jenny 5 Linwood

- 1 Nick thinks the most enjoyable way to travel in London is ____.
 a by Tube b by bus c by bike
- 2 Butterfly thinks that ____ at looking after small children.
 a men are better than women
 b women are better than men
 c men and women are equally good
- 3 Coleen thinks that women are more interested in ____ than men.
 a sport b fashion c gossip
- 4 Jenny speaks ____ languages.
 a one b two c three
- 5 What Linwood finds really annoying is people who use their phones ____.
 a on public transport
 b in the street
 c in restaurants









3&4

Revise and Check

Can you understand these people?



 00:02




Creating opportunity

Online Practice

The screenshot shows a web browser window with the URL <https://englishfile4e-stage.np.oxfordonlinepractice.com/app/dashboard/book/47/unit/22/lesson/01/activity/02>. The page title is "Unit Contents".

On the left side, there is a navigation menu with the following items: Home, Resources, Sound Bank, Help, Account, and Sign out. Below the "Sign out" link, it shows a score of "-10" and "Last score".

At the top of the main content area, there are navigation buttons for "previous" and "next", and a "Tools" button on the right. Below these is the text "you hear / you say".

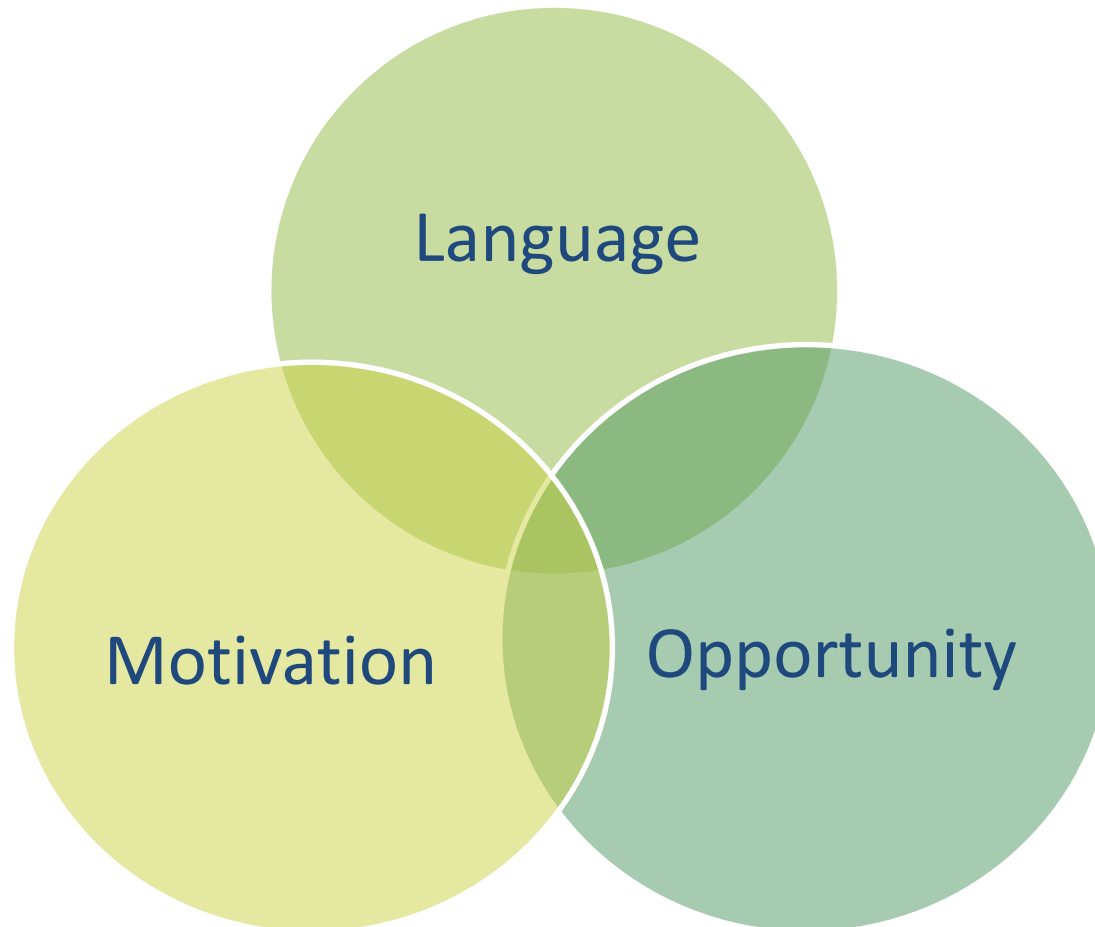
The main content area contains the following text: "Watch the video of Rob taking something back to a shop. Try to remember what he says. You can read the video script to help you. Then record Rob's part of the conversation."

Below the text is a video player interface for "EPISODE 3 Practical English The wrong shoes". The title of the video is "Taking something back to a shop". There are two buttons: "Watch the video" (pink) and "Record yourself" (grey).

At the bottom right of the page, there is a "Save" button. The Windows taskbar at the bottom shows the time as 16:25 on 02/01/2019.

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Supporting their success



Engaging and motivating lessons

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4th Edition

Making the most of your English File digital resources



Home > Learn at home



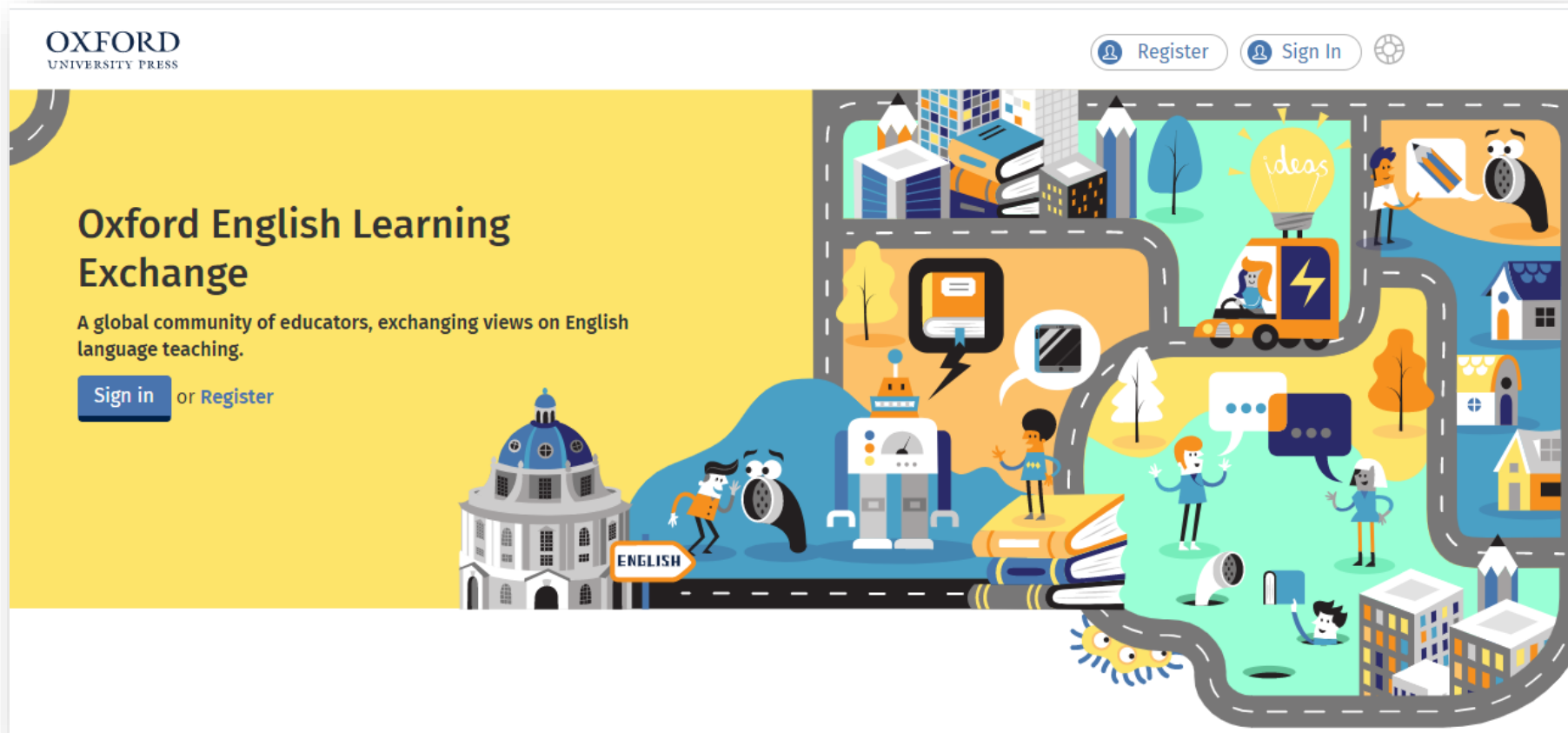
Wherever you teach, wherever you learn, we're with you

Online resources and activities to help teachers, parents and students get the most out of learning at home.

www.oup.com/elt/learnathome

Register Now!

www.oxfordenglishlearningexchange.com/



The banner features the Oxford University Press logo in the top left corner. In the top right corner, there are 'Register' and 'Sign In' buttons with user icons, and a globe icon. The main text reads 'Oxford English Learning Exchange' followed by the tagline 'A global community of educators, exchanging views on English language teaching.' Below this is a 'Sign in or Register' button. The background is a vibrant illustration of a winding road through various educational and technological scenes, including a school building, a robot, a car with a lightning bolt, a person with a lightbulb idea, and a person with a speech bubble. A signpost labeled 'ENGLISH' points towards the left.

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Sign in or Register

ENGLISH

Engaging and motivating lessons

English File 4th Edition

Paul Woodfall

Webinar Uzbekistan

June 10th 2020

Coming up after the break ...

Grammar in Context

Q: Skills for Success 2nd Edition

DOMI

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